Study	Appropriate	Uncertain	Inappropriate
Ligon & Jones (1982)	An appropriate test preparation activity "contributes to students' performing near their true achievement levels, and contributes more to their scores than would an equal amount of regular classroom instruction"		
Matter (1986)			Any additional activities no incorporated into regular ongoing instruction
Frederickson (1984)	1. Physical/emotional/intellectual preparation 2. Time-use skills 3. Error-avoidance skills 4. Guessing strategies		
Haladyna (1990)	1. Training in test-wiseness 2. Checking answersheets		1. Developing curriculum based on test content 2. Preparing objectives based on test items and teaching accordingly 3. Presenting items similar to those on the test 4. Using commercial test preparation packages 5. Dismissing low-achieving students from testing 6. Presenting items verbatim from the test
Mehrens & Kaminski (89)	1. General instruction on objectives without reference to the test 2. Teaching test-taking skills	1. Teaching objectives from an organization that has scanned a variety of standardized test objectives 2. Teaching objectives matching test objectives 3. Teaching objectives matching test objectives using the format of the test questions	1. Teaching from published parallel form of test 2. Instruction from the actual test
Popham (1991)	Test preparation activities should be evaluated through reference to two evaluative standards: 1. **Professional ethics**: No test preparation activity should violate the ethical standards of the education profession. Practices can be considered unethical if they violate general ethics of theft, cheating, and lying. Practices such as changing student answers on the answersheet, providing practice items from the actual test, and excluding lower ability students from testing would be examples of violations. 2. **Educational defensibility:** No test preparation practices should increase students' test scores without simultaneously increasing student mastery of the content domain tested. Violations of this standard would include all practices that attempt to improve test performance through test-taking skills, testwiseness skills, motivational strategies, and inappropriate practices such as providing additional examples to students during testing.		