

Guidelines for Fill-In Items

- Ask respondents a question and provide space for an answer; this will encourage you to write a complete thought. If you use incomplete statements be sure to capture the essence of the problem in that stem.
- Try to stick to one blank per item; use simple language, complete communication, clear conclusions. Not this In the percussion section of the orchestra are located _____, _____, _____, and _____ but this In what section of the orchestra is the kettle drum found? _____
- Don't let the length of the line to be filled in be a clue as to the length or nature of the correct response.

Guidelines for Interpretive Exercises

- Provide information to respondents in the form of a brief passage, chart, table, or figure and then ask a series of questions calling for them to interpret or apply that material, for example

General guidelines

- Make sure your students know the point value for each assessment exercise. This helps them to use their time wisely
- Start each test with relatively easy items
- Present all questions of like format together (all multiple choice together, etc.)
- Be sure all parts of a question appear on the same page of the test
- Make sure all copies are clear and readable

Selecting among the four

- Fill-in exercises are preferable when we wish to control for guessing
- True/false: blind guessing alone will answer about half correctly; multiple choice approximate percent they will guess right depends on the number of response options; tests made up of four choice items yield a guessing score of about 25 percent; five choice roughly 20 percent
- Multiple choice are preferable when we can identify one correct or best answer and at the same time identify a number of viable incorrect responses distracters; think about this: If we formulate our distracters carefully, we can use multiple choice items to uncover common misunderstandings and to diagnose students' needs; each incorrect response can provide useful information about the students who choose it
- True/false are most useful when we have a great deal of material to cover and want to ask a large number of questions per unit of testing time, or when we have much to cover and limited testing time

Wested Website (<http://www.wested.org/acwt>) review a compilation of testing software

- Using tables of specifications or lists of objectives allows you to connect the test directly to instructional priorities
- Subjectivity is not a problem as long as you
 - Are in touch with priorities in your school subjects
 - Specify your valued achievement targets carefully
- Communicate them to your students

~~Don't~~ go back to when we **Using propositions**

- Capture the elements you wish to test in the form of clearly stated sentences that reflect important elements of content and stipulate the kind of cognitive operation respondents must carry out; these are called propositions
 - Invest up front what your students should know and be able to do
 - Collect twice as many propositions as you will need; you can use extras as replacement or to develop a "practice" test
 - Use clearly stated sentences:
 - Three common forms of government are monarchies, dictatorships, democracies
 - In democracies, the power to govern is secured by vote of the people
 - The sample table on government calls for four questions in the Know and Understand/Structure of U.S. government cell, two possible propositions
 - The three branches of U.S. government are legislative, judicial, executive
 - Under the system of checks and balances, the executive branch balances the legislative branch through its ability to veto legislation
 - Continue writing propositions for each column
 - Ex: row on Structure: A difference between the US senate and House of Reps is the term of office
 - Note: You have not yet begun to write any actual questions
 - You must collect enough propositions to confidently generalize that students' performance on the sample (score on test) reflects their proportional mastery of the whole
 - For reasoning your challenge is to state propositions reflecting important learning that you may not have explicitly covered in class
 - The item must present a problem for which students have had the opportunity to master appropriate prerequisite knowledge, but have not had the opportunity to use it to solve this particular problem
 - Want students to make the leap from just knowing to analyzing or comparing (reasoning) you must write propositions representing inferences you expect them to make

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- Building test items from propositions
 - Complete and coherent thought about each fact, concept, general principal, or matter of inference ie In a monarchy, the right to govern is secured through birth.; if you want a true/false item make one part of the proposition false: In a monarchy, the right to govern is secured through the approval of those governed.
 - Convert to fill in the blank: leave out the phrase dealing with the effect and ask a question: How is the right to govern secured in a monarchy?
 - Multiple choice: add a number of response options, only one of which is correct: How is the right to govern secured in a monarchy? With military power; through birth; by popular vote; through purchase

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Good Assessments Include...

- Who's going to use it (assessment) and how?
- What is it I plan to assess? ① *what do I want them to know?*
- Possible achievement targets:
 - Master content knowledge and understanding ✓
 - Know it outright ✓
 - Know where to find it ✓
 - Use knowledge to reason ✓
- ① Two things must come together to make a good question; what you know (content) and show me (cognitive operation).
- Standards throw out the need for a bell curve; become an advocate of grade inflation! Standards driven is about competence
- Steps in assessment development
 - Develop an assessment plan or blueprint that identifies an appropriate sample of achievement
 - Identify the specific elements of knowledge, understanding, and reasoning to be assessed.
 - Transform those elements into assessment exercises or test items

② Purposes of assessment...

- Effective use, clear, accurate, timely and understandable communication of results
- Use of assessment as instruction, guide for future decisions

When should we use selected response?

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- Appropriate to consider using selected response formats when you are certain students have a sufficiently high level of reading proficiency to be able to understand the exercises
 - Administering this type of test to poor readers, ESL students, etc. you must in some way help them overcome their reading difficulties
- Use this method when your knowledge and reasoning achievement target is broad
- Use selected responses assessment only when time permits students to respond to all the test items
- Assessment must focus on mastery of the required material, with less emphasis on speed
 - Power tests, permit every student to at least attempt each test item
- Well written multiple-choice test items allow for just one best answer or a limited set of acceptable answers
- Two ways to retrieve knowledge
 - Directly from memory
 - From reference resources
- Be clear about what we expect student to learn outright
- In addition to multiple choice, true/false, matching, fill in the blank, you can also use open-book, take-home