Name

Practice Test - Classroom Measurement

ANSWER KEY

Section I: Matching
Below are types of validity. Match the type of validity evidence to the corresponding statement on the right. Answers may be used more than once or not at all. Choose the best answer for each item. (5 points each)

1. C Measures what it is supposed to measure. A. Construct Validity
2. A Response measures a theoretical concept. B. Face Validity
3. D Response on a test predicts a behavior. C. Content Validity
4. D A score on the SAT suggests success in college. D. Criterion Validity

Below are types of reliability. Match the type of reliability evidence to the corresponding statement on the right. Answers may be used more than once or not at all. Choose the best answer for each item. (5 points each)

5. B Consistency across items within a test. A. Test-retest Reliability
6. C A test that is scored by two people. B. Split-half Reliability
7. C Most important for subjectively scored tests. C. Inter-rater Reliability
8. A A test is re-administered for the correlation between the two scores. D. Reliability
Section II: Short Answer

Please answer the following questions to the best of your ability.

9. Define what makes an item on a test objective. Include in this definition what are the four types of objective items that were discussed in our text. (5 points)

**1 point Definition:** There is no subjective judgment or intelligent interpretation required by the grader. **OR** The test item requires no logical operations to develop the answer by the test taker.

**1 point for each term:** True-false items, Multiple-choice items, Matching-items, Answer-bank Fill-in-the-blank items

**Total of 5 points possible**

10. Choose one type of an objective item with which you may create a test. Please list four of the factors that you must keep in mind when creating this type of a test item. (5 points)

**1 point for the type of objective item:** True-false, Multiple-choice, Matching, Word-bank, Fill-in-the-blank

**1 point for each correct factor (total of 4 possible) under one given item type category**

**True-false:** 1) Test one fact at a time
2) Correct for guessing (1 point correct, 0 points blank, -1 point for incorrect answer)
3) Avoid using the word NOT
4) Have them correct the false answers
5) Use true-false for application objectives

**Multiple-choice:** 1) Distracters (wrong answers) should be minimal
2) Three choices for young children
3) Don't give context clues
4) Watch our for the use of "all of the above", "both a and c", etc. answers
5) Don't connect separate items on the test
6) Don't use pattern answers
7) Pay attention to class patterns
8) Teach students how to approach multiple-choice answers
Matching: 1) Use matching items for at least four items together
2) Do not have a one to one correlation
3) Do not use more than 15 items to a cluster
4) Make sure all of the items fall into the same type of category

Answer-bank: Fill-in-the-blank: Same four as in matching
            Plus: Watch out for the use of context clues

Total of 5 points

11. What are the three types of subjective test items that were discussed in our text? (3 points)

1 point for each correct term: Fill-in-the-blank
Short-answer
Essay

2 points possible

12. When creating a subjective test, what scoring criteria is necessary to establish adequate scoring consistency? Briefly explain why this component is so important. (2 points)

1 point for the term: Rubric
1 point for the explanation: They must explain how a detailed rubric narrows down the subjectivity of the grader. (Inter-grader reliability)

2 points possible

13. Define and explain the difference between test difficulty and test discrimination. (7 points)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Score Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0-2-4</td>
</tr>
<tr>
<td>3</td>
<td>Identifies difference</td>
</tr>
<tr>
<td>2</td>
<td>Defines both items</td>
</tr>
</tbody>
</table>
Section III: Matching
Use these categories to match the descriptions that follow. Answers may be used more than once or not at all. Choose the one best answer for each item. (1 point each)

A. Rubric  
B. Item-based Rubric  
C. Portfolio  
D. Descriptive Rubric  
E. Positive Scoring  
F. Negative Scoring

14. A A system for assessing a complete response by a student  
15. C A collection of student products used for summative evaluation  
16. D Clusters descriptions of different responses at several evaluative levels  
17. F Points are deducted as mistakes are encountered  
18. A Can translate directly into a point system  
19. B Provides students with specific feedback about rewriting a paragraph  
20. F Is often used by teachers who do not use rubrics  
21. E Points are added up as elements occur in the response  
22. A Can be used to assess group work and writing  
23. B Often resembles a checklist

Use these categories to match the descriptions that follow. Answers may be used more than once or not at all. Choose the one best answer for each item. (1 point each)

A. Portfolio  
B. Gatekeeping Assessment  
C. Retrospective Assessment  
D. Gradebook

24. A A collection of student work  
25. B Material is added as objectives are met  
26. A Helps students take responsibility for their own learning  
27. A A means of communicating with a students future teachers  
28. C A collection of materials are reviewed at the end of a grading period
Section IV: Application and Short Answer
For the following set of 10 scores compute the mean, median, and mode. (2 points each)

29, 23, 31, 29, 31, 22, 25, 35, 39

29) 29.3 Mean
30) 30 Median
31) 29 Mode

Work room:

32) Based on the following table choose the probable correlation coefficient between Quiz One to Quiz Two: (5 points)

<table>
<thead>
<tr>
<th>Name</th>
<th>Quiz One</th>
<th>Quiz Two</th>
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<tbody>
<tr>
<td>Trey</td>
<td>9</td>
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<tr>
<td>Dakota</td>
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<tr>
<td>Beth</td>
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<td>Nick</td>
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<td>Anna</td>
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<tr>
<td>Bryce</td>
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<td>5</td>
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<td>Michael</td>
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<td>Madison</td>
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<td>3</td>
</tr>
<tr>
<td>Claire</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

A) 0.95
B) 1.0
C) 0.40
D) -0.60

33) Standardized tests report national, state, and local norms. Two common norms are percentile and grade equivalent scores. These types of norms compare (5 points)

A) right vs. wrong
B) student vs. student
C) student vs. self
D) wrong vs. guess
34) On a normal bell curve, if your student scored at the 98th percentile, what would his/her z-score be? (2 points)
   A) 0
   B) +2.0
   C) -3.0
   D) +1.0

35) A group of tests has a mean=50 and SD=10. Bob gets a score of 40. What is Bob's z-score? (5 points)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Score Descriptor</th>
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<tbody>
<tr>
<td>5</td>
<td>Correct Answer Provided= 1.0</td>
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