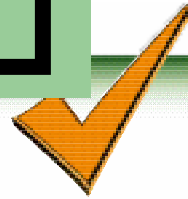


DSA's The Criterion-Referenced Testing Workshop



THE CRITERION-REFERENCED TESTING WORKSHOP

In response to growing demand for measurement of training results from clients, training managers and instructional designers, DSA has developed this two day workshop that combines theory and application in order to equip trainers, instructional designers and managers with the tools and skills they need to build training tests that accurately measure results.

Participants learn to measure training outcomes quickly and reliably. Techniques for writing good test measures of all types are included: True-False, Multiple Choice, Matching, Short Answer, Essay, and Performance & Product Checklists.

A hallmark of DSA training is our emphasis on application. During this workshop, participants design a testing plan for instruction tailored to meet the requirements of their own work environment. They work on projects of their own choosing: revising testing methods in existing curriculum, designing existing plans for courses under current development, or preparing for testing in planned/future curriculum. Testing plan development employs criterion-referenced testing principles to match course learning objectives with the

most appropriate types of testing procedures.

Using a Test Planning Matrix, participants design a testing plan that evaluates each of their learning objectives. Plans are written so objectives and criterion-referenced test measures match, objectives express the appropriate level within the learning domain, and the criterion-referenced measures evaluate the knowledge, skills or attitudes learners are required to master and use on-the-job.

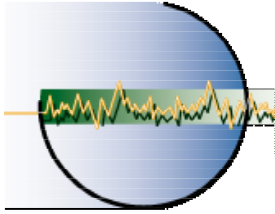
Who Should Attend

Content experts and trainers who have been given responsibility for developing tests, course evaluations, and/or certification programs. Course developers who want a proven strategy for testing instruction. Managers who want a consistent method for gauging the results of their organization's training programs.

The class will focus on writing effective test items. You can use the practical ideas from this workshop to make test planning and development easier, faster and more effective. Save time by doing the job right the first time. The techniques you will learn document the test development process, tying every facet of testing into the learning objectives of the training materials.

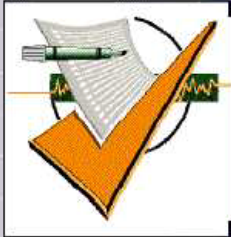
BENEFITS TO YOU

1. You will learn by doing by working on your own project and by participating in meaningful group activities.
2. You will learn systematic test item and testing plan development methodologies that you can use again and again for any type of training.
3. You will discover and implement testing techniques specifically suited to the instruction under consideration, whether that is cognitive processes or observable psychomotor performance.
4. You will gain the skills necessary to produce valid and reliable tests.
5. You will learn specific shortcuts and time-savers for solving testing problems and challenges.
6. You will take home the Criterion-Referenced Testing Workshop binder, which thoroughly documents each topic with job aids, worksheets, and real-world examples.



Day One

The Criterion-Referenced Testing Workshop



When training accountability is required

For new and experienced instructional designers, and for those who supervise, manage, or evaluate training.

Become A Certified Instructional Designer Through DSAI See Details In soal

- The Role of CRT in Course Development & Certification
- The relationship between certification and CRT
- Instructional Development Model components associated with learner evaluation and program evaluation
- How learner evaluation and program evaluation are related and how they compliment each other
- Distinguishing characteristics of formative and summative evaluations, and related information-gathering methods
- Transfer of training measurement techniques
- Writing Criterion-Referenced Test Items
- Constructed response and selected response test items - definition, advantages and criteria for development
- Test item guidelines and evaluation techniques
- Test item development using different formats: multiple choice, true/false, matching, checklists, short answers, essays, etc.
- Writing Criterion-Referenced Checklists
- Product and performance criterion-referenced checklists - distinguishing factors and appropriate applications
- Checklist selection, application and critical elements
- Checklist format selection to match learning objective requirements
- Other checklist uses

Day Two

- Writing Tests at the Correct Level
- Prescription for matching testing procedures with learning objectives
- Learning Objective Components - Definition, Analysis and Development
- Learning Objective and Test Item Matching
- Cognitive and Psychomotor Learning Domains and Levels
- Measuring Attitudes Using Criterion-Referenced Techniques
- Affective Learning Domain and Levels
- Designing criterion-referenced testing measures appropriate for affective learning objectives
- Self-report and direct observation methods and associated scales
- Observable approach behaviors for use with affective objectives
- Questionnaire and Likert Scale development utilizing approach behaviors
- Developing a Criterion-Referenced Testing Plan
- Organization of criterion-referenced tests using the test planning matrix
- Identification of objectives for criterion-referenced test items for pretest, prerequisite test, post test, and embedded tests
- Checklist assessment of test adequacy
- Validity and reliability determinations
- Issues in web-based testing

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