



Assessment Editing

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Assessment Editing



Types of tests

- End of Chapter
- Multiple Choice
- True-False
- Math and Science Problems
- Short Answer
- Essay
- Open Book



Testing terminology

| | |
|------------------------------------|-------------------------------|
| | |
| Stem | Question |
| Option | An answer choice |
| Key | The correct answer choice |
| Distractor | An incorrect answer choice |
| Item (Assessment Object) | The Stem and options |
| Passage | The Reading or Listening text |
| Examinee | The test taker, student |



Assessment editing

Looking at multiple-choice test questions from all directions:

- editing from the top down (straightforward)
- editing from the outside in (veneer)
- editing from the inside out (pull it apart, analyze)
- editing from the bottom up (avoid test-taking tricks)



What does a good test item look like?



Editing from the top down



Editing from the top down

What you already know . . .

- Is the grammar correct?
- Is the spelling correct and consistent?
- Is the punctuation in place?
- Etc.



Editing from the top down (example)

What is the reason the project was delayed?

- a. The mayor of the city disapproved of the changes (missing period)
- b. Lesser paid colleagues contested the agreement. (missing hyphen)
- c. An Environmental impact statement had yet to be filed. (miscap)
- d. Funding was cancelled due to budget restraints. (spelling)



Editing from the outside in



Editing from the outside in

Veneer

- length of options
- presence of proper nouns (capital letters)
- presence of possessives ('s)
- use of hyphenated words
- initial words (articles or nouns) or phrases, repeated words or phrases, and final words or phrases
- verb form (present, past, conditional, etc.)



Editing from the outside in

What is the one special service provided by this business?

- a. Valet parking for season ticket holders.
- b. Free radios for the first 150 customers.
- c. A meal comes with the price of admission.
- d. A discounted price is offered for the late show.

Explanation: Structure not parallel: 2 options are noun phrases, 2 are sentences.



Editing from the inside out



Editing from the inside out

Pull it apart, analyze, substantive editing

- logic
- ambiguity
- cause-effect
- partial truths



Logic

What did the woman do to the driver?

- a. She threatened him with a knife.
- b. She damaged his car.
- c. She reported him to the police.
- d. She stole his car.

Explanation: Strictly speaking, options a, b, and c do not answer the question.



Ambiguity

What problem with the government does the speaker discuss?

a. It fails to prevent money laundering.

Explanation:

Does *It* refer to the problem or to the government?

Consider rewording the Stem OR begin the options with the noun.



Cause and effect

Example:

What was one result of the avalanche?

- a. The historic hotel was damaged.
- b. The search helicopter ran out of fuel.

Explanation:

Be sure the relationship is expressed logically. Be sure Key and distractors are a direct result of an incident, rather than a later outcome in a sequence of developments.



Partial truths

Examples:

Proper care from society can *cure* children's problems.

Smoking *causes* heart disease.

Explanation:

Both of the examples show distractors that are not appropriate because they overstate the case, or are only a partial truth.



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***Editing from the
bottom up***



Editing from the bottom up

Avoid test-taking tricks (testwiseness)

- Grammar cues
- Repetition of word or phrase from the Stem
- Opposites
- Option length
- Qualifiers



Grammar cues

1. Important in feeling pain are

- a. bone.
- b. ear.
- c. muscle.
- d. nerves.



Repetition of word/phrase OR association

1. When did the revolution of the **Four Hundred** place?

- a. Before the unfortunate and long-lamented death of Theramenes.
- b. After the Sicilian expedition by the **Four Hundred** swordsmen of Alcibiades.
- c. Before the desperately sought peace of Nicias.
- d. After the death of Alcibiades.



Opposites OR only one different

- 1. If more items are added to a test, what effect is most likely?**
 - a. Decreased reliability.
 - b. Decreased cost of administration.
 - c. Increased reliability.
 - d. Increased standard error of measurement.



Option length and/or complexity

- 2. Along the eastern coast of Maine, what are the cases of huestoolduds most often secondary to?**
- a. Poor nutrition.
 - b. The moisture of frocklesters.
 - c. The abundance of greezies.
 - d. An oversupply of fhoulsteens that occur directly as a result of kjuoost, djurts, and bhespernets.



Qualifiers

(specific determiners or absolutes)

1. What is the reason patients suffering from struguleum frequently undertrosi the grufreit?
 - a. All patients with struguleum have krodncurz.
 - b. Struguleum always presents with qugruestful.
 - c. Patients with struguleum commonly have grizzlehorst.
 - d. No fueggroois results in struguleum.



Qualifiers

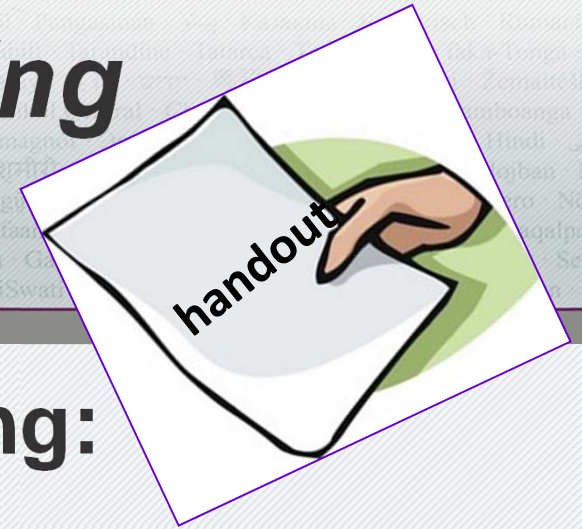
(vague frequency or careful qualifiers)

1. The lungs

- a. are solid and immobile.
- b. are the organs that use insulin.
- c. function primarily in respiration.
- d. possess the sphincter of Oddi.



Assessment Editing Quiz



Find secondary cues, including:

- 1) grammar
- 2) repetition of word from Stem
- 3) options opposite OR only one different
- 4) option length and/or complexity
- 5) qualifiers: careful qualifiers usually correct
OR absolutes usually incorrect
- 6) other . . .





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