**Social Studies**

**Test Construction Project**

**EDEP 5194**

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1. **Introduction**

**1A-** This project will be based from an SOL requirement on the interwar period for a 10th Grade World History and Geography class in Virginia. Students will need to be able to demonstrate that they have completed the parts of SOL objective WHII. 11 through a multiple-choice assessment, essay assessment, and performance based assessment.

WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural

developments during the Interwar Period by

 a) describing the League of Nations and the mandate system;

 b) citing causes and assessing the impact of worldwide depression in the 1930s;

 c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e.,

 Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

These standards only test the cognitive domain, and therefore the cognitive domain will only be assessed during the assessments.

**1B-** Table of Specifications

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Remember | Understand |  Apply |  Analyze |  Evaluate  |  Create |
| WHII a | MC | MC |  |  |  |  |
| WHII b | MC, Essay, Project | MC, Essay, Project | Essay, Project | Project | Project | Project |
| WHII c | MC, Essay | MC, Essay | Essay |   |   |  |

1. **Restricted Response Items**

**2A-** User Guide

**Test’s Purpose and Intended Use-** The purpose of the five multiple choice and five True/False questions on this test is for students to be able to remember and understand important people, places, as well as events on the Interwar Period related to World History II SOL’s 11 a-c on the interwar period. It is intended for this test to be used after we have completed the lesson and activities on the Interwar Period.

**Process of Development-** I worked on designing questions that I thought were important for students to know related to the SOL requirements, and just important facts to know about history of the Interwar Period in general. I tried to make the questions challenging, but make sure there was one correct answer with plausible distractors.

**Administration Procedures-** The administration procedures for a short test like this are pretty straightforward. Students will complete the test individually without assistance, unless they have an IEP or other special accommodations. Students will be given fifteen minutes to take the test, unless they have special accommodations. This will give students plenty of time, as they have a minute and a half to answer each question. The fifteen minute time frame also gives students time to review their questions.

**Evidence of Validity and Reliability-** These test questions coming from the SOL objectives strengthens the validity of this test as, the students should be familiar with the concepts since they would be covered in class and the readings. I think this assessment is fair, consistent with what would be covered in class, and give students adequate time to answer the questions the test. These three aspects of the test strengthen its validity. The objectivity of this test should improve its validity and reliability. The reliability of the test may be harder to measure; however, student’s results on the test should not fluctuate that much over time unless they forget the information. The reliability of this test is strengthened by the fact that students have adequate time to take the test, will be encouraged to do well on it, and it should match their learning ability since the items on the test were covered in class.

**Table of Specifications**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Remember | Understand | Apply | Analyze | Evaluate | Create |
| Q1 | X | X |  |  |  |  |
| Q2 | X | X |  |  |  |  |
| Q3 | X | X |  |  |  |  |
| Q4 | X | X |  |  |  |  |
| Q5 | X | X |  |  |  |  |
| Q6 | X | X |  |  |  |  |
| Q7 | X | X |  |  |  |  |
| Q8 | X | X |  |  |  |  |
| Q9 | X | X |  |  |  |  |
| Q10 | X | X |  |  |  |  |

**Grading-** Each of the questions would be worth ten points.

**Feedback-** We would go over the answers in class, and explain why the answers were correct, while the distractors were not. Through item analysis I could see if students did poorly on certain questions. If a student or students did poorly on it I could do one on one instruction or reteach certain areas of the lesson where many students struggled on a portion of the test. Also, if over half the students missed a question on a test I would throw the question out, and only grade the other questions.

**Special Accommodations-** Students with an IEP or other special accommodations could receive extra time for the questions and have the questions read to them.

**Multiple Choice and True/False Test**

Directions: For the first five questions pick the correct answer from the question. Only one answer is correct. For questions 6-10 determine whether the statement is True or False. You will have fifteen minutes to complete this test.

1. Which world leader instituted the “Great Purge” in his country during the interwar period?
2. Adolf Hitler (Distractor: leader of Germany during the time of “Great Purge” in Soviet Union, students could mistaken Hitler’s primary role in the Holocaust as the “Great Purge”
3. Vladimir Lenin (Distractor: Soviet leader like Stalin, but he had died by the time of the “Great Purge”)
4. Benito Mussolini (Distractor: Italian leader during the time of the “Great Purge”, but not involved in it)
5. **Joseph Stalin (Correct Answer)**
6. What international organization was formed after World War I to prevent future conflicts?
7. Allied Powers (Distractor: student could mistaken Allies role in ending World War I as trying to prevent future wars)
8. **League of Nations (Correct Answer)**
9. North Atlantic Treaty Organization (Distractor: formed after World War II to prevent Soviet aggression, students could mistaken it as peace organization
10. United Nations (Distractor: was formed to prevent future wars, but after World War II, probably best distractor in question)
11. Which two countries were involved in the “mandate system”?
12. France and the U.S. (Distractor: France was involved in it, U.S. was not, students could incorrectly assume U.S. was involved in mandate system)
13. Germany and France (Distractor: Germany not involved in it, students could mistaken Germany as being involved in the mandate system
14. **Great Britain and France (correct answer)**
15. Great Britain and the U.S. (Distractor: Britain involved, U.S. not)
16. The Great Depression led to the rise of which political party in Germany?
17. Communist Party (Distractor: had involvement in Germany, but did not come to power)
18. Democratic Party (Distractor: party students are familiar with could assume it to be correct answer
19. **Nazi Party (correct answer)**
20. Republican Party (Distractor: similar rationale to Democratic Party distractor)
21. Which political ideology was promoted in Italy during the interwar period?
22. Communist (Distractor: had involvement in Italy, but did not come to power)
23. **Fascist (correct answer)**
24. Liberal (Distractor: political ideology students may be familiar with and could assume it to be correct answer)
25. Socialist (Distractor: similar rationale to both Communist and Liberal distractor

**True/False**

1. During the interwar period Italy had interest in conquering Ethiopia and restoring the country to the power of Rome.

 **True** False

1. Free trade was a major cause of the Great Depression.

 True **False** (tariffs and protectionism was)

1. One reason Japan invaded Korea, Manchuria and China was because Japan needed access to more natural resources.

 **True** False

1. The “mandate system” is one reason why the Middle East is a region plagued by violence today.

 **True** False

1. The Russian Empire was divided as a result of the “mandate system.”

 True **False** (the Ottoman Empire was)

1. **Essay**

**Test’s Purpose and Intended Use-** The intended purpose and use of these three essays is for students to be able to remember, understand, and apply the information they learned into writing. This is more challenging than simple recall on the Multiple Choice and True False. This would be done after a lesson on the interwar period as well. Writing is an important life skill for students to have.

**Process of Development-** I wanted to develop questions that would make students have to be able to explain their thoughts on the question through writing. All three questions are based off of SOL requirements.

**Administration Procedures-** Students will be provided room on their test to write their responses. They will have extra time for the First Essay question because that question is worth more and requires a longer response.

**Evidence of Validity and Reliability-** The rubric and the fact that the answers to the essay questions will be discussed in class and in the readings will increase the validity of the essays. I think this essay is fair because the answers to the essay questions would have been covered in class and the readings. The validity of test can be increased by the fact that this test requires slightly higher order thinking skills than the multiple choice and true/false assessment. The subjectivity of grading even with the rubric will hurt the reliability of this type of test. Reliability will be helped by the fact student performance should not change much over time, unless they forget the information over time. The reliability of this test is also improved that students should adequate time to complete the assignment and will be encouraged to do well on the test.

**Table of Specifications**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Remember | Understand | Apply | Analyze  | Evaluate | Create |
| E1 | X | X | X |  |  |  |
| E2 | X | X | X |  |  |  |
| E3 | X | X | X |  |  |  |

**Grading-** I will use the rubric to grade each of the three essays. Essay one is worth more due to length and complexity of response.

**Feedback-** We will go over answers in class, and hand back the rubrics. One on one instruction could be used for students that struggled, or reteach material multiple students struggled on.

**Special Accommodations-** Students with an IEP or other special accommodations could have extra time for the essays and the questions read to them. Students with extremely serious disabilities could do an alternative assignment.

**Essay#1**

**25 Points-** In a paragraph you will have 15 minutes to explain three negative effects of the Treaty of Versailles.

Essay Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Less than 10 | 10-14 | 15-20 | 21-25 |
| Answer explains no negative effects of Treaty.  | Answer explains 1 negative effect of Treaty. No connection is made between events. | Answer explains 2 negative effects of Treaty. Begins to make connections between events.  | Answer explains 3 negative effects of Treaty. Make connections between effects. |

**Essay#2**

**25 Points-** In a paragraph you will have 15 minutes to explain three impacts of the implementation of the Five-Year Plan on the Soviet Union.

Essay Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Less than 10 | 10-14 | 15-20 | 21-25 |
| No impacts are explained.  | Answer explains 1 impact of the Five-Year Plan.  | Answer explains 2 impacts of the Five-Year Plan. | Answer explains 3 impacts of the Five-Year Plan. |

**Essay#3**

**50 points-** In a couple of paragraphs you will have 30 minutes to explain what were the worldwide social, economic, and, political effects of the Great Depression? Please include at least two social impacts, two economic impacts, and two political impacts in your answer. (question related to SOL Standard WHII 6b and 6c)

Essay Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Less than 30 points | 30-34 points | 35-39 points | 40-44 points | 45-50 points |
| Answer is missing 5 or more key effects of Depression. Answer may not include any effects of the Depression at all. No attempt is made to make connections between the Depression and important events of the 1930’s. Answer does not address question at all or unrelated to question.  | Answer is missing 4-5 key effects of Depression. Answer makes little attempt to make connections between Depression and important events of the 1930’s/  | Answer is missing 3-4 key impacts of the Depression. Answer attempts to make connections between Depression and important events of the 1930’s. | Answer is missing 2-3 key effects of the Depression. Answer begins to make connections between Depression and important events of the 1930’s. | Answer includes at least two social, political, and economic effects of the Depression. Answer makes connections between the Depression and important events of the 1930s. |

1. **Performance Assessment**

**Test’s Purpose and Intended Use-** The intended purpose and use of this project is for students to be able to work together, go beyond the SOL, as well make connections to today from the material covered about the Interwar Period. The project involves higher level thinking than the restricted response or the essays. This project would be done after the unit on the Interwar Period. Working together, researching, and presenting information are important life skills to have.

**Process of Development-** I wanted to give students an assignment that connects the material learned in the interwar period to connect to the present day. I think comparing the Great Depression of the 1930’s and the Great Recession of the late 2000’s is a great way to do this. I also wanted to develop something that students could work together on and hopefully have fun doing it in the process.

**Administration Procedures-** Since most 10th Graders do not have driver’s licenses yet, I would probably devote a couple of class periods for them to gather information and construct their poster board or PowerPoint presentation. This way I can also look over what the students are doing, keep them on task, and help them with any issues.

**Evidence of Validity and Reliability-** The SOL information learned in the class should improve the validity of this assessment. Also, the validity of this assessment should be strong as long as students are obtaining good information about the Great Depression and Great Recession in their groups. The validity of this assessment is also helped by the fact that students will have access to the information they need to do well on this assignment. Like the other two assessments the project will assess information students covered in class. All of this increases the validity of this assignment by giving students a fair shot to do well on the project. The validity of this assignment is also increased by the fact it requires more higher order thinking skills than the other two assessments. The reliability of this assessment is hurt by the subjectivity of my grading, even though the rubric should help. The reliability of this assignment is helped by students having enough time to complete the assessment and being encouraged to do well. Tenth grade students should also have the ability to use higher order thinking skills in a project like this, thus strengthening the assessments reliability.

**Table of Specifications**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Remember | Understand | Apply  | Analyze | Evaluate | Create |
| Project | X | X | X | X | X | X |

**Grading-** I will grade by the rubric, and also take into account during my class observations of who is and is not contributing to the project. A student that is not putting forth the effort in a group will receive ten points off their grade from the rest of the group that put forth in the effort. The peer review portion of the rubric will also help with grading as the thoughts of students are taken into account.

**Feedback-** I will return the rubrics to the groups. Anybody with any questions can meet with me for a few minutes before, during, or after class.

**Special Accommodations-** Students with an IEP or other special accommodation can be grouped with a student that can help them out. I can also help those students during the project.

**Great Depression vs. Great Recession Project**

**100 points-** Students in groups of three to four will have to compare the causes of the Great Depression of the 1930s to the Great Recession of 2008-2009. Students will have to evaluate the similarities and differences between the causes of the two events. Students will use their textbook, book research, and internet research to find information on the topic. Students will present their findings to the class through a 10 minute presentation involving poster board, PowerPoint, or another form of presentation with approval from me. (Related to SOL standard WHII 6b and 6c) Students can choose their groups will approval from me.

Performance Assessment Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Below 5 points | 5-10 points | 11-15 points | 16-20 points | 21-25 points |
| Presentation | Group does not present their findings in front of the class  | Presentation may not be understood at all due to not speaking clearly or information not be communicated effectively. No thought or preparation was put into presentation. | Group is difficult to understand several times during presentation. Lots of information presented is hard to understand. Little thought was put into presentation.  | Group is difficult to understand at times. Some information is hard to understand. Group seemed to put some though into presentation. | Group speaks clearly during presentation. Information is communicated effectively and group looks to be well-prepared for presentation.  |
| PowerPoint/ Poster Board design  | Group does not have PowerPoint or Poster Board.  | PowerPoint/ Poster Board has no content related to topic on it. Design is disorganized and does not relate to the presentation.  | PowerPoint/Poster Board has little content on it and little relation to presentation. Organization is poor.  | PowerPoint/Poster Board has some content on it. Design is mostly organized and somewhat relates to presentation. | PowerPoint/Poster Board has adequate content on it. Design relates to the presentation and is organized.  |
| Content | The group has no content to present or on their PowerPoint/Poster Board. | Content presented is unrelated to topic. The information on the economic events do not relate to the topic.  | Content presented is inadequate. Lots of information on the economic events is missing.  | Content presented is decent. Some content is missing related to the main causes of both economic events.  | Content presented on PowerPoint/ Poster Board and Presentation is comprehensive. Includes the multiple causes of both economic events.  |
|  | Below 5 | 5-8 | 9-12 | 13-16 | 17-20 |
| Evaluation | Group makes no connections between the two economic events. No attempt is made to explain similarities and differences between the two events.  | Groups makes little to no connections between the two economic events. Group makes little attempt to explain similarities and differences between the two events.  | Group makes few connections between the two economic events. Group has significant amount of trouble explaining similarities and differences between the two events.  | Group makes some connections between the two economic events. Group has some trouble explaining similarities and differences between the two events. | Group makes adequate connections between the two economic events. Group effectively explains the similarities and differences between the two events.  |
|  | 1 | 2 | 3 | 4 | 5 |
| Peer Review-This portion of rubric to be completed by students of each of the other members of the group | Student put forth no effort, contributed nothing to project, hard to get along with  | Student put forth little effort, contributed little to project, hard to get along with | Student put forth some effort, contributed some to project, hard to get along with at times | Student put forth good effort into project, contributed to project, decent working partner | Student put forth maximum effort into project, major contributor to project, good working partner  |

1. **Reflective Analysis**

**A. Strengths and Weaknesses of Tests**

|  |  |  |
| --- | --- | --- |
|  | Strengths | Weaknesses |
| Multiple Choice | * high objectivity
* fair
* covers material discussed or read in class including SOL’s
 | * does not require higher order thinking skills
* students may find it boring
 |
| Essay | * requires more higher order thinking than multiple choice assessment
* requires writing skills
* covers material discussed or read in class including SOL’s
 | * more subjective, should be helped by rubric
* may be hardest assessment out of the three to accommodate IEP or other special needs students
 |
| Project | * requires higher order thinking skill
* should be fun
* requires students to work together and develop presentation skills
* assignment relates to today, which is sometimes difficult to do in a history class
* students have access to materials and information they need to be successful on assignment
 | * highly subjective, should be helped by rubric
* group assignments can sometimes lead to problems if the group goofs off, group does not get along, or a group member decides to not put forth effort in the assignment, rubric tries to address those issues with peer review
 |

**B. Process for gathering feedback on tests**

 I would gather feedback on each of the three tests in a couple of ways. For all three assessments, especially the project I would ask students their thoughts on the assessment. I would take their thoughts into account in designing future assessments. For the restricted response test I can gather feedback by seeing which questions students got right and what they got wrong through item analysis. That way I can see if a question may be too easy, too hard, or not taught by me properly. I can also gather feedback on essay items by seeing which concepts students got and which ones they had trouble with possibly an Exit Slip. With the project I can gather feedback by seeing what information they were able to gather and convey on both economic events. That way I can see if I need to modify or discontinue the project in the future. Also, I can gather feedback to see if I need to briefly teach about the Great Recession as well before the comparison project is done in the future.

**C. More information I need to know**

I will be the first to admit, I have a long way to go in constructing good tests to effectively assess student learning. What will help me in a classroom environment is being able to assess students before I create assessments for them. Pre-tests may help with assessing student test taking skills and learning as well in order to help me develop better assessments. I also think experimentation will help with developing affective assessments for students. No teacher will ever design the perfect test, but over time a teacher can develop a really sound test that effectively assesses student learning. I have learned from my early field experience this fall it takes time to design a good assessment. I have also learned it is important to informally assess students learning during a unit to help in creating a good summative assessment for students to take at the end of a unit.

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