



Modifying Achievement Test Items: A Theory-Guided & Data-Based Approach

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On The Theory Of Achievement Test Items

Steven J. Osterlind



On The Theory Of Achievement Test Items:

On the Theory of Achievement Test Items. With an Appendix by Peter Menzel John R. Bormuth, 1980 On the Theory of Achievement Test Items ; On the Linguistic Bases of the Theory of Writing Items John R. Bormuth, 1970 On the Theory of Achievement Test Items, 1970 Constructing Test Items Steven J. Osterlind, 2005-12-17

Constructing test items for standardized tests of achievement ability and aptitude is a task of enormous importance. The interpretability of a test's scores flows directly from the quality of its items and exercises. Concomitant with score interpretability is the notion that including only carefully crafted items on a test is the primary method by which the skilled test developer reduces unwanted error variance or errors of measurement and thereby increases a test score's reliability. The aim of this entire book is to increase the test constructor's awareness of this source of measurement error and then to describe methods for identifying and minimizing it during item construction and later review. Persons involved in assessment are keenly aware of the increased attention given to alternative formats for test items in recent years. Yet in many writers' zeal to be curriculum relevant or authentic or realistic the items are often developed seemingly without conscious thought to the interpretations that may be garnered from them. This book argues that the format for such alternative items and exercises also requires rigor in their construction and even offers some solutions as one chapter is devoted to these alternative formats. This book addresses major issues in constructing test items by focusing on four ideas. First it describes the characteristics and functions of test items. A second feature of this book is the presentation of editorial guidelines for writing test items in all of the commonly used item formats including constructed response formats and performance tests. A third aspect of this book is the presentation of methods for determining the quality of test items. Finally this book presents a compendium of important issues about test items including procedures for ordering items in a test, ethical and legal concerns over using copyrighted test items, item scoring schemes, computer generated items and more.

Item Generation for Test Development Sidney H. Irvine, Patrick C. Kyllonen, 2013-05-13. Since the mid 80s several laboratories around the world have been developing techniques for the operational use of tests derived from item generation. According to the experts the major thrust of test development in the next decade will be the harnessing of item generation technology to the production of computer developed tests. This is expected to revolutionize the way in which tests are constructed and delivered. This book is a compilation of the papers presented at a symposium held at ETS in Princeton attended by the world's foremost experts in item generation theory and practice. Its goal is to present the major applications of cognitive principles in the construction of ability, aptitude and achievement tests. It is an intellectual contribution to test development that is unique with great potential for changing the ways tests are generated. The intended market includes professional educators and psychologists interested in test generation.

Developing and Validating Multiple-choice Test Items Thomas M. Haladyna, 2004-04-21. This book is intended for anyone who is seriously interested in designing and validating multiple choice test items that measure

understanding and the application of knowledge and skills to complex situations such as critical thinking and problem solving

The most comprehensive and authoritative book in its field this edition has been extensively **On the Theory of**

Achievement Test Items [by] John R. Bormuth John Robert Bormuth,1970 *Developing and Validating Test Items*

Thomas M. Haladyna,Michael C. Rodriguez,2013-07-18 Since test items are the building blocks of any test learning how to develop and validate test items has always been critical to the teaching learning process As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats This trend is expected to continue As a result a new item writing book is needed one that provides comprehensive coverage of both types of items and of the validity theory underlying them This book is an outgrowth of the author s previous book *Developing and Validating Multiple Choice Test Items* 3e Haladyna 2004 That book achieved distinction as the leading source of guidance on creating and validating selected response test items Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author s long experience in the testing field It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment Key features include Comprehensive and Flexible No other book so thoroughly covers the field of test item development and its various applications Focus on Validity Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA APA and NCME Illustrative Examples The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented Based on Theory and Research A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors **Resources in Education** ,1996-04 **Improving Indicators of the Quality of Science and Mathematics**

Education in Grades K-12 National Research Council,Division of Behavioral and Social Sciences and Education,Commission on Behavioral and Social Sciences and Education,Committee on Indicators of Precollege Science and Mathematics Education,1988-02-01 This book presents a carefully developed monitoring system to track the progress of mathematics and science education particularly the effects of ongoing efforts to improve students scientific knowledge and mathematics competency It describes an improved series of indicators to assess student learning curriculum quality teaching effectiveness student behavior and financial and leadership support for mathematics and science education Of special interest is a critical review of current testing methods and their use in probing higher order skills and evaluating educational quality **Computer-Based Testing and the Internet** Dave Bartram,Ron Hambleton,2005-09-27 No topic is more central to innovation and current practice in testing and assessment today than computers and the Internet This timely publication highlights four main themes that define current issues technical advances and applications of computer based testing

Advances in computer based testing new test designs item selection algorithms exposure control issues and methods and new tests that capitalize on the power of computer technology Operational issues systems design test security and legal and ethical matters New and improved uses for tests in employment and credentialing The future of computer based testing identifying potential issues developments major advances and problems to overcome Written by internationally recognized contributors each chapter focuses on issues of control quality security and technology These issues provide the basic structure for the International Test Commission's new Guidelines on Computer Based Testing and Testing on the Internet The contributions to this book have played a key role in the development of these guidelines Computer Based Testing and the Internet is a comprehensive guide for all professionals academics and practitioners working in the fields of education credentialing personnel testing and organizational assessment It will also be of value to students developing expertise in these areas

Research Methods in Education Louis Cohen, Lawrence Manion, Keith Morrison, 2013-03-07 This rewritten expanded and updated 7th edition of the long running bestseller Research Methods in Education encompasses the whole range of methods currently employed by educational research at all stages It offers plentiful and rich practical advice underpinned by clear theoretical foundations research evidence and up to date references Chapters new to this edition cover Causation critical educational research evaluation and the politics of research including material on cross cultural research mixed methods and participatory research Choosing and planning a research project including material on sampling research questions literature reviews and ethical issues Meta analysis research syntheses and systematic reviews Virtual worlds and internet research Using and analysing visual media and data in educational research Organizing and presenting qualitative data content analysis coding and computer analysis themes narratives conversations and discourses grounded theory Understanding and choosing statistical tests descriptive and inferential statistics multi dimensional measurement and factor analysis Research Methods in Education is essential reading for both the professional researcher and students of education at undergraduate and postgraduate level who need to understand how to plan conduct analyse and use research The textbook is accompanied by a website www.routledge.com/textbooks/cohen7e PowerPoint slides for every chapter contain an outline of the chapter structure followed by a thorough summary of the key points ideal for both lecturers and students Within the book a variety of internet resources are referred to and these references have been included here with links to the websites A wide range of supplementary documents are available for many chapters providing additional guidance and examples They range from guidelines for the contents of a research proposal with a worked example to screen print manuals for using SPSS and QSR N6 NUD IST exportable to N Vivo plus data files

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Procedures for Instructional Systems Development Harold F. O'Neil, 1979 **Public Health Service Publication**, 1969
Test Item Bias Steven J. Osterlind, 1983 A unique practical manual for identifying and analyzing item bias in

standardized tests Osterlind discusses five strategies for detecting bias analysis of variance transformed item difficulties chi square item characteristic curve and distractor response He covers specific hypotheses under test for each technique as well as the capabilities and limitations of each strategy

Educational Measurement Robert L. Brennan, 2023-10-03

Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and certification testing and legal and ethical issues

Training Methodology:

Planning and administration National Communicable Disease Center (U.S.), 1969

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