



Test Options - Platforms

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Context and Tools



Test Platforms

Options related to *how* you deliver your test impacts:

- Item-writing
- Types of items
- Item behavior
- Results delivery
- Results interpretation



Paper/Pencil. BendWeekly.com, April 18, 2013.

At what point in the research process would an encyclopedia be the most helpful?

A: Near the end to complete a bibliography

B: Near the beginning to become familiar

C: Near the end to answer specific questions

D: In the middle to find sources for quotation

*Use information effectively for a purpose, C1, IL
Objective 4*

Visual Prompts: *Meg is writing a paper for her American Studies class about Irish Immigration. While searching in the library she finds this video*

Result page: [Prev](#) [Next](#)

Title Out of Ireland [videorecording] / an American Focus production
Publisher [Charlottesville, Va.] : American Focus, Inc. ; Alexandria, VA : PBS Video, 1995

| Location | Call number | Status |
|-----------------|-------------------|-----------|
| Media Resources | Videotape no.4763 | AVAILABLE |

Bookmark URL for this catalog record:
<http://leo.jmu.edu:80/record=b1558270~S0>

Description 1 videocassette (111 min.) : sd., col. with b&w sequences ; 1/2 in
Note Title on cassette container: Out of Ireland: the story of **Irish** emigration to America
Credits Producers, Ellen Casey Wagner, Paul Wagner ; director, Paul Wagner ; writers, Paul Wagner, Kerby Miller ; director of photography, Erich Roland
Note Narrator: Kelly McGillis
Summary Examines the history of the seven million **Irish** who emigrated to America in the 18th, 19th and 20th centuries including the causes of the exodus and the immigrant experience in the United States. Uses photographs, archival footage, manuscript material and interviews with **Irish** immigrants to describe their experiences and the profound influence they have had on American culture
Note VHS format
Subject Ireland -- Emigration and **immigration** -- History
Irish -- United States -- History
United States -- Emigration and **immigration** -- History
Immigrants -- United States
Immigrants -- United States -- Interviews
Ireland -- History
Ireland -- Social conditions
Irish Americans -- History
Catholics -- United States -- History

She watches the video and wants to use it as a source in her paper. She should:

- A: Use the source and cite it properly**
- B: Do not use the source since it is a video
- C: See if she can find a journal article that covers the same material
- D: Use the source but don't include it on her bibliography

Recognize that information is available in a variety of forms including, but not limited to, text, images, and visual media, C1, IL, Objective 1

Distractors can be creative too.....

Jamie is required to use Scientific American to locate sources for his presentation on California Earthquakes. Which of the following searches would be the most effective to meet his needs?

A

| | | |
|-----|---------------------|-------------------|
| | Earthquakes | In: Keywords |
| OR | California | In: Title |
| AND | Scientific American | In: Journal Title |

B

| | | |
|-----|---------------------|--------------|
| | Earthquakes | In: Keywords |
| AND | California | In: Keywords |
| OR | Scientific American | In: Keywords |

C

| | | |
|-----|---------------------|-------------------|
| | Earthquakes | In: Keywords |
| AND | California | In: Title |
| OR | Scientific American | In: Journal Title |

D

| | | |
|-----|---------------------|-------------------|
| | Earthquakes | In: Keywords |
| AND | California | In: Keywords |
| AND | Scientific American | In: Journal Title |

Determine when information is needed and find it efficiently using a variety of reference sources, C1 IL, Objective 2

More visual distractors...

*Your GHTH professor has given your group the presentation topic of necrotizing fasciitis. From the library's home page where is **the best** place to begin researching your topic?*

The screenshot shows the James Madison University Libraries homepage. The page is divided into several sections: Services, Research, News, and Help. The Research section is the primary focus, featuring a Quick Search bar, a list of resource categories (Books, Articles, Audio & Video, Background Information, Research Databases), and Subject Guides. The Help section includes an 'Ask A Librarian' button. Annotations A, B, C, and D are placed on the page to highlight specific elements: A points to the 'Background Information' button, B points to the 'LEO Library Catalog' link in the search bar, C points to the 'Articles' button, and D points to the 'Ask A Librarian' button.

A: Background information button
B: JMU Library Catalog link
C: Articles button
D: Ask-A-Librarian button

- A: Background information button
- B: JMU Library Catalog link
- C: Articles button
- D: Ask-A-Librarian button

Determine when information is needed and find it efficiently using a variety of reference sources, C1 IL, Objective 2

Blackboard

Match the scholarly information format with the most accurate research need.

- A. Reference Sources
- C. Books or Monographs
- B. Scholarly Journals

- A. You are researching the Civil War and need background information that covers multiple sides of an issue.
- B. You need information about bullying prevention in high schools. Your professor has asked that your information was published in the last two years.
- C. You have narrowed down your Vegetarian research topic to focus on the vegetarian role in Hinduism. You need focused coverage that is written by experts.

Determine when information is needed and find it efficiently using a variety of reference sources, C1 IL, Objective 2

Qualtrics

Please use the paragraph below to answer Items 49-51.

Sex education in middle and high schools often rely on textbooks chosen by biology teachers and approved by a school or parent board. Because these texts are subject to such intense scrutiny, the selections of the reviewers tend to be of questionable value: the texts contain vague and incomplete information that is ultimately of little real-life use to the students they are meant to inform. Adolescents receive most of their sex education from popular magazines that cater to the real needs of this group. Articles from these magazines are easily available on drugstore racks; therefore it is suggested that collections of these articles would serve much better as learning texts in the Sex Education Classroom. Magazine articles can engage young readers, address topics of interest and import to them, and can be photocopied and made available at a much lower price than a hardback textbook.

49. What is the main idea in this paragraph?

- Sex education has no place in the classroom.
- Students are not able to understand sex education textbooks chosen by their teachers.
- Sex education teachers should consider incorporating non-traditional materials into the classroom.
- Students learn everything there is to know about sex education from popular magazines.

50. Which of these statements would MOST warrant further investigation or supporting evidence?

- Magazines are easily available on drugstore racks.
- Adolescents receive most of their sex education from popular magazines.
- Sex education in middle and high schools often rely on textbooks chosen by biology teachers and approved by a school or parent board.
- Magazine articles can engage young readers.

*Use information effectively for a purpose C1 IL Objective 4 and
Determine when information is needed and find it efficiently*

using a variety of reference sources C1 IL Objective 2

Ranking items

Rank the items below from most specific (1) to most general (4)

| | |
|-------------------------------------|---|
| Peer Reviewed Journal Article | 1 |
| Scholarly Book | 2 |
| Subject-specific Encyclopedia Entry | 3 |
| General Encyclopedia Entry | 4 |

Sorting items




Organize the sources listed below into the boxes.

| Items | Scholarly Sources | Popular Sources |
|---------------------|--------------------------|-----------------------|
| Popular Magazines | Peer Reviewed Journals 1 | Commercial Websites 1 |
| Documentary Videos | | |
| Government Websites | | |
| Newspaper articles | | |

Recognize that information is available in a variety of formats C1 IL Objective 1

Results - Qualtrics

3. OO2. You are beginning research on the topic "government funding for health care" for a 5 minute informative speech. Which of the following research questions fits both the topic and the assignment parameters?

| # | Answer | Bar | Response | % |
|---|--------------------------------------------------------------|-------------------------------------------------------------------------------------|----------|-----|
| 1 | Health insurance companies should be better regulated? | | 0 | 0% |
| 2 | The government should pay for health care for all Americans? |  | 6 | 27% |
| 3 | How could public health insurance improve American's health? |  | 15 | 68% |
| 4 | Can government agencies make strides in cancer treatments? |  | 1 | 5% |
| | Total | | 22 | |

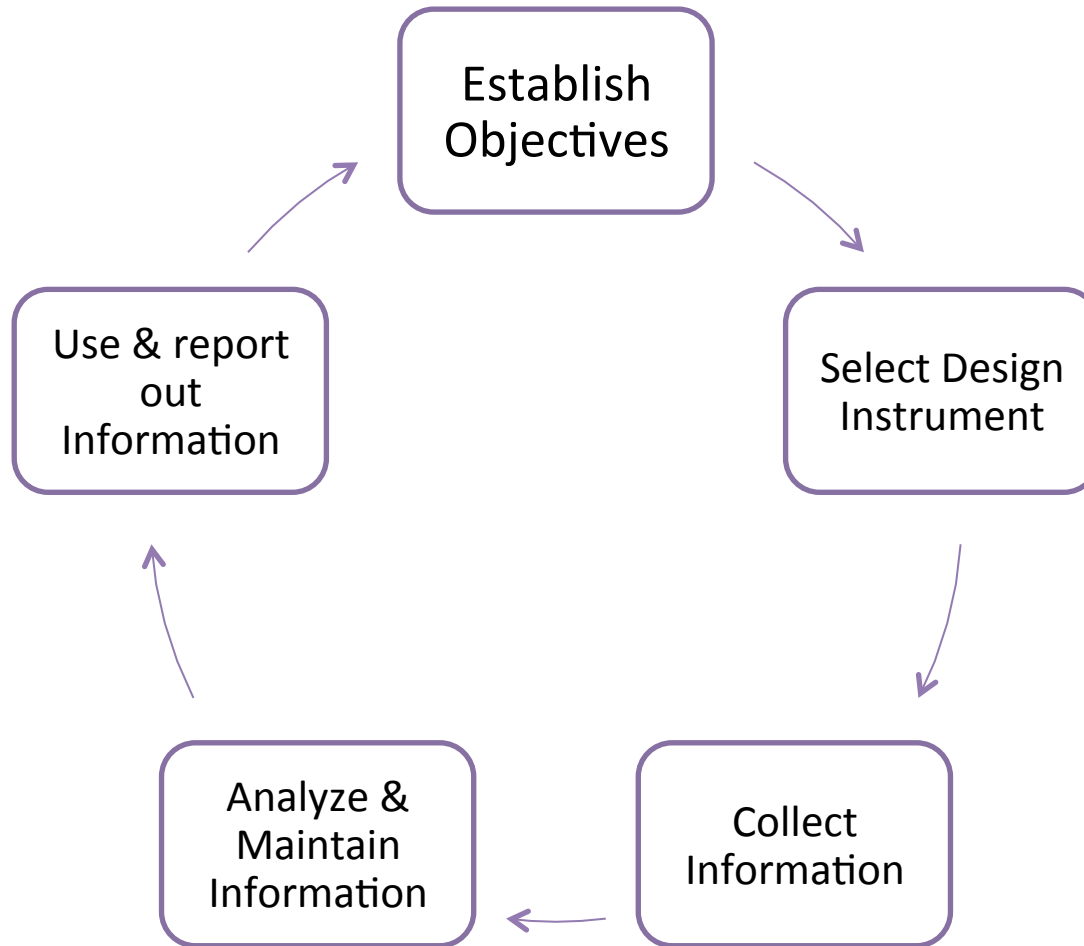
| Statistic | Value |
|--------------------|-------|
| Min Value | 2 |
| Max Value | 4 |
| Mean | 2.77 |
| Variance | 0.28 |
| Standard Deviation | 0.53 |
| Total Responses | 22 |

Determine when information is needed and find it efficiently using a variety of reference sources.

Workshop Learning Objectives

- Participants will identify aspects of Information Competencies for Students in Design Disciplines that are suitable for assessment by multiple choice questions
- Participants will create effective multiple choice items around Design discipline information literacy competencies

So what happens now?



Collect Information

- Email link
- [http://jmu.qualtrics.com/SE/?
SID=SV_bJYBffJQviJsUEI](http://jmu.qualtrics.com/SE/?SID=SV_bJYBffJQviJsUEI)