

Chapter 9.

Selected-Response Items

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An Either/Or Split

- All of the test items employed in educational assessment devices call for student to make either a selected response or a constructed response.
- Selected response items: Test items requiring students to choose the correct answer from two or more options.
- Constructed response items: Test items requiring students to generate their own responses.

An Either/Or Split

- Five general implements to good item-writing
 1. Unclear directions
 2. Ambiguous statements
 3. Unintended clues
 4. Complicated syntax
 5. Difficult vocabulary

Binary-Choice Items

- Binary-Choice Items : Test items requiring students to choose from only two options.
Ex. true-false, yes-no, right-wrong, agree-disagree
- Without a doubt, the most common use of binary-choice items is to measure a student's ability to identify the correctness of factual statements or definitions.

● Ex:

Directions: Read each of the following statements and, if the statement is true, place a T before it; if the statement is false, place an F before it.

- ___ 1. During the 1990s we saw a decline in U.S. space exploration activity.
- ___ 2. A peace treaty between Egypt and Israel was ratified by both nations in 1979.
- ___ 3. President Bill Clinton was often referred to as "The Comeback Kid" because of his rapid-fire ability to supply verbal retorts.

Directions: Circle the Y (for *Yes*) or the N (for *No*) to indicate whether the following statements accurately describe you.

- Y N 1. I would rather play with my friends than go to school.
- Y N 2. I never try to be tardy to class.
- Y N 3. I become restless as the school day wears on.

Binary-Choice Items

Dividends

1. They can be **written so tersly**
2. Ebel' s advocacy
 - The essence of educational achievement is the command of useful verbal knowledge.
 - All verbal knowledge can be expressed in propositions.
 - A proposition is any sentence that can be said to be true or false.
 - The extent of students' command of a particular area of knowledge is indicated by their success in judging the truth or falsity of propositions related to it.

Deficits

1. The easy with which students can **guess the correct answer.**
2. They encourage sutdents to engage in **verbatim memorization of statement**

Binary-Choice Items

- Multiple Binary-Choice Items: Test items presenting a group of binary-choice items linked to a single, usually somewhat lengthy stimulus.

- Ex: Imagine that a dozen of your advanced students completed a 10-item Right–Wrong quiz and earned the following number-correct scores:

5, 6, 7, 7, 7, 7, 8, 8, 8, 8, 9, 10

Now, indicate whether each of the following four statements is true or false:

- The range of the students' scores is 5.0. (True)
- The mode for the set of scores is 8.0. (False)
- The median for your students' scores is 7.5. (True)
- The median is different than the mean. (False)

Binary-Choice Items

● Item-Writing Guidelines

1. Conceptualize binary-choice items in pairs, not singly.
2. Phrase the items so that a superficial analysis by the student suggests a wrong answer.
3. Rarely use negative statement, and never use double negatives.
4. Don't include two concepts in one statement.
5. Have an approximately equal number of items representing the two categories being tested.
6. Keep similar the length of items representinig both categories being tested.

Matching Items

- Matching Items: Test items requiring students to associate items from two lists as directed.
- Premises: A matching item's listed elements for which a match is sought.
- Responses: A matching item's listed elements from which matching selections are made.

- Ex: *Directions.* On the line to the left of each military conflict listed in *Column A*, write the letter of the U.S. president in *Column B* who was in office when that military conflict was concluded. Each name in *Column B* may be used no more than once.

Column A

- ___ 1. World War I
- ___ 2. World War II
- ___ 3. The Vietnam Involvement

Column B

- a. Clinton
- b. Johnson
- c. Nixon
- d. Reagan
- e. Roosevelt
- f. Truman

Matching Items

Dividends

- 1. Its compact form.**
- 2. They can be efficiently scored.**
- 3. They are relatively easy to construct(although not as simple as most people think).**
- 4.They encourage students to cross-reference.**

Deficits

- 1. They don' t work well if teachers are trying to test unique ideas.**
- 2. It is restricted to assessment of mere associations, typically of a fairly factual sort.**
- 3. It is typically impossible to devise an entire test of matching items.**

Matching Items

○ **Item-Writing Guidelines**

1. Use relatively brief list, and place the shorter words or phrases at the right.
2. Employ homogeneous lists in a matching item.
3. Include more responses than premises.
4. List the responses in a logical order.
5. Describe the basis for matching and the number of times a response may be used.
6. If possible, place all premises and responses for a matching item on a single page.

Multiple-Choice Items

- **Multiple-Choice Items:** Test items requiring students to choose a response from three or more options.
- **Item-Stem:** The stimulus segment of a multiple-choice test item.
- **Item Alternatives:** The answer options in a multiple-choice test item.

Multiple-Choice Items

Dividends

- 1. The considerable flexibility.**
- 2. The increased alternatives make it more difficult for students to guess the correct answer, thereby increasing the reliability of each item.**

Deficits

- 1. It is possible to blind in distractors.**
- 2. They are relatively unaffected by students' response sets**
- 3. When a series of alternatives is presented to students, they can often recognize a correct answer that they could never construct.**
- 4. The student has no opportunity to synthesize thoughts, write out creative solutions, and so on**

Multiple-Choice Items

○ Item-Writing Guidelines

1. The stem should present a self-contained question or problem.
2. The stem should contains as much of the item's content as possible.
3. If possible, avoid negatively stated stems.
4. Be sure that only one alternative represents the correct or best answer.
5. Each alternative should be grammatically consistent with the item's stem.
6. Avoid creating alternatives whose relative length provoides an unintended clue.
7. Make all alternatives plausible.
8. Randomly use each alternative position for correct answers in approximately equal numbers.
9. Unless important, avoid alternatives such as “none of the above” or “all of the above.”

The background features a faint, light-colored illustration of a mountain range. In the foreground, a person is depicted riding a horse, facing right. The scene is rendered in a soft, sketchy style. The top of the slide has a solid blue horizontal bar, and the bottom has a solid orange horizontal bar.

Thank you.