

Receive CRCE for Course 183590000.

1. View the 1-hour video called Test Management from this hyperlink - <https://youtu.be/EdFvk5QDrTo>.
2. Complete the post-test on pages 2 and 3 and compare your responses to item keys on page 5.
3. Complete the session evaluation on page 4.
4. Send a PDF file with images of completed pages 1 through 4 to robert.shaw@nbrc.org by October 31, 2020.

AARC member number			
Name			
	first	middle initial	last (maiden)
Postal Address	Street		
	City	State	Zip
Country			
Telephone			
Email address			
What is one surprising thing you learned from this session?			

Test Management Post Test

Select the one best response to each item.

1. An LMS report from a set of test scores shows a reliability statistic of .80. Which of the following are legitimate interpretations?
- A. The next group who takes the same test is likely to yield a reliability statistic of .80.
 - B. A value greater than .80 is expected when a higher ability group takes the same test.
 - C. 80% of variability in test scores is attributed to the ability measured by the test.

The next two items refer to the following information:

A subset of items from an instructor's test shows the following statistics:

Item#	p	r _{pb}
4	0.85	0.16
9	0.65	0.28
11	0.55	-0.18
13	0.45	0.22

2. What two items contributed the most to the reliability of test scores?
- A. 4 and 11
 - B. 9 and 11
 - C. 4 and 13
 - D. 9 and 13
3. What item shows a serious flaw that strongly recommends revision?
- A. 4
 - B. 9
 - C. 11
 - D. 13
4. Which of the following should be prohibited always in a space where a test is given?
- A. head covering
 - B. camera
 - C. glasses

5. A test form used by an instructor last year produced expected results including sufficiently reliable scores. The best plan about preparing a test form this year is to replace
- A. a few weak items.
 - B. the oldest items.
 - C. every item.
6. Which of the following is an example of permissible information sharing between students about a test taken by one of them?
- A. "I had to classify asthma severity."
 - B. "A calculator helped me on three items."
 - C. "I converted kilograms to grams for a dose."
7. A student posted content of an instructor's take-home quiz to a public website. The 1998 DMCA act enables the instructor to protect this content through
- A. an academic honesty provision.
 - B. a copyright lawsuit.
 - C. a takedown request.
8. An instructor's final test will be administered by campus personnel. Which of the following is the best question for the instructor to ask while assessing the validity of each future result?
- A. How is test taker identification verified?
 - B. Will results be released instantly?
 - C. Can test takers change their responses?

9. Which of the following best describes Rob's attitude about using an item bank that accompanies a textbook?

- A. These items offer superior stimuli to what a typical instructor can produce.
- B. These items should be revised before administration.
- C. Assessments including these items are verified to be free from ambiguity.

10. Last year, an instructor designed and administered a test that produced acceptable results. Which of the following is the primary advantage of using the same test design again?

- A. Scores can be compared across time.
- B. Test production time is decreased.
- C. The same reliability is expected.

Session Evaluation

How well do you understand the following objectives after the session?	4 = High understanding 3 = Above average understanding 2 = Below average understanding 1 = Minimal understanding 0 = No understanding					
Articulate an informed strategy for evaluating test item performances	1.	①	①	②	③	④
Decide whether to retain or revise each item that appeared on a past test before a new test is given	2.	①	①	②	③	④
Describe what it means to clone or vacation an item within its bank	3.	①	①	②	③	④
Explain why using a design document can be an advantage	4.	①	①	②	③	④
Plan how to respond should a student have a device that could capture test content before or after a test administration begins	5.	①	①	②	③	④
Distinguish permissible and impermissible information shared among students about a test	6.	①	①	②	③	④
Distinguish speeded tests and power tests	7.	①	①	②	③	④
List elements of a standard test administration environment	8.	①	①	②	③	④
Identify what is necessary to permit instant release of test results	9.	①	①	②	③	④
Explain available recourse when a student publishes an instructor's test or quiz content to a website	10.	①	①	②	③	④

How effective were the following elements of this session in achieving its objectives?	Low	High
Content	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>
Delivery	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the following statements:	Disagree	Agree
The session was presented without bias	<input type="checkbox"/>	<input type="checkbox"/>
I am better prepared to manage tests than I was before the session	<input type="checkbox"/>	<input type="checkbox"/>
If this session was offered in the future, I would recommend it to a colleague	<input type="checkbox"/>	<input type="checkbox"/>

If you can think of ways to improve the session for participants in the future, then please share them.

Post-Test Key

Item	Key	Distractor explanations
1	C	<p>A. Only if the next group is the same could the same reliability be observed, which is unlikely.</p> <p>B. If the same test is given to a higher ability group, then a lower reliability is expected.</p>
2	D	<p>A. The negative discrimination seen in item 11 subtracts from reliability.</p> <p>B. The negative discrimination seen in item 11 subtracts from reliability.</p> <p>C. Between items 4 and 9 are respective IRI values of 0.06 and 0.13 so item 9 contributes more.</p>
3	C	<p>A. Item 4 positively contributes to reliability; the IRI is $0.06 = \sqrt{0.85 \times 0.15} \times 0.16$.</p> <p>B. Item 9 positively contributes to reliability; the IRI is $0.13 = \sqrt{0.65 \times 0.35} \times 0.28$.</p> <p>D. Item 13 positively contributes to reliability; the IRI is $0.11 = \sqrt{0.45 \times 0.55} \times 0.22$.</p>
4	B	<p>A. Head coverings, especially those for one's religion, are permissible <u>when regularly worn</u>.</p> <p>C. Glasses are acceptable, especially when <u>regularly</u> used to improve vision.</p>
5	A	<p>B. Some of the oldest items could contribute the most to reliability.</p> <p>C. Replacing every item risks decreased reliability by abandoning known positively contributing measurements.</p>
6	B	<p>A. The listener may not have realized the expectation that patient information would be related to a classification.</p> <p>C. Converting units of measure is a step that a competent test taker is expected to remember to do.</p>
7	C	<p>A. While such content sharing may violate some academic honesty statements, penalizing the student does not remove the content.</p> <p>B. A lawsuit is overkill since the 1998 Act anticipated the infringement and provides a remedy in the DMCA takedown request.</p>
8	A	<p>B. The instructor should already know whether he or she set up the system to yield instant results.</p> <p>C. It would be uncommon to prevent response changes, so too should the instructor already know how the system works.</p>
9	B	<p>A. Superiority should not be assumed until verified by asking how items were approved.</p> <p>C. Even a robust item approval process can leave ambiguity in some items for some test takers who have not taken the test yet.</p>
10	A	<p>B. While using the same design will save some time, score comparability across time is a stronger reason.</p> <p>C. Using the same design does not mean the same items are used nor will the next test taking group be identical; the same reliability is unlikely.</p>