

RUNNING HEAD: Test Construction Project

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Test Construction Project

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EDCC 605: Educational Measurement and Evaluation

Dr. Eirini Gouleta

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### Learning Standards

This test addresses the following learning standards:

1. Describe an incident that advances the plot in a novel.
2. Write an essay that:
  - a. States the thesis (position on the topic) or purpose;
  - b. Explains the situation;
  - c. Is clearly organized; and,
  - d. Offers evidence to support arguments and conclusions.
3. Write a response to literature that:
  - a. Develops an interpretation that shows careful reading, understanding and insight;
  - b. Is organized around several clear ideas; and,
  - c. Is supported with evidence from the text.
4. Use varied word choices to make writing interesting.
5. Use correct capitalization.
6. Deliver oral responses to literature that:
  - a. Develop an interpretation that shows careful reading, understanding and insight;
  - b. Is organized around several clear ideas; and,
  - c. Is supported with evidence from the text.
7. Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.

### Instructional Objectives

This test is designed to address the aforementioned learning standards, and test students' mastery of the following objectives:

1. Having read the novel, students will show that they have *knowledge* of characters, events and details in the story.
2. Students will demonstrate *comprehension* of the novel, including facts and ideas contained within.
3. Students will *apply* their knowledge by comparing one of the themes in the book to a real-life situation.
4. Students will *analyze* the world described in The Giver, and compare it to the world in which they live.
5. Students will *synthesize* their own experience with that of characters in the novel by orally presenting their own interpretation of one of the novel's themes.
6. Students will *evaluate* their own feelings about one of the thematic elements presented in the novel.

**Test Construction Project**

The Test: Middle School Comprehensive test on The Giver

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PART 1 – TRUE OR FALSE (3 pts. each)**

**Directions:** In the blank spaces provided, please indicate whether the statement is true or false, using a “T” for true and an “F” for false.

- 1) \_\_\_\_ Lily’s comfort object is an elephant.
- 2) \_\_\_\_ When you’re a Six, your comfort object is taken away.
- 3) \_\_\_\_ The Birthmother asked The Giver for advice when an airplane flew over the community.
- 4) \_\_\_\_ The Murrmur-of-Replacement Ceremony is done when a family unit receives a replacement child for one who has died.
- 5) \_\_\_\_ The name of the last Receiver of Memory (The Giver’s daughter) is “Not-to-Be-Spoken.”

**PART 2 – MATCHING (3 pts. each)**

**Directions:** Who said what? In the blank, match the letter that corresponds to the person that said the statement.

1) \_\_\_\_ “We gained control of many things. But we had to let go of others.”

2) \_\_\_\_ “If everything’s the same, then there aren’t any choices! I want to wake up in the morning and *decide* things!”

3) \_\_\_\_ “I think new children are so cute. I hope I get assigned to be a Birthmother.”

4) \_\_\_\_ “Here today and gone tomorrow. Never seen again.”

5) \_\_\_\_ “I’m next on the list. I’ll have to select the one to be nurtured, and the one to be released. It’s usually not hard, though. Usually it’s just a matter of birth weight. We release the smaller of the two.”

- A. Lily
- B. Asher
- C. Father
- D. Jonas
- E. The Giver

**PART 3 – MULTIPLE CHOICE (4 pts. each)**

**Directions:** Circle the letter of the best answer.

1) Why do the adults in the community take a daily pill?

- A. To suppress painful memories
- B. To prevent the Stirrings
- C. The pills help control Sameness
- D. Because they taste good

2) What was the **first** memory The Giver gave Jonas?

- A. The memory of an elephant
- B. The memory of a rainbow
- C. The memory of guns
- D. The memory of snow

3) What are the qualities The Receiver must possess?

- A. Clumsy, Smart, Impulsive
- B. Intelligent, Courageous, the Capacity to See Beyond
- C. The Capacity to See Beyond, Wise, Trouble-Maker
- D. Courageous, Rude, Impulsive

4) What do the new nameplates say on the back of the bikes the day after the Ceremony of Twelve?

- A. Citizen-in-Training
- B. Receiver-of-Memory
- C. The-Chief-Elder
- D. The nameplates were not changed

5) If Jonas has a family unit of his own one day, what will he have to hide from them?

- A. The keys to his dwelling
- B. His new bicycle
- C. The books from The Giver
- D. His replacement child

**PART 4 – ORDERING FILL-INS (2 points each)**

**Directions:** Write the age in the blank space that corresponds to the developmental milestone. Use the numbers provided to fill in the spaces.

Eights

Nines

Tens

Elevens

Twelves

- 1) \_\_\_\_\_ Each child's hair was snipped neatly into its distinguishing cut.
- 2) \_\_\_\_\_ Assigned life careers.
- 3) \_\_\_\_\_ Received a new bicycle.
- 4) \_\_\_\_\_ Received an identifying jacket that had smaller buttons and pockets for the first time.
- 5) \_\_\_\_\_ New clothing: different undergarments for females, and longer trousers for the males.

**PART 5 – SHORT ANSWERS (5 pts. each)**

**Directions:** Please discuss your answer to the questions below in two or three sentences, unless otherwise noted.

- 1) Why was Jonas skipped when the other Elevens received their Assignments during the Ceremony of Twelve?
- 2) What is the Capacity to See Beyond?
- 3) List 3 changes or former rules that no longer apply to Jonas as he begins training as the new Receiver of Memory.

**PART 6 – ESSAY (15 pts.)**

**Directions:** Please answer the following essay in 10-15 sentences (2-3 paragraphs) using proper paragraph composition (be sure to support your argument with examples!):

At his first meeting with The Giver, Jonas was surprised to learn that the loudspeaker, which is required to be turned on in all family dwellings, could be turned off in the Annex. What would it be like to live in a community that has no privacy? How do our community's security searches at airports and closed circuit television monitoring at stores and banks compare to Jonas' community?

**PART 7 – PERFORMANCE ASSESSMENT (10 pts.)**

**Directions:** Once everyone has completed the written test, the class will circle up and will discuss their answers to the essay. Everyone will be given a chance to speak, but remember you are trying to convince your classmates of your answer, so don't hesitate to speak up, especially when you either agree or disagree with someone else's answer – just make sure you tell us why!

**ANSWER KEY**

**Test Construction Project**

The Test: Middle School Comprehensive test on The Giver: **100 Points Total**

**PART 1 – TRUE OR FALSE (3 pts. each):**

(Objectives: 1, 2 , Bloom: Knowledge & Comprehension, Knowledge Type: Factual, QAR Type: Right There)

- 1) True
- 2) False; Eights lose their comfort objects
- 3) False; the Elders asked for advice about the airplane
- 4) True
- 5) True

**PART 2 - MATCHING (3 pts. each):**

(Objectives: 1, 2 , Bloom: Knowledge & Comprehension, Knowledge Type: Factual, QAR Type: Author and You)

- 1) E; The Giver
- 2) D; Jonas
- 3) A; Lily
- 4) B; Asher
- 5) C; Father

**PART 3 – MULTIPLE CHOICE (4 pts. each):**

(Objectives: 1, 2 , Bloom: Knowledge & Comprehension, Knowledge Type: Factual & Conceptual, QAR Type: Author and You)

- 1) Why do the adults in the community take a daily pill?  
B. To prevent the Stirrings
- 2) What was the **first** memory The Giver gave Jonas?  
D. The memory of snow
- 3) What are the qualities The Receiver must possess?

B. Intelligent, Courageous, the Capacity to See Beyond

4) What do the new nameplates say on the back of the bikes the day after the Ceremony of Twelve?

A. Citizen-in-Training

5) If Jonas has a family unit of his own one day, what will he have to hide from them?

C. The books from The Giver

**PART 4 – ORDERING FILL-INS (2 pts. each):**

(**Objectives:** 1, 2 , **Bloom:** Knowledge & Comprehension, **Knowledge Type:** Factual & Conceptual, **QAR Type:** Author and You)

1) Tens

2) Twelves

3) Nines

4) Eights

5) Elevens

**PART 5 – SHORT ANSWERS (5 pts. each):**

(**Objective:** 2 , **Bloom:** Comprehension, **Knowledge Type:** Factual & Conceptual, **QAR Type:** On Your Own)

1) Why was Jonas skipped when the other Elevens received their Assignments during the Ceremony of Twelve?

**Possible Answer:**

Jonas was *selected*, not assigned, to be the new Receiver of Memory. It is the highest honor in the community. Jonas is selected for having the qualities of “intelligence, integrity, courage, wisdom, and the Capacity to See Beyond.”

2) What is the Capacity to See Beyond?

**Possible Answer:**

The Capacity to See Beyond is a unique ability Jonas has to see colors and experience things beyond the Sameness and narrow rules that the rest of the community must follow.

3) List 3 changes or former rules that no longer apply to Jonas as he begins training as the new Receiver of Memory.

**Possible Answer:**

1. He can now ask questions
2. He can now lie
3. The loudspeaker can be turned off
4. The annex door can lock
5. Jonas is not allowed to talk about his dreams
6. Jonas is not allowed to have medication for pain he receives during his training
7. He has access to thousands of books

**PART 6 – ESSAY (15 pts.):**

**(Objectives:** 3, 4 5, & 6, **Bloom:** Application, Analysis, Synthesis & Evaluation, **Knowledge Type:** Conceptual & Conditional/Metacognitive, **QAR Type:** On Your Own)

Please answer the following essay in 10-15 sentences (2-3 paragraphs) using proper paragraph composition (be sure to support your argument with examples!):

At his first meeting with The Giver, Jonas was surprised to learn that the loudspeaker, which is required to be turned on in all family dwellings, could be turned off in the Annex. What would it be like to live in a community that has no privacy? How does our community's security searches at airports and closed circuit television monitoring at stores and banks compare to Jonas' community?

**Sample Essay:**

Jonas was surprised to learn that the loudspeaker could be turned off in the Annex because he had been brought up knowing no other way of living than to follow the community's rules. The idea that he could have privacy had not occurred to Jonas before his first meeting with The Giver. The separate instruction that Jonas was receiving from The Giver was considered too risky to share with the whole community. The community's illusion of safety in a perfect world could not be maintained if the people had choices or other individual freedoms. Privacy is a personal freedom. Privacy was necessary for The Giver to transfer memories only to Jonas and to continue the secrecy of the truth concerning the outside world. In Jonas' community, privacy was given up in exchange for Sameness and the illusion of safety.

Living in a community with no privacy would be like living in a fish bowl or prison, where anyone, at any time, could watch or listen to what you were doing or saying. Individual creativity, thoughts and activities are discouraged in a community with no privacy. A fear of being caught breaking the rules also made the people in Jonas' community obedient because the punishment called 'release' was really death. The people were also discouraged from asking questions, reading books, traveling, or acting differently, and therefore, had no way of learning new ways of living. Privacy encourages individual awareness and independence, and these traits were not accepted in Jonas' community where there was control of the peoples' thoughts and actions.

Jonas is also surprised to learn from The Giver that private ceremonies are videotaped. Even in the private ceremonies, the people in Jonas' community had no real privacy. In our modern community, there is a great deal of videotaping and surveillance, especially at stores and banks. Travelers and their luggage are required to be searched at airports. It can be argued that the results seem the same for us and for the people in Jonas' community because we are increasingly videotaped in public and have less privacy. However, there are several big differences between Jonas' community and ours. We can change our rules, we still have privacy and freedom in our homes and personal lives, and we understand the need to protect the community from a few individuals who want to destroy property and the community. We do have less privacy in public because of concerns about public safety at airports and thefts at stores and banks. In some places, there are even cameras at traffic lights to photograph drivers who do not stop at red lights. There is always a tradeoff between individual freedom and the need for security in the community. Therefore, there is no one answer to fit every situation, and our community will continue to debate this issue.

**PART 7 – PERFORMANCE ASSESSMENT (10 pts.):**

**(Objective # , Bloom:** Synthesis & Evaluation, **Knowledge Type:** Conditional/Metacognitive, **QAR Type:** On Your Own)

\* See Rubrics below

**RUBRICS**

**Test Construction Project**

The Test: Middle School Comprehensive test on The Giver

**PART 6 – ESSAY (15 pts. possible):**

	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>
<b>Essay construction</b>	Essay is constructed with 2-3 paragraphs and contains at least 10-15 sentences.	Essay is not separated by paragraphs, but contains at least 10-15 sentences.	Essay is not separated by paragraphs and contains less than 10 sentences.	Essay is incomplete or not initiated.
<b>Answers to questions</b>	Both questions are answered completely.	Both questions are addressed, but one or the other is not properly discussed.	Only one question is addressed.	Neither question is addressed.
<b>Support of argument</b>	The answers to the questions are supported with examples from the novel and from the student’s opinion.	One of the answers to the questions is not properly supported by any examples.	The essay contains an argument, but it is not properly supported with examples.	The essay contains no argument to be supported with examples.
<b>Adherence to topic</b>	The essay has a clear topic that is consistently adhered to throughout.	The essay’s topic is minimally unclear, but does not wholly distract from the essay’s argument.	The essay’s topic is largely unclear.	The essay has no topic and is inconsistent.
<b>Punctuation</b>	All sentences and contractions are punctuated correctly.	Most sentences and contractions are punctuated correctly.	Many sentences and contractions are punctuated incorrectly.	There is little to no punctuation in this essay.

**PART 7 – PERFORMANCE ASSESSMENT (10 pts. possible):**

	<b>3-5 Points</b>	<b>2-1 Points</b>	<b>0 Points</b>
<b>Oral argument</b>	The student provides a clear and convincing argument to his/her classmates.	The student's oral argument is inconsistent and often off-topic.	The student does not speak.
<b>Connections to own life</b>	It is clear from the student's discussion that they have properly digested the novel and related it to their own life.	The student appears to have only minimally connected the novel to their own life.	The student does not seem to have connected the novel to their own life and/or does not speak.

## References

Lowry, L. (1993). *The giver*. New York: Random House, Inc.

RUNNING HEAD: Test Construction Project Reflection

Daniel Bell

Test Construction Project Reflection

6/17/08

EDCC 605: Educational Measurement and Evaluation

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First of all, as a currently working teacher, I have been giving assessments for more than year now, but this test creation did certainly remind me that I am indeed still a novice and have a lot to learn and a lot yet to experience, especially in terms of assessing my students. For instance, since my subject area is video and music production, I largely conduct project-based assessments; my 'pen & paper' based assessments have been, up to this point, few and far between. That was one of my biggest challenges when approaching this project. Not only did it take me a substantial amount of time to figure out the best way to score the test, it was truly a challenge to decide exactly how to break down a novel and present it as a test that assesses various levels of learning and different instructional objectives.

I have been using rubrics for most of my project assessments, but I now realize that I need to create many more, and much more specific rubrics for all of the assessing that I do, whether it be formal or informal. The performance assessment section of this test was especially helpful in this realization because I previously would have simply given a participation, pass or fail, type of grade for an assignment such as that. However, after doing this project, I learned that a participation grade alone does not adequately or necessarily assess whether or not the student has actually learned anything or if I have met any of my objectives that I set out to accomplish. And yet, with a specific rubric to grade participation and informal assessment environments, I can quantify learning in such situations.

One thing I would like to change as I continue to teach and assess is to actually give more 'pen & paper' type tests, but the biggest detriment to that change is time. Creating, assessing, and scoring a written test, I've found, can be especially time consuming outside of the classroom, whereas my current means of project-based assessment appear to be more expedient because I can simply compare the project to the rubric and grade it. But this seems lazy on my part and

something that I will work harder at to finding ways to make more comprehensive and quantifiable assessments.