**Multiple-Choice-Test Test**

Instructions. Use the workshop handout to identify flaws in the test items below. There may be more than one flaw per item. Select a couple of items and rewrite them to be more effective measures of student learning.

1) What is the major reason for using a table of specification when you develop a test?
   A. To produce a content valid test
   B. To align test items with learning objectives
   C. To emphasize on the test the same content you emphasized in day-to-day teaching
   D. All of the above

2) The test item stem
   A. should give plausible answers to the test question
   B. should pose a direct and complete question
   C. should be the most important part of a test question
   D. should be an open ended statement

3) How can instructors reduce student contentiousness and haggling about test items?
   A. Include easy items at the beginning of the test
   B. Not return the test to students
   C. Instruct students to select the “best” answer and acknowledge that other response alternatives may have elements of accuracy but that there is one “best answer
   D. Give partial credit for plausible answers

4) How many response alternatives should you use for multiple choice items?
   A. Use four or five response alternatives because using more alternatives reduces the chances of guessing correctly
   B. The number of response alternatives should be appropriate to the question
   C. Use five response alternatives, one of which is clearly incorrect
   D. Use no more than three response alternatives because it puts poor readers at a disadvantage on the test

5) What is an effective way to develop plausible response alternatives for test items?
   A. Rather than write your own items, use the publisher’s test item bank
   B. Give a short answer version of the item first and use student responses as alternatives for the multiple choice version
   C. Use only three response alternatives rather than four or five
   D. Consistently use alternatives such as “all of the above” and “none of the above.”

6) Why is it good practice to write test items after each class rather than just before the test?
   A. The information in the item stem will be more accurate
   B. It will be easier to remember what you emphasized in class
   C. It will be easier to think of plausible response alternatives
   B. It is not a good practice; the test items should be developed all at once

*Worksheet for Writing Better Objective Tests Workshop*  
*CATL Colloquium, November 25, 2009*
7) Why is it good practice to write matching pairs of items after each class rather than all at once before the test?
   A. You should always include two items that measure the same thing on a test
   B. You can use one for in-class review and the other for the class test
   C. It saves time because you can use one now and one the next semester
   D. In a time crunch instructors tend to rely on test banks for items that do not match the content of their courses

8) One way instructors can write items that test more complex thinking is to
   A. present a scenario based on the course material and ask students to predict an outcome
   B. use very similar response alternatives so that students have to discriminate fine details
   C. increase the number and length of the response alternatives
   D. use more true/false questions

9) What should be included in a table of specifications?
   A. A list of all the topics in the entire course
   B. A list of concepts and topics taught by the instructor and covered in the course materials
   C. A list of difficulties students experienced as they tried to learn the course content
   D. Specifications

10) Why would you use assertion-reason questions on a multiple choice test?
    A. To test students’ reading comprehension
    B. To test students’ ability to recall factual information
    C. To give students an opportunity to create an argument for their options
    D. To test students’ ability to reason with the subject matter