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

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.

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
  - **OR**: California
  - **AND**: Scientific American

- **B**
  - Earthquakes
  - **AND**: California
  - **OR**: Scientific American

- **C**
  - Earthquakes
  - **AND**: California
  - **OR**: Scientific American

- **D**
  - Earthquakes
  - **AND**: California
  - **AND**: Scientific American

*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?

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. 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

<table>
<thead>
<tr>
<th>Item</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Reviewed Journal Article</td>
<td>1</td>
</tr>
<tr>
<td>Scholarly Book</td>
<td>2</td>
</tr>
<tr>
<td>Subject-specific Encyclopedia Entry</td>
<td>3</td>
</tr>
<tr>
<td>General Encyclopedia Entry</td>
<td>4</td>
</tr>
</tbody>
</table>

Sorting items

Organize the sources listed below into the boxes.

<table>
<thead>
<tr>
<th>Items</th>
<th>Scholarly Sources</th>
<th>Popular Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Magazines</td>
<td>Peer Reviewed Journals</td>
<td>Commercial Websites</td>
</tr>
<tr>
<td>Documentary Videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Websites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper articles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recognize that information is available in a variety of formats C1 IL Objective 1
3. **Objective 2**

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?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Health insurance companies should be better regulated?</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>The government should pay for health care for all Americans?</td>
<td></td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td>3</td>
<td>How could public health insurance improve American’s health?</td>
<td></td>
<td>15</td>
<td>68%</td>
</tr>
<tr>
<td>4</td>
<td>Can government agencies make strides in cancer treatments?</td>
<td></td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

**Statistic**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>2</td>
</tr>
<tr>
<td>Max Value</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>2.77</td>
</tr>
<tr>
<td>Variance</td>
<td>0.28</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.53</td>
</tr>
<tr>
<td>Total Responses</td>
<td>22</td>
</tr>
</tbody>
</table>

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

- Establish Objectives
- Select Design Instrument
- Collect Information
- Analyze & Maintain Information
- Use & report out Information

Feind & Clarke ARLIS/NA April 2013
Collect Information

• Email link

• http://jmu.qualtrics.com/SE/?SID=SV_bJYBffJQviJsUEI