**Test Analysis Tip Sheet**

**Overall reliability of test**

* KR-20- desired > 0.50

**Test Item Analysis-** Difficulty (*p* value)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  Remark Scantron

|  |  |
| --- | --- |
| < 0.30 | Too Difficult |
|  0.40 - 0.80 | Good |
|  > 0.80  | Too Easy |

 | MyMethodist

|  |  |
| --- | --- |
| < 0.20 | Too Easy |
| 0.20 - 0.80 | Good |
| > 0.80 | Too Difficult |

 |

**Test Item Analysis**- Discrimination (point biserial)

|  |  |
| --- | --- |
| > 0.40 | Very good |
| 0.30 – 0.39 | Reasonably good*Subject to improvement* |
| 0.20- 0.29 | Marginal items*Need Improvement* |
| < 0.19 | Poor items*Reject or Revise* |

**Best Practices for Writing Test Items** (Billings & Halstead, 2016)

* Keep all options grammatically consistent with stem
* Arrange options in alphabetical or numerical order
* Keep options same length
* All options reasonable and homogenous
* Use only “best answer” all authorities would agree
* Avoid “all of the above”, “none of the above”, and “a and c”
* All options must be plausible