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REGULATION
 NO. 350-22

27 March 1998

Training
 RESIDENT STUDENT MEASUREMENT

Supplementation of this regulation and establishment of local forms is prohibited without prior approval from this headquarters, ATTN: ATSG-TSM.

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* This regulation supersedes USASSI Regulation 350-22, 17 Apr 94.

CHAPTER 1

GENERAL

1-1. PURPOSE. To prescribe policies, procedures, and responsibilities for measurement (testing) of students attending United States Army Soldier Support Institute (USASSI) and NCO Academy (NCOA) courses of instruction.

1-2. SCOPE. This regulation applies to all personnel, agencies, and schools charged with the conduct, management, or quality of training in USASSI and the NCOA. Unless specified otherwise, the term "school" used in this regulation will apply to the NCOA as well as the schools of USASSI. The term "school commandant" will apply to the NCOA Commandant and the USASSI school commandants.

1-3. REFERENCES. A consolidated list of references related to student measurement is at Appendix A.

1-4. EXPLANATION OF TERMS. Appendix B explains terms peculiar to evaluation, tests, and measurement.

1-5. POLICIES.

a. The schools will carry out a resident student measurement program to accomplish two major objectives:

- (1) Measure student attainment of training objectives.
- (2) Evaluate the effectiveness of instruction.

b. Except as specified below, the schools will test all tasks and/or subjects in a Program of Instruction (POI). Non-testable areas are:

- (1) Non-academic hours.
- (2) Guest speaker instruction unless designated testable by the course director.
- (3) Hours devoted exclusively to course introduction and conclusion.
- (4) Familiarization tours and field trips.
- (5) Lessons designated by scope statements.
- (6) Those hours of common leader training in basic and advanced NCO courses (BNCOC and ANCOC) designated nontestable by the US Army Sergeants Major Academy.

- (7) Those tasks and/or subjects excluded by school commandants.

NOTE: Enabling skills and knowledge are normally assessed via practice exercises (PEs) at the time they are trained. Later they are "tested" via examinations covering the critical tasks which they support.

- c. Within the limitation of resources and the state of the art of test design, schools will develop performance tests to measure attainment of instructional objectives. Only when performance tests are not feasible, will schools design "knowledge" tests to measure the skills and knowledge most closely associated with performance.

- d. BNCOC, ANCOG, Officer Basic and Advanced Courses (OBC and OAC), and Warrant Officer Basic and Advance Courses (WOBC and WOAC) contain "common core" training which is standard throughout all TRADOC schools. The Sergeants Major Academy (SMA) provides test items to NCOA for use in common leader training (i.e., core) testing in BNCOC and ANCOG. The SMA is thereby responsible for approving the subject matter accuracy of these tests and for determining the type of testing conducted (knowledge vs performance). Cores for OBC, OAC, WOBC and WOAC include training and tests provided by various proponent schools throughout the Army via training support packages (TSP). These proponent schools are thereby responsible for the accuracy of tests and kind of testing done in these common cores. Any modification to the test or testing procedures of common core tasks must be approved by the proponent who wrote the TSP.

1-6. RESPONSIBILITIES.

- a. The USASSI Commander is responsible for implementation of training IAW policies and procedures established in this regulation.

- b. The Director of Training Support (DOTS) serves as program manager for resident student measurement. Specifically, he/she:

- (1) Reviews and approves tests, to include TSP tests for which SSI is proponent.
- (2) Approves course grading plans under SSI Reg 350-20, Instructional Design.
- (3) Monitors test analysis data to ensure schools correct test design and instructional deficiencies.
- (4) Provides test design expertise and consultation services to school commandants.
- (5) Obtains printing for all test material.
- (6) Processes all test scores and scoring data.
- (7) Produces student grade information.
- (8) Produces test analysis data.

(9) Designs and conducts training for school personnel involved in resident student measurement.

(10) Conducts test security program.

(11) Prepares tests from test items provided by the SMA for use in common leader training portions of BNCOC and ANCOC.

c. Commandants of USASSI schools:

(1) Ensure school personnel develop, under SSI Reg 350-20, two versions of tests for each task/subject/terminal learning objective (TLO) for which the school is proponent (except those areas noted in paragraph 1-5b).

(2) Approve the subject matter accuracy of all tests developed within their schools, to include TSP tests for which they are proponent.

(3) Ensure school personnel correctly manage tests and provide scoring/grading input to the Academic Records office, Training Management, DOTS.

(4) Store, secure, and destroy all tests for which they are proponent per appendix C.

(5) Review test analysis data and correct deficiencies (e.g., correct the test, correct the answer key, correct the training).

(6) Submit proposed course grading plans to the DOTS, per SSI Reg 350-20.

d. The Commandant, NCOA:

(1) Ensures NCOA personnel correctly administer tests (for the common leader training portions of BNCOC and ANCOC) and provides scoring/grading input to Academic Records, DOTS.

(2) Stores, secures, and destroys all tests for which NCOA is responsible per Appendix C.

(3) Reviews test analysis data and corrects deficiencies.

CHAPTER 2

EVALUATION PROCEDURES

2-1. TESTS.

a. Development. Schools will develop tests under the policies outlined in AR 350-1, Individual Military Education and Training; TRADOC Reg 350-6, Initial Entry Training (IET) Policies and Administration; TRADOC Reg 350-70, Training Development Management, Processes, and Products; TRADOC Reg 351-10, Institutional Leader Training and Education and SSI Reg 350-20, Instructional Design; and this publication.

b. Design.

(1) Any assessment of student performance which appears as a requirement on the course grading plan is officially considered a "test." This includes such items as "graded PEs," "quizzes," etc.

(2) Tests should measure the kind of behavior required on the job; therefore, schools should design full performance tests whenever possible. Such tests require the student to produce a product (product-scored) or to perform a process (observer-scored). When a full performance test is not feasible, prepare a performance-based (answer-scored) test. Use full performance tests or performance-based tests to assess student competency on all technical tasks.

(3) Only when the nature of the subject matter prevents the design of a performance test will schools prepare knowledge tests. Some instruction is primarily informational in nature. Some functional courses, for example, provide overviews of systems, organizations, etc. Knowledge tests are acceptable for these areas. Nevertheless, these tests should require students to apply knowledge (i.e., make determinations rather than simply repeat facts) as much as possible. Knowledge tests should be the "exception" rather than the "rule" as far as testing policy is concerned.

(4) When feasible, schools should design tests to result in a machine-scorable record of student performance. This eases scoring, grading, and preparing test analysis data by the Automated Instructional Management System (AIMS). Depending on the type of test, the student or the instructor may produce the record of student performance. A student-produced record is an answer sheet. A faculty-produced record is a score sheet. The level of detail in the answer/score sheet must be enough to accurately evaluate student performance and pinpoint the cause of student error.

(5) Schools must ensure a test is developed for each task listed in the POI for each course.

(6) Schools must also prepare at least two versions of each test for Advanced Individual Training (AIT), Noncommissioned Officer Education System (NCOES), Warrant Officer Education System (WOES), Officer Education System (OES), and functional courses. All versions of a test must be parallel in terms of format, coverage of subject matter, standards, and (to the maximum extent possible) difficulty.

(7) SSI Reg 350-20, Instructional Design, gives detailed guidance for constructing criterion tests.

c. Test Score Computation. Appendix J provides a guide and examples for computing test raw scores to scaled or non-scaled score values. Also included is a formula for computing student course averages. An automated version of the formula for computing scaled or non-scaled test scores is available on MS Excel from the Resident Test Office, DOTS.

2-2. COURSE GRADING PLAN.

a. The course grading plan (CGP) specifies graduation requirements for a particular course, to include a listing of all tests, test standards, etc. It is a product of the Training Development Process (TD) for each course. SSI Reg 350-20 gives more information about preparing and approving course grading plans.

b. The CGP will be revalidated one year from the date signed. If a revision of the CGP is required, the date the revision occurs will begin the revalidation cycle.

c. The Director of Training Support must approve initial course grading plans and any subsequent changes.

2-3. TEST STANDARDS

a. "Test standard" refers to the quantitative standard shown by the "PASS/FAIL" and "MAX/RAW" entries on the course grading plan. For example, the student must get 42 of 50 items correct to pass a particular test. (This is not the same as the "standard" in a learning objective. The latter may be qualitative in nature or may simply reference governing publications which, in turn, contain process/product standards.)

b. Schools will not include test standards in test booklets. Standards for new tests often change as schools refine these tests over a few administrations.

c. Schools will make students aware of test standards by:

(1) Orally informing students of standards at the time test is given.

(2) Making the course grading plan readily available to all students.

(3) Requiring students to complete PEs before testing. Because these PEs require the same level of performance as the test, there should be no surprises for the students.

2-4. TEST PRINTING AND PROCESSING.

a. Printing. Schools must coordinate printing with the Test Coordinator, DOTS. No agency other than the DOTS has authorization to reproduce testing material.

b. Processing. Schools must submit all requests for stock of new, revised, or existing tests, test supplements and answer booklets using FJ Form 350-100-56, Test Print Checklist at least 15 workdays before planned use. Schools must pick up (when DOTS cannot deliver material) completed printing of academic security materials in the Test Coordinator's office within 24 hours after notification. Schools will secure tests according to policies and procedures outlined in Appendix C.

2-5. TEST ADMINISTRATION.

a. While all students in a particular class will take the same test versions during initial testing, schools should, over time, use alternate test versions with roughly equal frequency. In other words, version B should be used for initial testing as often as version A; version A should be used for retesting as often as version B. In this way, schools can get enough feedback on all test versions.

b. School personnel must administer observer-scored performance tests in strict compliance with the approved instructions provided to the test administrator.

c. School personnel must administer answer-scored tests and product-scored performance tests (during which they test entire classes or large groups of students simultaneously) according to the general test administration procedures in Appendix D, unless there are other more specific instructions for the test administrator.

d. A critique, held according to the procedures in Appendix E, should follow every test administration.

e. Appendix F outlines scoring and grading procedures.

2-6. TEST RESULTS.

a. When students use AIMS answer sheets to record their responses, AIMS will produce test analysis data. Refer to Appendix G for a comprehensive discussion of the various test analysis reports.

b. Academic Records office provides copies of all test analyses to the Test Coordinator who will coordinate with the instructor or course director responsible for the instruction, the developer and (Individual Training), DOTS. The Test Coordinator keeps a file of results for student history purposes.

c. Academic Records office provides (upon request) student grade slips after each test showing individual performance on that test and overall status to date.

CHAPTER 3
ACADEMIC STANDARDS

3-1. GENERAL.

a. The course grading plan specifies standards for a particular course.

- (1) The grading plan for each course will show the guidance established in this regulation.
- (2) Schools will explain retest policies and graduation criteria to each class before the first test.
- (3) Schools must make the grading plan readily available to all students.

b. In rare cases, schools may have to consider exempting students (individuals or entire classes) from taking a particular test. School commandants have the authority to approve test exemptions. However, schools will submit the approved exemption to the DOTS Test Coordinator who will, in turn coordinate with the DOTS Academic Records office for processing. Schools should use the following guidelines to determine when a test exemption is appropriate:

(1) Some circumstances that could warrant test exemptions for an entire class are: school could not provide the needed block(s) of instruction due to inclement weather; instructor illness; preemption by command activity; etc. Because schools can usually reschedule instruction, the school commandant will approve test exemption only as a last resort.

(2) Individual students may need exemptions for various legitimate reasons (e.g., having to leave a course due to a family emergency), but schools will schedule make-up tests whenever possible rather than grant exemption.

(3) Exemptions will not be granted for the following unacceptable reasons: discovery of errors in the instruction or test; failure to get prior approval of new/revised training/testing materials; and regulatory revisions which make portions of the instructional/testing material obsolete. Here, schools should "option out" affected test questions to keep from penalizing the students and correct the situation as soon as possible--usually before the next test is given.

3-2. GRADUATION CRITERIA. The following subparagraphs outline general "academic" requirements for graduation from various kinds of courses. Course grading plans for individual courses have more detailed information and, sometimes, address other "nonacademic" criteria such as Army Physical Fitness Test (APFT) requirements.

a. AIT, NCOES, WOES, OES, FUNCTIONAL Courses:

- (1) Test grades will be on a percentage basis.

NOTE: For "multiple-hurdle" courses, it is often convenient to give more than one test (covering more than one task) at a single sitting. This "block" or "cluster" testing must still yield a separate score for each task.

(2) Graduation criterion is established differently for each course. The overall percentage score required for graduation is on each course grading plan. Usually, USASSI schools will not eliminate a student until they compute the final course grade at less than the established minimum standard. They may, however, eliminate a student when his/her overall academic average drops to a point where, based on the course grading plan, it is mathematically impossible to raise it to the minimum passing score.

(3) The initial test score will be used for grade averaging and class standing.

(4) Students who fail the first test will receive remedial instruction covering material failed and then take a retest. When retesting, schools will use an alternate version of the test. The retest score will be recorded in student records to establish final proficiency level attained.

(5) The school commandant* has three options for students who fail the retest:

(a) Authorize further remediation to ensure final proficiency.

(b) New Start.

(c) Eliminate.

***NOTE:** For AIT, WOES, OES and FUNCTIONAL Courses, the commandant of the proponent school has this authority. For BNCOC and ANCOG, the NCOA Commandant has this authority.

(6) The testing policy for all courses only allows for the use of two separate evaluations (i.e., initial test and one retest).

(7) The school commandant* may eliminate or "new start" any student who repeatedly fails initial tests, but passes retests.

(8) All BNCOC and ANCOG must include an "End of Common Leader Training Examination" given at the end of the "core" portion of these courses. Students who fail the first test will be retested. Disposition of students who fail the retest will be according to paragraph 3-2 a(5) above.

(9) Recycling of officers for academic failures is prohibited except as stated in AR 350-1.

(10) 70% is established as the minimum passing average. Commandants may establish a higher minimum standard provided all students are aware of the higher standard.

b. Appendix I is a summary of testing policies for various kinds of courses.

***NOTE:** For AIT, WOES, OES, and FUNCTIONAL Courses the commandant of the proponent school has this authority. For BNCOC and ANCOG, the NCOA Commandant has this authority.

NOTE: Students receiving temporary or permanent physical profile limitations after enrolling in resident training courses will be evaluated by commandants for continued enrollment. Students who have met or will be able to meet minimum graduation requirements will continue to be trained within the limits of their profile. Students unable to meet minimum graduation requirements will be returned to their units and may, if eligible, be enrolled in a later course.

3-3. ACADEMICALLY DEFICIENT STUDENTS.

a. Elimination/new start of academically deficient students is at the discretion of the school commandant.

b. SSI Reg 350-11, USASSI Student Disposition and Counseling Program, covers the disposition of students who are academically deficient.

c. Testing policies for new start students (AIT, BNCOC, ANCOG) are:

(1) Students who switch to a "new" class at the same point in the curriculum where they left their original class will retain all scores for tests they passed with their original class. When they pass a test with the "new" class which they previously failed with the original class, the maximum score they will receive is the minimum standard of performance for that test regardless of the actual score achieved (i.e., even if the raw score exceeded the minimum standard of performance).

(2) Students who switch to a "new" class, but at the start of the curriculum, will retake all tests previously taken with their original class. When they pass these tests, they will get the minimum passing score regardless of the actual grade achieved.

CHAPTER 4

MISCELLANEOUS

4-1. ACADEMIC DISHONESTY.

a. Cheating. Any student using an unauthorized aid in completing the requirements for any test listed on the course grading plan is guilty of cheating. Schools will use the following practice to reduce the possibility of cheating:

(1) Instructors must provide information about academic dishonesty to all students in the introduction to the course.

(2) Test administrators must warn all students about cheating before each test is given.

(3) During a test, administrators must continuously survey their students.

(4) A test administrator who sees a clear instance of cheating should collect the student(s)' test material and, on test completion, escort the student(s) to the office of the course director. After receiving information about the offense, the course director must act according to SSI Reg 350-11.

b. Plagiarism. Students who take the ideas or writings of another and pass them off as their own without due credit to the author are guilty of plagiarism. Instructors suspecting plagiarism must:

(1) Try to find the source of the material suspected of being plagiarized. Consult the student's bibliography and check the sources listed.

(2) If the source of the material is found, schedule a conference with the student and the course director. The course director should act according to SSI Reg 350-11.

4-2. MAKE-UP TESTS.

a. Excused absences. Schools must give a make-up test to students who miss a test. The test administrator should allow students who arrive late for a test to take the test with the remainder of the class. If the nature of the test prohibits this, or if the student would be penalized by having to complete the test in a shorter period of time, schools should schedule a make-up test. The test administrator should allow students testing time equal to that available if they had not been late.

b. Unexcused absences. Schools must award students with unexcused absences a grade of "no-go" and "zero" for the first administration of the test. These students must take a make-up test which will be considered the second attempt to pass the test. The score received will be recorded in student records to establish final proficiency level attained. This score will not be used for grade averaging and class standing.

4-3. NON-US STUDENTS. Schools will evaluate non-US students in a way that gives an equitable and realistic approach to language differences. Schools will grade non-US students on a "satisfactory/not satisfactory" basis. Schools may base grades on both academic achievement and attitude. Policy for award of specific grades is left to the discretion of the school commandant. See Appendix D for special handling of non-US students during the administration of tests.

APPENDIX A

REFERENCES

ARMY REGULATION

350-1 Individual Military Education and Training

TRADOC REGULATIONS

350-6 Initial Entry Training (IET) Policies and Administration
350-70 Training Development Management, Processes, and Products
351-10 Institutional Leader Education and Training

SSI REGULATIONS

350-10 Student Critique Program
350-11 USASSI Student Disposition and Counseling Program
350-19 Individual Analysis
350-20 Instructional Design

APPENDIX B

EXPLANATION OF TERMS

AFTER ACTION REVIEW (AAR). A teaching technique whereby the instructor guides discussion after a student group activity to promote "discovery learning."

AIMS (The Automated Instructional Management System). An automated system capable of scoring, grading, and giving analysis data for appropriately designed tests.

ANSWER-SCORED TEST. A test in which the student records responses on an answer sheet.

ANSWER SHEET. A student-produced record of performance in which the student marks decisions on a machine-scorable medium.

AVERAGE RAW SCORE. The arithmetic mean of the raw scores for a class on a test.

BOILERPLATE. The detailed standard wording of a contract, warranty, or other document.

CLASS AVERAGE. The arithmetic mean of the grades of a class.

COURSE GRADING PLAN. A document which lists each test in a course, the maximum raw score, and the critical score for each test, and any special evaluation and graduation criteria.

CRITICAL SCORE (PASS/FAIL POINT). That raw score which represents the minimum acceptable performance on the training objective.

CRITIQUE. A formal part of the evaluation process in where school personnel tell students the correct responses to a test, apprise them of their strengths and weaknesses, and offer them the opportunity to discuss their test performance.

GRADING. A process by which a competent authority determines the adequacy of a student's performance in reference to an established criterion (standard). Relative grades are determined on the basis of how much a student's performance (raw score) is above or below the criterion. Grading is not to be based on student comparisons (normative grading or "bell curve").

KNOWLEDGE TEST. A test which measures the skills and knowledges closely related to performance by means of written objective questions.

MAXIMUM RAW SCORE. The total number of scorable items in a test.

MEASUREMENT. For this regulation, the process used to find out if students are meeting instructional objectives.

MISS RATE. The ratio of students, expressed as a percentage, responding incorrectly to a test item or element of performance.

MULTIPLE HURDLE. A course design in which a student must pass each test listed in the Course Grading Plan (i.e., meet standards on each critical task) to graduate.

NEW START. The practice of allowing a student (usually an academically deficient student) to switch to a new class at the beginning of the curriculum within the same course, as an alternative to eliminating him/her from the training. New Start for officers will be IAW TRADOC Regulation 351-10.

OBSERVER-SCORED PERFORMANCE TEST. A test in which the instructor must observe student performance and score that performance while it is taking place.

PERFORMANCE TEST. A test which measures the student's ability to perform a task under simulated job conditions.

PRODUCT-SCORED PERFORMANCE TEST. A test in which the student produces a final product that an instructor can examine and later score.

RAW SCORE. The number of correct elements of performance or answers that any student achieves on a test.

RELIABILITY. The ability of a test to produce similar results on subsequent administrations of the same test.

SCORE SHEET. A faculty-produced record of student performance which lists the elements of a product or process and usually allows the scorer to mark only when the student commits an error or omission.

SCORING. The act of determining and recording which elements of student performance are correct and which are incorrect.

TEST. Controlled situations under which students demonstrate that they have attained one or more of the training objectives of a course. All student requirements listed in the course grading plan are considered tests.

TEST ADMINISTRATOR. The faculty member who administers a test to the students in a class.

TEST ANALYSIS DATA. Computer generated outputs which give empirical information about student performance on specific tests.

TEST STANDARD. The quantitative standard shown by the "PASS/FAIL" and "MAX/RAW" entries on the Course Grading Plan.

VALIDITY. The ability of a test to measure what the test designer intended it to measure.

APPENDIX C

ACADEMIC SECURITY

C-1. Commandants of USASSI schools and the Commandant, NCOA, are responsible for procuring lockable cabinets to store digital and hard-copies of tests and maintain academic security. In addition, they will maintain proper accountability through the testing cycle (procurement, storage, administration, and destruction) to include:

- a. Storing tests in a secure area under lock and key.
- b. Ensuring that digital reference copies of tests are maintained in lockable containers.
- c. Numbering each test copy and documenting the whereabouts/disposition of each.
- d. Whenever tests are not secured in a safe area, they are in the hands of reliable parties and never out of sight.

C-2. Instructors are responsible for receiving and signing for (receipt) newly-printed copies of tests from the DOTS Test Coordinator's office. Instructors will administer the tests and maintain student answer sheets for at least one month after graduation (or other student disposition) before destroying them.

C-3. Instructors will destroy obsolete or used tests in a manner that will prohibit the possibility of unauthorized use by the students. This includes test data received from AIMS output. Shredding is the recommended method. Instructors will not delegate this responsibility to students.

C-4. Individual instructors may work directly with the personnel in the DOTS Test Coordinator's office on reprinting existing, unrevised tests.

C-5. Schools will NOT reproduce tests.

C-6. The test coordinator's office will maintain all paper and digital test masters.

C-7. The test coordinator's office will conduct unannounced test security inspections to ensure schools have established and are following procedures for the safe handling, storing and control of student tests, test supplements, scoring guides, digital test information, and answer keys. Appendix H is a academic security checklist which provides specific guidelines for test security and will be used during inspections conducted by DOTS.

C-8. On possible compromise of a test, school personnel will immediately notify the DOTS Test Coordinator. The test coordinator will determine actions to follow and advise the Director of Training and Support, on the reality of the suspected compromise.

APPENDIX D

GENERAL TEST ADMINISTRATION PROCEDURES

- D-1. Record names of students who are absent.
- D-2. Have students clear their desks with the exception of materials needed to take the test; e.g., regulations or extracts.
- D-3. Tell students to use a #2 pencil in marking or writing their answers -- make more pencils available.
- D-4. Pass out tests and advise students not to begin until told to do so.
- D-5. Have students write their names, grades, student numbers, class number and other required information on the answer sheet.
- D-6. Have students check if they have received the correct number of pages or other papers.
- D-7. Have students read instructions as you read them aloud.
- D-8. Read the following statement aloud if not included in written instructions:
- "ALL WORK ON THIS TEST MUST BE YOUR OWN. YOU MAY NOT COMMUNICATE WITH OTHER STUDENTS, GIVE OR RECEIVE ASSISTANCE, MAKE A RECORD OF YOUR ANSWERS, OR PASS ON INFORMATION ABOUT THIS TEST TO OTHER STUDENTS."**
- D-9. Tell students that when they finish early, they may turn in their papers and leave the room. They may not re-enter the room until the testing is complete and you have collected all answer sheets.
- D-10. Ask if there are any questions.
- D-11. Place the following on the chalkboard:
- a. TEST BEGINS_____
 - b. TEST ENDS_____
 - c. CRITIQUE _____
- D-12. Announce the current time and the time the test ends and tell the students to begin.
- D-13. Enter beginning and ending times on the board. Announce the time when there are 5 minutes remaining.

D-14. During the test:

- a. Walk around the room several times.
- b. Answer only those questions which pertain to the student instructions or to the legibility of the test instrument. Give the answers to such questions to the entire class so that a single student is not advantaged.
- c. Make sure that students use only authorized references.
- d. If academic dishonesty is suspected, take action under this regulation and SSI Reg 350-11.

D-15. At the proper time, announce: **"TIME; CLOSE YOUR TEST BOOKLETS."**

D-16. If students are using answer sheets, they are not to make marks on the sheets after you have announced "TIME." Regardless of the device used to record the student responses, students must close test booklets and keep them closed at the announcement of "TIME." (See paragraph D-19 for instructions on international officers and/or NCOs.)

D-17. Direct students (except international officers and/or NCOs who have not completed the test) to pass all answer sheets to the center aisle (or to the front) and collect them. Make sure students turn in all papers except those used in the critique.

D-18. Advise students as to time and place of the critique and release the class.

D-19. If there are international officers and/or NCOs who have not completed the test in the allotted time, give them time to finish.

APPENDIX E

CRITIQUES

E-1. The critique is a formal part of the evaluation process in which school personnel inform students of the correct responses to a test, tell them of their strengths and weaknesses, and offer them the opportunity to discuss their test performance.

NOTE: Do not confuse the test critique with the After Action Review (AAR). The test critique takes place following a test administration and is primarily intended to inform students of correct test responses. The AAR is a teaching technique and, as such, normally takes place after training and before testing. The AAR is a student discussion following a group activity. The instructor guides the discussion toward the learning objective. While the AAR involves both training and evaluation, its primary purpose is to promote "discovery" learning through group participation, not to simply inform.

E-2. Conduct of critiques:

a. Schedule critiques immediately following the test.

b. A formal critique is not required for observer-scored performance tests, during which students perform the task, one student at a time, in the presence of one instructor. Critique each student on an individual basis immediately following the student's performance.

c. You should formally critique other performance tests, during which entire classes or large groups of students perform the required tasks simultaneously. The critique should point out key knowledge and skills and indicate when and how students should have applied them during performance of the task (test). You may modify procedures (outlined in next paragraph) as appropriate for performance test critiques.

d. Formally run nonperformance test critiques according to the procedures outlined below:

(1) Read a statement worded substantially:

"THE PURPOSE OF THIS CRITIQUE IS TO REINFORCE INSTRUCTION AND TO CORRECT ANY MISCONCEPTION WHICH YOU MAY HAVE. DO NOT TRY TO COMPUTE YOUR EXACT GRADE DURING THIS PERIOD. ACADEMIC RECORDS BRANCH WILL COMPUTE YOUR TEST GRADES AND WE WILL GIVE THESE TO YOU. DO NOT MAKE A RECORD OF THE CORRECT ANSWERS AND DO NOT DISCUSS THE ANSWERS TO THIS TEST WITH ANY STUDENT WHO IS NOT A MEMBER OF THIS CLASS."

"YOU SHOULD HAVE YOUR TEST BOOKLET IN FRONT OF YOU. I WILL READ THE ITEM AND THE CORRECT RESPONSE(S) TO EACH ITEM. IF YOU HAVE A QUESTION, RAISE YOUR HAND AND:" (Use one of the alternatives below)

Alternative 1 - "I WILL ANSWER YOUR QUESTION."

Alternative 2 - "I WILL RECORD THE ITEM NUMBER ON THE CHALKBOARD. AFTER WE HAVE FINISHED THE ENTIRE TEST, WE WILL GO BACK AND ANSWER YOUR QUESTIONS."

"IF YOU HAVE SUGGESTIONS FOR IMPROVING ANY ITEM IN THE TEST, WE ENCOURAGE YOU TO SUBMIT THEM IN WRITING TO ME AFTER THE CRITIQUE. THE SCHOOL FACULTY WILL CAREFULLY CONSIDER THESE SUGGESTIONS."

(2) Have students clear desks of all materials except the test booklet, paper and pencil, and reference materials, if required. Ensure students have the same test booklet they used during testing.

(3) Ensure all student answer sheets are collected and are in the hands of the instructor before beginning the critique.

(4) Read each item and correct response(s).

(5) Using alternative 1 or 2 above, answer questions in the following manner:

(a) If the student's question is not clear or not specifically stated, try to help him/her clarify it.

(b) Do not allow the question and answer period to develop into a debate or complaint session.

(c) Do not state to the class that any test question is unfair or improper. If there is an apparent problem with a test item, or if an answer has been incorrectly keyed, notify the Test Coordinator, DOTS.

(6) After the critique, collect test booklets and any written suggestions from the students.

APPENDIX F

TEST SCORING AND GRADING

F-1. General. Whether done manually or by machine, all tests must be scored first and then graded. Unless otherwise authorized by the course grading plan, the AIMS computer will grade all tests. All grades are based on the student's raw score.

F-2. Scoring.

a. Answer-scored tests. Academic Records is responsible for machine scoring AIMS answer sheets against predetermined answer keys furnished by the developer.

NOTE: Using current software, AIMS requires that the student complete a separate answer sheet for each test. For "multiple-hurdle" courses (AIT, BNCOC, and ANCOC), block/cluster tests covering more than one task must yield a separate score for each task. A block of tests covering three tasks would require three answer sheets.

b. Product-scored performance tests. Student products should be instructor scored, using the approved score sheet which lists the product criteria. The instructor should judge each item of performance listed on the score sheet on a go/no go basis. School personnel should design score sheets so the scorer marks only when there is an error.

c. Observer-scored performance tests. Instructors should evaluate observed performance against the elements listed on the score sheet. Personnel should process score sheets for observer-scored tests as described in b, above.

F-3. Grading of machine-scored performance tests.

a. Critical score. Each test should have a critical score expressed in terms of raw score. The critical score or pass/fail point represents the minimum standard of performance. Unless otherwise stated in the course grading plan, the computer labels the critical score for all performance tests as 70%. A grade of 70% does not indicate the student has satisfactorily completed 70% of the requirement; it indicates the student has performed at the minimum acceptable level and has, therefore, passed the requirement. Grades above or below 70% are translated percentages and measure the extent the student exceeded or failed to attain the minimum acceptable standard. In many courses, commandants have approved a higher than 70% minimum passing score.

b. New test instruments. Small-group trials plus information from the field should indicate the critical score for new test instruments. Instructors need only be flexible and willing to discuss problems in critical score adjustment with the DOTS test coordinator. After the first administration of the test, the primary instructor and the test coordinator examine the test results for critical score validity. They may accept or change the score.

c. Subsequent tests. During the first four or five administrations of a new test, schools should monitor test results to find out if the critical score needs to be raised to show the minimum standard of performance required in the field.

F-4. Grading of knowledge tests. Normally the critical score is 70% of the maximum raw score unless schools establish a specific percentage in the Course Grading Plan based on validation or known standards.

F-5. Processing test results.

a. For answer-scored tests, instructors should send completed AIMS answer sheets directly to the Academic Records office attached to a current AIMS Grade Processing Form. A sample of this form appears at figure F-1. School personnel should not place any marks in the grade blocks and should fill out only the upper portion of the form which describes the exam. The information required to fill out the top portion of the form can be obtained from the appropriate course grading plan. Instructors must indicate on the AIMS Grade Processing Form the established PASS/FAIL percentage, i.e., 70%, 80%, etc., for each test. For instructor-scored tests, instructors should enter raw scores (AIT, BNCOC, ANCOG) or percentage scores (officer, warrant officer, and other courses) on the Grade Processing Form and submit it to the Academic Records office.

b. Schools should turn in test results within 24 hours of testing. All final grades will be submitted by close of business on the second duty day before graduation. The Academic Records office distributes test results and student grade slips, if required, to the proper instructional and staff agencies.

c. Academic Records office distributes all AIMS generated reports to the DOTS Test Coordinator who coordinates test results with developers, course directors, instructors, or other appropriate personnel.

APPENDIX G

TEST ANALYSIS DATA

G-1. AIMS processes test results on a special computer program. This program provides feedback reports used by instructors, supervisors, and other persons/agencies concerned with improving instruction. Several of these reports concern test analysis.

a. AIMS Instructor Summary Report (Fig G-1). This computer printout provides a performance evaluation for every student in a particular class who took a specific test (whether machine-graded, instructor-graded, or a combination of both). It identifies:

- (1) The total number of test items.
- (2) The number of incorrect responses that each student selected.
- (3) Any instructor-graded portions of the test.
- (4) The total percentage score for each student.

b. AIMS Objective Exam Analysis (Figure G-2). This printout identifies for each test item:

- (1) The success rates for the upper portion of the class, the lower portion, and the class as a whole.
- (2) How many students (in each class portion) selected each possible item response.
- (3) The correct response (by an asterisk).
- (4) The number of students and percentage of the class who passed the item.
- (5) A discrimination index.
- (6) The average item difficulty.

c. AIMS Test Item Exception Report (Figure G-3). This report provides statistical clues to problems with a specific test. It allows an assessment of correct responses/incorrect responses for each test item within a specified range.

G-2. More information on interpreting test analysis data is available from the Test Coordinator.

INSTRUCTOR SUMMARY REPORT

SSN	CRS	CLASS	TEST ID	TEST NC	TOTAL	WRONG	ADD SC	WGT	SCORE
000-00-0712									
	121A	00288	121A-PX-14-AE.1	018600	50	9	0.00	0.00	82.00
000-00-0713									
	121A	00288	121A-PX-14-AE.1	018600	50	8	0.00	0.00	84.00
000-00-0778									
	121A	00288	121A-PX-14-AE.1	018600	50	17	0.00	0.00	66.00
000-00-0779									
	121A	00288	121A-PX-14-AE.1	018600	50	10	0.00	0.00	80.00
000-00-0780									
	121A	00288	121A-PX-14-AE.1	018600	50	17	0.00	0.00	66.00
000-00-0781									
	121A	00288	121A-PX-14-AE.1	018600	50	5	0.00	0.00	90.00
000-00-0782									
	121A	00288	121A-PX-14-AE.1	018600	50	7	0.00	0.00	86.00
039-56-7628									
	121A	00288	121A-PX-14-AE.1	018600	50	4	0.00	0.00	92.00
058-54-9713									
	121A	00288	121A-PX-14-AE.1	018600	50	4	0.00	0.00	92.00
075-50-4756									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
075-52-6467									
	121A	00288	121A-PX-14-AE.1	018600	50	8	0.00	0.00	84.00
099-58-9555									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
002-52-4262									
	121A	00288	121A-PX-14-AE.1	018600	50	9	0.00	0.00	82.00
013-60-6113									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
034-48-4983									
	121A	00288	121A-PX-14-AE.1	018600	50	4	0.00	0.00	92.00
034-50-5915									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
036-48-0013									
	121A	00288	121A-PX-14-AE.1	018600	50	8	0.00	0.00	84.00
038-46-8288									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
047-62-3548									
	121A	00288	121A-PX-14-AE.1	018600	50	12	0.00	0.00	76.00
067-54-2663									
	121A	00288	121A-PX-14-AE.1	018600	50	9	0.00	0.00	82.00
093-58-2851									
	121A	00288	121A-PX-14-AE.1	018600	50	9	0.00	0.00	82.00
117-62-2039									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
118-78-6876									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
123-92-0248									
	121A	00288	121A-PX-14-AE.1	018600	50	8	0.00	0.00	84.00
124-19-6732									
	121A	00288	121A-PX-14-AE.1	018600	50	6	0.00	0.00	88.00
124-78-7698									
	121A	00288	121A-PX-14-AE.1	018600	50	8	0.00	0.00	84.00
134-86-7215									
	121A	00288	121A-PX-14-AE.1	018600	50	19	0.00	0.00	62.00

Figure G-1

OBJECTIVE EXAM ANALYSIS
 TEST ID 121A-PX-44-AE.2
 TEST NO 0194
 NUMBER TAKING TEST 49

ITEM NUM	GROUP	GROUP SIZE	BLANK RESP.	DISTRACTORS					NUMBER PASSING	PERCENT PASSING	DSCR INDEX	AVG ITEM DIF
				A/1	B/2	C/3	D/4	E/5				
1	UPPER 33%	16	0	0	16*	0	0	0	16	100.00	0.06	96.88
	LOWER 33%	16	0	0	15	1	0	0	15	93.75		
	TOTAL 100%	49	0	0	48	1	0	0	48	97.96		
2	UPPER 33%	16	0	16*	0	0	0	0	16	100.00	0.00	100.00
	LOWER 33%	16	0	16	0	0	0	0	16	100.00		
	TOTAL 100%	49	0	48	3	0	0	0	46	93.88		
3	UPPER 33%	16	0	12	4*	0	0	0	4	25.00	0.13	18.75
	LOWER 33%	16	0	14	2	0	0	0	2	12.50		
	TOTAL 100%	49	0	41	8	0	0	0	8	16.33		
4	UPPER 33%	16	0	16*	0	0	0	0	16	100.00	0.31	84.38
	LOWER 33%	16	0	11	5	0	0	0	11	68.75		
	TOTAL 100%	49	0	41	8	0	0	0	41	83.67		
5	UPPER 33%	16	0	15*	1	0	0	0	15	93.75	0.00	93.75
	LOWER 33%	16	0	15	1	0	0	0	15	93.75		
	TOTAL 100%	49	1	43	5	0	0	0	43	87.76		
6	UPPER 33%	16	0	16*	0	0	0	0	16	100.00	0.00	100.00
	LOWER 33%	16	0	16	0	0	0	0	16	100.00		
	TOTAL 100%	49	0	49	0	0	0	0	49	100.00		
7	UPPER 33%	16	0	0	16*	0	0	0	16	100.00	0.00	100.00
	LOWER 33%	16	0	0	16	0	0	0	16	100.00		
	TOTAL 100%	49	0	0	49	0	0	0	49	100.00		
8	UPPER 33%	16	0	0	16*	0	0	0	16	100.00	0.00	100.00
	LOWER 33%	16	0	0	16	0	0	0	16	100.00		
	TOTAL 100%	49	0	2	47	0	0	0	47	95.92		
9	UPPER 33%	16	0	0	0	16*	0	0	16	100.00	0.00	100.00
	LOWER 33%	16	0	0	0	16	0	0	16	100.00		
	TOTAL 100%	49	0	0	0	49	0	0	49	100.00		
10	UPPER 33%	16	0	0	16*	0	0	0	16	100.00	0.00	100.00
	LOWER 33%	16	0	0	16	0	0	0	16	100.00		
	TOTAL 100%	49	0	0	49	0	0	0	49	100.00		
11	UPPER 33%	16	0	0	0	16*	0	0	16	100.00	0.00	100.00
	LOWER 33%	16	0	0	0	16	0	0	16	100.00		
	TOTAL 100%	49	0	0	0	49	0	0	49	100.00		
12	UPPER 33%	16	0	0	1	15*	0	0	15	93.75	0.31	78.12
	LOWER 33%	16	0	1	3	10	2	0	10	62.50		
	TOTAL 100%	49	0	2	8	37	2	0	37	75.51		
MEAN SCORE			40.18	STANDARD DEVIATION			3.70					

Figure G-2

TEST ITEM EXCEPTION REPORT OF 121A-PX-GM-3B-2053

PAGE 2

TEST ITEM ID ADMIN	ANS	DIST1		DIST2		DIST3		DIST4		DIST5	
		#	%	#	%	#	%	#	%	#	%
PX-GM-3B-2053-28	269	2	.74	256	95.16	11	4.08	0	0	0	0
PX-GM-3B-2053-29	269	3	*	8	2.97	*		9	3.34	0	0
PX-GM-3B-2053-30	269	4	*	21	7.8	*		*		0	0
PX-GM-3B-2053-31	269	1	*	*		1	.37	18	6.69	0	0
PX-GM-3B-2053-32	269	2	*	*		8	2.97	5	1.85	0	0
PX-GM-3B-2053-33	269	3	2.74	9	3.34	245	91.07	13	4.83	0	0
PX-GM-3B-2053-34	269	3	1.37	9	3.34	257	95.53	2	.74	0	0
PX-GM-3B-2053-35	269	2	1.37	248	92.19	16	5.94	4	1.48	0	0
PX-GM-3B-2053-36	269	2	16.594	*		14	5.2	5	1.85	0	0
PX-GM-3B-2053-37	269	2	12.446	*		*		0	0	0	0
PX-GM-3B-2053-38	269	3	*	7	2.6	*		11	4.08	0	0
PX-GM-3B-2053-39	269	2	8.297	*		*		15	5.57	0	0
PX-GM-3B-2053-40	269	1	*	11	4.08	3	1.11	*		0	0
PX-GM-3B-2053-41	269	3	3.111	7	2.6	*		24	8.92	0	0
PX-GM-3B-2053-42	269	2	8.297	*		0	0	*		0	0
PX-GM-3B-2053-43	269	4	1.37	10	3.71	15	5.57	243	90.33	0	0
PX-GM-3B-2053-44	269	1	*	6	2.23	26	9.66	13	4.83	0	0
PX-GM-3B-2053-45	269	1	*	21	7.8	19	7.06	8	2.97	0	0
PX-GM-3B-2053-46	269	4	16.594	1	.37	0	0	252	93.68	0	0
PX-GM-3B-2053-47	269	3	*	*		*		11	4.08	0	0
PX-GM-3B-2053-48	269	1	*	22	8.17	10	3.71	15	5.57	0	0
PX-GM-3B-2053-49	269	3	25.929	4	1.48	*		18	6.69	0	0
PX-GM-3B-2053-50	269	3	*	3	1.11	*		2	.74	0	0

Figure G-3

- 12. Do SSGL/SGL or instructors ensure that notes, computations, worksheets, etc., are collected from students at the end of each test session?
- 13. Do SSGL/SGL or instructors ensure that during a test critique session that students do not record any answers or comments?
- 14. Is the TCO conducting or maintaining an inventory of test materials at least quarterly?
- 15. Does the TCO randomly inspect testing sessions to determine if tests are properly handled and administered?
- 16. Are student answer sheets being maintained at least one-month after graduation or other student disposition, prior to being destroyed?
- 17. Is the TCO exercising close supervision over all phases of test receipt, storage, protection, issue, administration, and destruction?
- 18. Have key control procedures been established for keys to locked containers used for storing tests?
- 19. Are tests and test materials being destroyed in a manner that prohibits the possibility of unauthorized use by students?

YES NO

APPENDIX I

SUMMARY OF TESTING

COURSE	HOW SCORED	RETEST POLICY	GRAD CRITERIA	PRESCRIBING DIRECTIVE	REMARKS
<p>AIT</p> <p>NCOES</p> <p>WOES</p> <p>OES</p> <p>FUNC'L</p>	<p>PERCENT</p>	<p>ONE RETEST</p>	<ul style="list-style-type: none"> Overall 70% end of course average. Commandants may establish a higher than minimum passing score. 	<p>AR 350-1 TR 350-6 TR 350-70 TR 351-10 SSI Reg 350-22</p>	<ul style="list-style-type: none"> The Initial Test Score will be used for grade averaging & class standing. The Retest Score will be recorded in student records to establish final proficiency level attained. Commandants will provide remediation to students who fail the Initial Test & Retest to ensure that graduates are proficient in all tasks/subjects.
<ul style="list-style-type: none"> Grading Plans must be available to all students. Grading Plans are approved by the Director, Training Support for the USASSI Commander. 					

APPENDIX J

TEST SCORE COMPUTATION

1. Scaled or non-scaled actual score conversion is an absolute necessity to use so as to take into account extensive differences in test difficulty. Current programming at the USASSI for test score values uses a scale of 0 to 100 with 70 as a passing score value. Every test's minimum passing score value is 70% for the assigned minimum passing raw score. Raw scores below and above the minimum passing raw score are converted to scaled score values 0 to 69 and 71 to 100, respectively. The conversions from raw scores to scaled or non-scaled score values are a simple linear transformation. The cornerstone of this philosophy is a minimum passing score value for all tests. The setting of minimum passing raw scores is the responsibility of the proponent schools. TRADOC has mandated minimum passing score values of 70%.

2. As an example, let's suppose that a particular test has 112 raw score points and the Pass/Fail raw score is 95 (True percent of $95/112 = 84.82\%$). Here is how the computer would figure the score values for the system where $95/112 = 70\%$.

$$\text{Maximum Raw Score} = 112 \qquad \qquad \qquad \text{Maximum Score Value} = 100\%$$

$$\text{Pass/Fail Score} = 95 \qquad \qquad \qquad \text{Pass/Fail Score Value} = 70\%$$

$$\begin{array}{r} 112 \\ - 95 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 100 \\ - 70 \\ \hline 30 \end{array}$$

$$30/17 = 1.76471$$

For each raw score point missed, subtract from 100% the score value of each point.

A. 1 point missed (Raw Score Point)

$$1 \times 1.76471 = 1.7647$$

$$\begin{array}{r} 100 \\ - 1.7647 \\ \hline 98.2353 = \text{Score Value} \end{array}$$

B. 20 points missed

$$20 \times 1.76471 = 35.2942$$

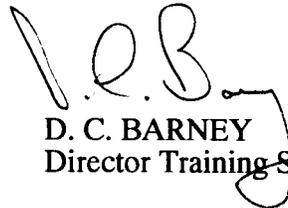
$$\begin{array}{r} 100 \\ - 35.2942 \\ \hline 64.7058 = \text{Score Value} \end{array}$$

C. Course Average

$$\text{Total Points Achieved (divided by) Total Points Available} = \text{Course Average}$$

The proponent for this regulation is the Directorate of Training Support (DOTS). Users are invited to send comments and suggestions on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to DOTS, ATTN: ATSG-TSM.

FOR THE COMMANDER:



D. C. BARNEY
Director Training Support

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