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### Test Creation Project: Analysis & Critique

#### Unit Test Table of Specifications

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Causes of the Great Depression	✓ Identify  9, 12, 17					
Major features, programs, policies of the New Deal		✓+ Explain  1, 2, 3, 4, 5, 6, 7, 8, 18				
Impact of the Great Depression		✓+ Determine  11, 14, 21, 23, 24, 26, 27, 28		✓ Explain  14, 20, 30		
Impact of the New Deal	✓ Identify  29			✓+ Explain  13, 15, 19, 20		
Politics of the Great Depression		✓ Explain  10, 22, 24	✓ Apply  31, 32, 33, 34	✓+ Contrast  Essay Prompt		✓+ Defend  Essay Prompt
Primary sources				✓ Analyze  15, 23, 27, 28, 30		

### Assessment Analysis & Critique

For my Test Creation Project, I created a two-part assessment for a unit on the Great Depression. This assessment consisted of a 34-question select-response test and a short answer essay question. Above is my original table of specifications for this unit assessment, which has been updated to display student test results for the multiple-choice section of the assessment. Using my practicum school's online assessment program, I was able to examine and analyze the test results for each of my four class sections. The numbers in red are questions which less than 60% of students answered correctly in any of my four sections, and the numbers in blue are questions which 100% of students answered correctly in any of my four sections.

For example, 100% of my fifth period students answered question 26 correctly, while 54% of my first period students answered question 15 correctly. There were no questions in which every student in all of my four sections answered correctly. By analyzing the test results on an individual class basis, I was able to determine different areas of remediation or mastery unique to each section, and obtain a larger understanding of aggregate student learning. The overall average for this test was 79% for the multiple choice section, and 8.5 (out of a possible 10 points) on the short essay section. This assessment's average was consistent with the average test score for the school year. Scores ranged from 100% to 26% on the multiple choice section, and from 10 to 5 on the short essay section.

By analyzing the multiple choice test results and comparing them to previous assessments of the same nature, I can infer that my students grasped the majority of the content material covered throughout this unit, with some qualifications for certain intended learning outcomes. However, my students struggled with some of the questions which assessed higher cognitive skills, such as analysis and application. If I were to teach this unit again, I would focus my teaching on how to analyze primary documents more extensively, which was an item on the exam that students struggled with. Further analysis of student

results revealed that certain class periods struggled more apparently with identifying and differentiating programs of the New Deal and assigning the economic policies of the Great Depression to concepts. These are two content areas that were reviewed on the study guide, which was assigned for homework the week prior to the test, which I then collected and graded. The class sections where the majority of students completed this study guide assignment performed well on these two objectives, while the class section where the majority did not fully complete this assignment performed poorly on the test questions corresponding with these objectives. In the future, if I decide to assign a study guide for completion, I will allow time in class to review potential content areas or cognitive skills that may have been unclear throughout the unit. Likewise, I should further impress upon students the importance of completing these review assignments and studying for assessments.

Additionally, the mapping of student results on my initial table of specifications revealed that my teaching of the programs of the New Deal, the impact of the Great Depression, and the politics of the Great Depression could have been more thorough to achieve student mastery. Throughout the unit, I utilized mainly lecture and notes to teach students main concepts of the New Deal and Great Depression. While this teaching method worked for some objectives, in the future, I will utilize additional means, such as laptop research and visual media to teach these intended learning outcomes.

By examining the short answer responses, I realized that while many students were able to adequately answer the knowledge portion of the question, by identifying the differences between the policies of Presidents Hoover and Roosevelt, some students struggled with evaluating and then defending one of these policy positions. However, the majority of students did exceptionally well on this section, and were able to identify the differences, evaluate the policies, and then defend a position. If I were to administer this assessment again, however, I would plan on accommodating students' different learning styles more thoroughly. Prior to this assessment, my students had little exposure to a timed short answer essay, and some students, particularly those with exceptional learning abilities, were initially overwhelmed

by the prompt, which contained multiple questions. If I were to administer this assessment or this type of assessment in the future, I would break down the prompt into multiple, separate questions to accommodate the different learning styles of students who are in need of differentiated instruction and assessment.

To gain further insight into the reliability and validity of this assessment, I analyzed the results of two individual students, Jill and Jane. Both students are in my first period class, which is an inclusion class where nine of the 25 students have IEP or 504 plans, and a paraprofessional provides specialized learning accommodations for these students. Jill is an A student with an IEP plan that allows additional time and oral accommodations for exams (that is, Jill can have the test read aloud if needed). Jill scored a 97% on the multiple choice section and a nine out of ten on her short answer essay. At a 97%, Jill missed only one item on the multiple choice test. The item in question was number 15, which only 54% of her class section answered correctly. For reference, this item is bolded in the table of specifications included above. This item asked students to analyze a political cartoon from the Great Depression, and then select what message the cartoon conveyed about the New Deal. Though this question was one of the more difficult questions on the exam, in that it assessed a higher cognitive level, I still believe it was a fair question. When I calculated the class average on this question, I found 65% of all students answered correctly. Though this number is lower than I would like to see, I acknowledge that it assessed a higher cognitive level than most of the questions students are used to finding on multiple choice exams, which may have affected their responses. Therefore, in the future, I could practice similar select-response questions which assess the same level of cognitive skill to achieve student mastery.

In her short answer response, Jill identified the differences between the policies of Presidents Hoover and Roosevelt, and picked a position to defend, but did not adequately defend this position using historical evidence and context. For this reason, she received a nine instead of ten on the assessment. This was a common issue with many of my students, and as a result several students received a nine instead of a ten. As I mentioned earlier, Jill has an IEP plan that allows for specialized testing accommodations. In

the future, I would implement the assessment differentiation explained earlier in regards to the short answer, and would further break down the prompt so that she understands all questions that are being asked, and can respond accordingly.

Jane, or student number two, is a general education student who typically receives an A-/B+ for her final grade for the course, but consistently struggles specifically with multiple-choice tests. Jane scored a 79% on the multiple-choice part of the assessment, and a ten out of ten on her short answer essay. The questions that Jane answered incorrectly are underlined on the modified table of specifications included above. Of the seven questions Jane answered incorrectly, four of these questions assessed the student's knowledge of the impact of the Great Depression. Additionally, four of the questions assessed students' cognitive abilities to analyze and apply content material. Based on this individual analysis, I can infer that Jane struggled with understanding this particular content area, and further examined why this might have been the case. When I reflected on my teaching calendar for this unit, I realized that Jane had been absent the two class periods that corresponded with the teaching of this content material. Though I gave Jane the materials that we covered in class to complete for homework, I can assume that this was not sufficient in terms of achieving mastery of the content material based on her test results. When reviewing this test in class, I can be sure to immediately review areas that I find students struggled with. In the future, I can provide students with additional means to cover material they may have missed, whether this is in the form of review before the class or additional instruction after class or during a free period.

In her short answer response essay, Jane identified the differences between presidential policies, evaluated each of these policies, and then choose one policy to defend and did so using historical evidence. Based on her thorough response, I can infer than Jane mastered this intended learning outcome and level of cognitive skill. Additionally, her grade on this section of the assessment further indicated that Jane may have some testing anxiety with multiple-choice assessments. In the future, I will speak with Jane about testing strategies for these types of assessments to ensure that her score is truly indicative of her learning.

When assessing the overall reliability of this assessment, I can infer that this assessment is mostly reliable and valid, with some qualifications. Though I had both my cooperating teacher and another seventh grade teacher proofread the test for error and bias, I realized after administering the test that a few items should be revised to increase the test's reliability and validity. Two items, questions 14 and 19, essentially asked students to apply the same content knowledge in an identical manner. If students realized this, then they could easily recognize the two similar answers for these questions and select those correct responses, without truly knowing the content material. If I administered this assessment again, I would revise one of these questions to ensure that students' knowledge of the content and cognitive skill level are truly measured. Additionally, one of the test questions (number 28) was worded somewhat unclearly, and could potentially confuse students and affect their answers. Again, if I were to use this test again, I would revise this question to increase the assessment's reliability and validity.

In order to increase the validity of this assessment, I created both select- and supply-response sections. As we discussed in class, the select-response section assessed the knowledge of content areas and lower levels of cognitive thinking. The supply-response section assessed content area knowledge and the higher levels of cognitive thinking of synthesis and evaluation. Although select-response items are undoubtedly easier and quicker to grade, it is necessary to include an additional form of supply-response assessment (whether it is in the form of a project, essay, or short answer response) that summatively assesses students' mastery of content knowledge and cognitive skill, and informs future teaching decisions. In the future, I will be sure to incorporate both select-response and supply-response assessments in my classroom to truly measure student learning and ensure quality teaching based on assessment results.