Appendix E: Test of Assessment Knowledge

Classroom Assessment FOR Student Learning Study

Test of Assessment Knowledge

Please provide the information below, then click Next to enter the survey.

First name:

Last name:

School name:

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We want to know more about your understanding of assessment. Please read each question carefully and choose the best answer. Please indicate your answer choice by clicking on the circle next to your choice.

1. The primary users of formative assessments are policy makers, program planners, and school administrators.

○ a. True

○ b. False

2. Which of the following is a use of formative assessment?

○ a. Certifying student competence

○ b. Sorting students according to achievement

○ c. Advising students about their progress

○ d. Forming opinions on students' proficiency

3. Which of the following is the best example of a summative assessment?

○ a. Report card grade

○ b. Student self-assessment

○ c. Portfolio

○ d. Parent-teacher conference

4. Which strategy helps clarify instructional objectives to students?

○ a. Showing examples of strong and weak work

○ b. Returning graded papers quickly

○ c. Explaining to students their standardized test results

○ d. Providing clear due dates for student projects

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For items 5-10, choose the type of learning that best represents the instructional objective.

5. Constructing bar graphs in math

- ○ a. Knowledge
- ○ b. Reasoning
- ○ c. Skill
- ○ d. Product
- ○ e. Disposition

6. Choosing to read for enjoyment in language arts

- ○ a. Knowledge
- ○ b. Reasoning
- ○ c. Skill
- ○ d. Product
- ○ e. Disposition

7. Correctly using lab equipment to gather data in science

- ○ a. Knowledge
- ○ b. Reasoning
- ○ c. Skill
- ○ d. Product
- ○ e. Disposition/attitude

8. Comparing and contrasting cultural aspects of the English-speaking and Spanish-speaking worlds

- ○ a. Knowledge
- ○ b. Reasoning
- ○ c. Skill
- ○ d. Product
- ○ e. Disposition

9. Defining prime numbers in math

- ○ a. Knowledge

○ b. Reasoning

○ c. Skill

○ d. Product

○ e. Disposition

10. Intending to vote in elections in the future

○ a. Knowledge

○ b. Reasoning

○ c. Skill

○ d. Product

○ e. Disposition

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For items 11-19, choose the most appropriate form of assessment for each instructional goal.

11. Students will be able to correctly pronounce five Spanish verbs.

○ a. Multiple-choice

○ b. Short answer

○ c. Extended response

○ d. Performance assessment

12. Students will be able to describe the concept of supply and demand and how it affects prices.

○ a. Multiple-choice

○ b. Short answer

○ c. Extended response

○ d. Performance assessment

13. Students will be able to read aloud with fluency.

○ a. Multiple-choice

○ b. Short answer

○ c. Extended response

○ d. Performance assessment

14. Students will be able to supply two key facts about each character in the story.

○ a. Multiple-choice

○ b. Short answer

○ c. Extended response

○ d. Performance assessment

15. Students will be able to identify the correct verb form for a sentence.

○ a. Multiple-choice

○ b. Short answer

○ c. Extended response

○ d. Performance assessment

16. Students will be able to lead a small-group discussion.

- ○ a. Multiple-choice
- ○ b. Short answer
- ○ c. Extended response
- ○ d. Performance assessment

17. Students will be able to write a topic sentence for a paragraph they are given.

- ○ a. Multiple-choice
- ○ b. Short answer
- ○ c. Extended response
- ○ d. Performance assessment

18. Students will be able to describe how a bill becomes a law.

- ○ a. Multiple-choice
- ○ b. Short answer
- ○ c. Extended response
- ○ d. Performance assessment

19. Students will be able to correctly choose the definition of the word "denominator."

- ○ a. Multiple-choice
- ○ b. Short answer
- ○ c. Extended response
- ○ d. Performance assessment

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20. Many studies have advocated for the following in order to increase motivation and achievement among students:

○ a. Reducing both evaluative feedback and descriptive feedback

○ b. Reducing evaluative feedback and increasing descriptive feedback

○ c. Increasing evaluative feedback and decreasing descriptive feedback

○ d. Increasing both evaluative feedback and descriptive feedback

21. Project documentation, growth, achievement, competence, and celebration are five basic purposes of which of the following?

○ a. Standardized tests

○ b. Oral examination

○ c. Extended response

○ d. Rubrics

○ e. Portfolios

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For questions 22-26, choose whether a norm- referenced or criterion-referenced test is more appropriate for the situation.

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22. Choosing one student out of 20 to receive a citizenship award

○ a. Norm-referenced test

○ b. Criterion-referenced test

23. Using a rubric to determine whether a student's essay deserves an A

○ a. Norm-referenced test

○ b. Criterion-referenced test

24. Assigning C's to students whose quiz scores fall between 70% and 79% correct

○ a. Norm-referenced test

○ b. Criterion-referenced test

25. Selecting the five lowest-performing math students for an afterschool tutoring program

○ a. Norm-referenced test

○ b. Criterion-referenced test

26. Describing students as "meeting standards" or "not meeting standards" by comparing their state achievement test scores to statewide score cutoffs

○ a. Norm-referenced test

○ b. Criterion-referenced test

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27. You are writing a test to assess student learning of a set of standards. Which of the following should you consider in deciding how many items to write for each standard?

○ a. Breadth and depth of learning objectives

○ b. Balance between different assessment methods

○ c. Possible sources of bias

○ d. Student proficiency levels

28. You need to assess your class's knowledge of a large number of facts. Which would be the most effective assessment for this task?

○ a. Multiple-choice

○ b. Oral question and answer

○ c. Essay

○ d. Performance assessment

29. It is best to wait to create the scoring rubric for essay tests until after getting the students' completed tests back.

○ a. True

○ b. False

30. Which of the following is a potential source of bias in a multiple-choice test?

○ a. Improper sampling of the content domain

○ b. Assigning different weights to items

○ c. Requiring a high reading level

○ d. Guessing

31. Performance assessment is a good way to get students involved in assessment.

○ a. True

○ b. False

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32. Check the box in front of those statement(s) which describe strategies that can improve class discussions. Choose all that apply.

☐ Wait at least 5 seconds for students to respond to a question.

☐ Have students discuss questions in small groups.

☐ Call on a student to respond, and then ask the question.

☐ Repeat students' answers back to them.

☐ Call on only those students who raise their hand.

☐ Have students respond to each others' answers.

☐ Ask students to clarify and expand on their answers.

☐ Plan discussion questions in advance.

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33. Possible limitation of True/False questions include:

- ○ a. Can be hard to identify plausible distracters
- ○ b. The process of elimination can skew scores
- ○ c. Guessing can skew scores
- ○ d. Cannot measure a variety of objectives

34. When writing fill-in-the-blank items, it is preferential to have only one blank per question for students to complete.

- ○ a. True
- ○ b. False

35. With "matching" questions (i.e., those that require students to match items in one column with the correct items in another), both columns must contain the same number of items.

- ○ a. True
- ○ b. False

36. Which of the following types of learning is NOT suitable to being assessed using performance assessment?

- ○ a. Performance of a task
- ○ b. Recall of facts
- ○ c. Reasoning skills
- ○ d. Production of a product

37. Which of the following is the most appropriate assessment method to use with very young students?

- ○ a. Fill in the blank
- ○ b. Performance assessment
- ○ c. True/false test
- ○ d. Portfolio assessment

38. What is the best assessment method to efficiently determine if students have acquired the content from a broad body of knowledge?

- ○ a. Multiple choice
- ○ b. Extended response
- ○ c. Performance assessment
- ○ d. Portfolio assessment

39. In order for an assessment to effectively assess reasoning the question must:

○ a. Have multiple parts

○ b. Be in an unfamiliar context

○ c. Assess a deep level of knowledge

○ d. Include comparison and contrast

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40. Conferences, class discussions, journals, and logs are all varieties of the following:

○ a. Selected response assessment

○ b. Short answer assessment

○ c. Extended written response assessment

○ d. Personal communication assessment

41. Comparing and contrasting, classifying, and evaluating are all types of which learning objective?

○ a. Knowledge

○ b. Reasoning

○ c. Skill

○ d. Product

○ e. Disposition/attitude

42. Which of the following grading practices will provide an accurate reflection of academic achievement?

○ a. Assigning grades using preset standards

○ b. Assigning zeros for missed tests and/or assignments

○ c. Including effort in the grading

○ d. Including work from the entire grading period in the final grade

43. If Susan obtained a grade equivalent score of 9.2 on a reading test, it is safe to assume that she would be successful in a ninth grade reading class.

○ a. True

○ b. False

44. Johnny, a third grade student, scored at the 30th percentile in arithmetic at the end of the year. This can be considered a failing score, and Johnny may need to be retained at the third grade level in arithmetic so that he will not be handicapped in the future.

○ a. True

○ b. False

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45. Which of the following divides scores into 9 broad categories based on percentiles? The range goes from 1 to 9.

- ○ a. Raw score
- ○ b. Percentile
- ○ c. Stanine
- ○ d. Grade equivalent
- ○ e. Competency level

46. Which of the following includes a number of questions answered correctly or total number of points earned? The range goes from zero to the total possible.

- ○ a. Raw score
- ○ b. Percentile
- ○ c. Stanine
- ○ d. Grade equivalent
- ○ e. Competency level

47. Which of the following includes the level of mastery of content? Levels are set by panels of experts.

- ○ a. Raw score
- ○ b. Percentile
- ○ c. Stanine
- ○ d. Grade equivalent
- ○ e. Competency level

48. Which of the following includes the percent of students in a norm group that score below any particular raw score? The range goes from 0 to 99.

- ○ a. Number correct
- ○ b. Percentile
- ○ c. Stanine
- ○ d. Grade equivalent
- ○ e. Competency level

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49. Grade equivalent scores are most useful for:

○ a. Determining the grade level at which a student is performing

○ b. Comparing a student with his or her peers

○ c. Instructional planning

○ d. Monitoring learning progress

50. The same test cannot provide both norm-referenced and criterion-referenced score interpretations.

○ a. True

○ b. False

51. A standardized norm-referenced test can only include multiple-choice items.

○ a. True

○ b. False

52. A well-designed compare/contrast test question does not use examples covered during instruction.

○ a. True

○ b. False

53. Which of the following practices is important when ensuring the quality of a multiple choice assessment?

○ a. Use a reading level targeted at the best readers in your class

○ b. Provide grammatical hints within the item or material presented

○ c. Highlight words such as Not, Most, Least, and Except

○ d. Vary the length of the response options

54. What is the primary purpose of asking students to write practice exercises and responses?

○ a. To provide students information about areas they are not yet mastering

○ b. To provide teachers additional test items to use on alternate versions of a test

○ c. To teach students how to offer descriptive feedback to peers

○ d. To use during student goal setting conferences

55. When is an extended written response assessment most effective?

○ a. To assess a large number of students

○ b. To test the quality of students' reasoning skills

○ c. To test knowledge-level learning targets

○ d. To test English language proficiency levels

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56. Which assessment practice is subject to bias in the form of stereotyping?

○ a. Multiple choice questions

○ b. Portfolio presentations

○ c. Extended written responses

○ d. Personal communication

57. Which of the factors listed is an important strength of the interview or conference method of assessment?

○ a. A formal, structured nature

○ b. The ability to help shy students represent their achievement

○ c. A tendency to increase student accountability

○ d. Efficiency with large numbers of students

58. What information should be included in descriptive feedback to motivate students?

○ a. How the student performed poorly on the assignment

○ b. What a student's final grade will be based on the current assignment

○ c. How the student performed relative to other students in the class

○ d. What the student can do to accomplish the next step in learning

59. All assessments that result in a grade are formative assessments.

○ a. True

○ b. False

60. Which practice leads to a fair, accurate reflection of academic achievement?

○ a. Assigning zeros for missed assignments or tests

○ b. Making final grades norm referenced

○ c. Making final grades criterion referenced

○ d. Assigning higher or lower grades based on student behavior

61. Which purpose is a report card intended to achieve?

○ a. Motivating students

○ b. Communicating about student behavior

○ c. Ranking students in classes or schools

○ d. Communicating about student achievement

62. Which of the following functions are NOT served by portfolios of student work?

○ a. To improve communication about complex student learning targets

○ b. To promote student learning

○ c. To help students reflect on their learning

○ d. To collect all student work related to a project

63. Which assessment method helps students understand the depth of their learning?

○ a. Report card

○ b. Multiple choice quiz

○ c. Oral report

○ d. Rubric

○ e. Portfolio

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64. Conferences fall into five general categories according to their purposes. Place the letter for the purpose in the space next to its matching conference category. Responses may be used only once.

Purposes:

    a. Reporting strengths and weaknesses
    b. Sharing information about current status
    c. Observing oral reading skills
    d. Sharing evidence of improvement
    e. Sharing how one student's work compares with another
    f. Planning for improvement relative to a problem
    g. Guiding for next steps in learning

Conference categories:

Goal Setting   ☐

Intervention   ☐

Demonstration of Growth   ☐

Achievement   ☐

Feedback   ☐

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65. Conferences are an effective way for students to track their progress.

○ a. True

○ b. False

66. A scoring guide for a performance assessment should provide

○ a. A checklist of important criteria

○ b. A clear picture of what constitutes quality

○ c. Objective judgments of student work

○ d. A method to eliminate extraneous factors from students' scores

67. A high quality extended response item should

○ a. Include a single, well practiced task

○ b. Provide an open context for students' response

○ c. Specify the reasoning required

○ d. Provide a rationale for the appropriate response

68. Exercise-specific scoring guides can be used

○ a. As teaching tools

○ b. To help students practice scoring their own work

○ c. To score reasoning across various domains of knowledge

○ d. To call out knowledge required in a correct response

69. A performance assessment is an assessment

○ a. Based on observation and judgment

○ b. Applicable to only formative assessment

○ c. That requires the completion of only one task

○ d. That typically involves a simple task

70. A performance assessment should do which of the following?

○ a. Provide students with a choice of task

○ b. Have only one correct response

○ c. Elicit the correct behavior from the student

○ d. Have written instructions for a writing task

71. Which of the following is true for multiple choice assessment items?

○ a. They can measure a variety of learning objectives.

○ b. They reduce the possibility of getting the right answer by guessing.

○ c. They cannot provide diagnostic information.

○ d. They assess the production of a response.

72. Matching questions are well suited for which of the following?

○ a. Reducing scoring time

○ b. When there are several plausible alternative correct answers

○ c. Measuring association of related thoughts or facts

○ d. Reducing the process of elimination

Finish

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