

Answers to Exercise 4.3

Review Questions

1. *How are selected-response items and short constructed-response items typically used to design a paper/pencil test that addresses score 2.0, 3.0, and 4.0 content?*

Because selected-response items require students only to recognize correct information that is presented to them, those items typically address score 2.0 content. Short constructed-response items can be used to ask students to demonstrate comprehension (typically score 3.0 content) or some form of analysis (typically score 4.0 content). When designing a paper/pencil test, the teacher would typically include one section with a few selected-response questions addressing score 2.0 content, another section with short constructed-response items addressing score 3.0 content, and a third section with short constructed-response items addressing score 4.0 content.

2. *Explain what you would do if a student demonstrated an aberrant pattern of responses in an assessment designed to address score 2.0, 3.0, and 4.0 content.*

The first thing a teacher would do upon seeing an aberrant pattern of responses in an assessment would be to investigate whether or not an item or items were flawed. If flaws did exist, he or she could drop the item or items from the assessment. If the item or items were not flawed but were more difficult than initially thought, the teacher might reclassify the item or items as a higher or lower score value.

The second thing a teacher would do upon seeing an aberrant pattern would be to consider the possibility that a student put effort into answering some of the items and not others. He or she would have a one-on-one conversation with the student and ask him or her to reconcile the issues on the assessment.

The third thing a teacher might consider is the possibility that his or her evaluation of the item or items is in some way flawed. Consequently, the teacher would reexamine his or her scoring of the item or items.

3. *Explain why a well-constructed scale is critical to scoring a demonstration and unobtrusive observations.*

Quite simply, if a scale is not well constructed, a teacher will not know what behaviors to look for in a demonstration or unobtrusive assessment. In other words, if the behaviors that demonstrate proficiency are not specified in the scale, a teacher has little option but to make subjective judgments about what behaviors constitute which score values. Furthermore, if the scale is not well constructed, students will not fully understand the learning goal and will not know what is expected of them.