GUIDANCE FOR CREATING POST TESTS

DO	DO NOT
Application and General Support	
Ensure your post-tests are attached to Standard E when submitting your application	Neglect to attach post-tests to Standard E or inadvertently submit evaluation forms or summaries
Utilize and attach a grading grid if open-ended questions are included	Score open-ended questions subjectively or without a rubric
Create separate documents for post-tests and participant evaluations	Include participant evaluations as a single document with the post-test
Content (depth)	
Include questions sufficient to assess post-doctoral learning, specific to the predetermined learning objectives	Create questions that participants could answer without having attended the program
Include six to eight questions for each CE credit	Have an insufficient number of questions to assess learning
True-false questions, if included, should be challenging and not overused	Rely on simple true-false questions as a measure of learning
Content (breadth)	
Focus on ensuring all learning objectives are achieved	Focus on dates, statistics, or content that is not relevant to the learning objectives or program content
Have a passing criterion of at least 75% (70% on tests with only 10 questions)	Have a passing criterion of less than 75% (or less than 70% on tests with only 10 questions)

Notes: For additional guidance on post-session learning assessments, refer to the Standards and Criteria (Standard E, Educational and Technical Assistance).