

■ The good ○ Variety of learning targets ○ Minimize the BS response ○ Does not assess writing abilities ○ Guessing is more difficult* (T/F) ○ Diagnostic abilities ○ What's missing from this list?

Multiple Choice The bad: Little self-expression Limited to trivia or factual knowledge* Punishes bright students Canonized knowledge Forces drill-and-practice

Multiple choice Recommendations (stem) Write as direct questions O (Haladyna & Downing, 1989a) Avoid incomplete sentences Keep it simple (non-technical) For definitions, place term in stem Drop the window dressing Do not use negatives Avoid examinee opinion Paraphrased (not from the textbook) Separate items

Multiple choice Recommendations (leaves)

- 3-5 rule
- Homogenize
- Place repeated words/phrases in stem
- Consistent punctuation & grammar w/ stem
- Arrange in a list that is logical or meaningful
- Distinct leaves
- Avoid true/false leaves
- Avoid "none of the above/all of the above"
- Overly plausible distractors
- 'Joke' response



Multiple choice examples

- Which of the following three-dimensional shapes is best suited to traversing a smooth surface in a linear fashion?
 - cube
 - pyramid
 - ruler
 - point
 - cylinder*

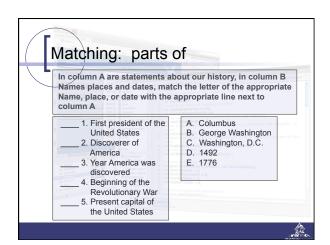


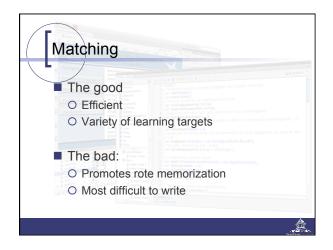
Multiple choice examples

- If you want students to perform a calculation in a test the best thing to use is:
 - · A fixed-response item.
 - · A multiple choice item.
 - A matching item.
 - A fill-in-the blank item.*



Multiple choice examples Which of the following is the best film set in New York City? Sex in the City When Harry met Sally CSI New York You've Got Mail Spider-Man*





Matching Recommendations Match with learning targets/objectives

- Match assessment plan
- Homogenous sets of premises/responses
- Clear directions
- Every response is a plausible option for every premise
- 5-10 rule
- No perfect matching (# responses > # premises)
- Each premise longer than each response
- Logically arranged responses
- Numbered premises/lettered responses



Matching examples

In column A are statements about our history, in column B Names places and dates, match the letter of the appropriate Name, place, or date with the appropriate line next to

- 1. First president of the **United States**
- A. Columbus
- 2. Discoverer of
- B. George Washington C. Washington, D.C.
- America
- 3. Year America was discovered
- D. 1492 E. 1776
- 4. Beginning of the
 - Revolutionary War
- 5. Present capital of the United States



Embedded items

- Goal is to check understanding
 - O Timing (formative)
- Do not grade
- Allow for multiple attempts
- Feedback
 - O Correct response (prompt to continue)
 - O Incorrect response = recursive corrective feedback (try again)
 - O Invalid response (re-prompt)



Assessment blueprints and assessment plans Validity/reliability of items Content validity Intra-item reliability Item analysis Other item types: true/false, short answer, fill in the blank, essay, project-based.