Table 8.4   Dos and Don'ts for Pre-/Post-Tests

DO	DON'T
Assess student learning through a pre-/post-test in order to measure the impact of your intervention on student attitudes, skills, and knowledge (ASKs).	Assume students learn what you teach. How do you know if you don't measure?
Determine learning objectives (ASKs) *before* creating pre-/post-test questions.	Create the lesson plan before determining learning objectives or pre-/post-test questions.
Determine how many questions are developmentally appropriate for the age group.	Use too many questions.
Use multiple-choice questions primarily.	Use essay or fill-in-the-blank questions.
Use true/false and yes/no questions sparingly.	Ask questions that make it easy to guess the correct answer.
Consider content validity when designing questions so that you are teaching what is being assessed.	Include questions on content you didn't explicitly teach during the lesson/intervention.
Ask questions that provide evidence that students know something or know how to do something (e.g., "If you see someone being bullied, which of the following is something you should do?").	Ask students whether they know something or know how to do something (i.e., "Do you know what to do if someone is being bullied?").
Use questions that will demonstrate change over the course of the lesson.	Include survey questions on a pre-/post-test (e.g., "How often do you do your homework?").
Word questions in a way that makes them easy to understand.	Use double negatives in questions (e.g., "I <u>don't</u> think it's <u>not</u> okay to push people if they push me first."
Ask only one question at a time.	Use compound questions (e.g., "I believe it's important to do my homework, study for tests, and go to sleep early on school nights").
Use words/emojis that are developmentally and culturally appropriate.	Use words that students will have a difficult time understanding.
Use the appropriate question format for attitude, knowledge, and skill questions.	Use a Likert scale for knowledge questions.
Teach students how to take a pre-/post-test before giving it to them.	Assume students know how to take a pre-/post-test.
Use technology to give a pre-/post-test when possible and appropriate.	Burden yourself with hand-tallying results when easier options are available (Google Forms, Plickers, etc.).
Use the pre-/post-test examples in the online appendix and tweak them as needed to align with your goals, objectives, and curriculum.	Reinvent the wheel.