

Assignment 08 – Embedded Items Guidelines and Assessment Rubric

This assignment represents a rather large departure from what we've been doing in that **you will not be using the flash development environment to complete it**. In addition, you will be creating your own monster so to speak. In an effort to get you some practice in writing embedded items, you will be writing out one of the embedded items for your final project.

You should pick the appropriate item type (matching or multiple choice). Matching is perfect for "parts of" kinds of information checks (such as testing knowledge about say different computer components on a motherboard), or "kinds of" information checks (such as categorizing types of novels). Don't stress out too much about making the right choice, there are lots of cases where either would be appropriate. As you write your item note the following guidelines:

- Clearly note the learning target for each item.
- Follow the recommendations for your item type from the lectures.
- Make sure you clearly label the correct response, and the invalid response.
- Write out the correct response, recursive corrective, and invalid response feedback associated with your items (to this end, make sure you label your responses or responses and premises so it is clear what the feedback is associated with). Note this can get complicated for matching items, you should check the exemplar below for recommendations on how to write this out clearly, and perhaps some ideas on how to make the task more realistic.

You should have about 2-4 embedded items for your final project but in this assignment you'll just get feedback for and receive a score on one. Again, **if you want a suggested format for organizing your assignment**, check on the next page.

Note: If you are doing the final project in a group, your group only has to submit one assignment. **This is the only assignment that you can submit as a group.**

Also note there is no spoiler video—since everyone will be working on an item targeted at their specific content area.

- Deliverables: word document (.doc) OR rich text format (.rtf)
- Submit to: course website
- File Naming convention: assignment8{YourName}.doc (so if your name were Sam Walker you would submit assignment8SamWalker.doc).

Assessment Rubric

Your assignment will be assessed using the following rubric:

Criteria	Points
Did you use an appropriate item type? (matching or multiple choice)	1 points
Did you follow the relevant prescriptions for your selected type of item?	4 points
Did you have all of the appropriate types of feedback? (correct response, recursive corrective, invalid response)	3 points
Is your item free of grammatical errors (including the feedback)?	2 points
Total	10 points

Sample item write-up (borrowed from the Sheri Moore Exemplar).

Learning Target: Correctly classify wines (dry, semi-dry, sweet) based on their sugar levels.

Stem: Check the sugar percentage on each wine label and then drag it to the bucket with the matching level of residual sugar.

Wine Label:

1. Dry
2. Semi-dry
3. Sweet

Sugar Percentage:

- A. 0-0.2%
- B. 1-2%
- C. 4-10%
- D. 20-30%

Feedback:

Response A

- dropped on 1. – “That is right! Dry wine has 0-0.2% residual sugar.” **(correct response)**
- dropped on 2. or 3. – “That is not quite right. Wine between 0-0.2% residual sugar is not quite so sweet. Try again.”

Response B

- dropped on 2. - “That is right! Semi Dry wine has between 1-3% residual sugar.” **(correct response)**
- dropped on 1. or 3. - “That is not quite right. Wine between 1-3% residual sugar is not quite so extreme. Try again.”

Response C

- dropped on 3 – “That is right! Sweet wine has between 4-10% residual sugar.” **(correct response)**
- dropped on 1. or 2. - “That is not quite right. Wine between 4-10% residual sugar has more sugar than wine that is more dry.”

Response D

- dropped on 1., 2., or 3. – “That is not quite right. Wine between 20-30% has crossed the line between wine and fermented grape juice. Try again.”

Response A B C or D

- Bottle dropped on anything but bucket – “Oops! Please drag your bottle to the matching bucket and then drop it there.” **(invalid response)**

A write up for a multiple choice item should be much more simple. Feel free to use pictures (or describe pictures if you don't have them yet)—just make sure you clearly label them for the purposes of making the feedback easier to interpret. Also, if you do choose to use pictures you will not necessarily be required to use those particular ones in your final project.

Note that it's prohibitive to come up with unique feedback for each incorrect response pairing of premise and response (here that would be 9 I think)—take an implied suggestion from the example you see here—provide a hint about what match the learner should look for with the response they just tried out,

rather than specifics about why a premise/response pair won't work. If you think it's hard to come up with 9 incorrect feedback responses, wait till you see the actionscript to code something like that (we will not be doing such a thing in class).