Chapter 6: Activity 6.2

Evaluating and Improving True–False Items

# 1. Directions

Review the three true–false items below, in conjunction with tips for developing and scoring items presented in Chapter 6. As part of your evaluation, identify one main flaw in each item. Can you think of some ways to improve the items? Rewrite them. Then develop three true–false items that you could use with a class to assess some aspects of learning.

# 2. True–False Items

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | Candidates are elected to the European Parliament that meets in Strasbourg  | True | False |
| **B** | The Trade Winds do not blow from the north east | True | False |
| **C** | Owls always hunt at night | True | False |

# 3. Evaluating the Items

The rating scale below will help you to evaluate the quality of the items. Apply this scale to each item and then revise each item to improve it.

A. European Parliament

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **No** | **Unsure** | **Yes** | **Main flaw identified** |
| 1 | The item assesses lower levels of learning |  |  |  |  |
| 2 | There is one clear solution to the item.  |  |  |  |
| 3 | Unnecessary negative phrasing is avoided. |  |  |  |
| 4 | Item is brief and to the point. |  |  |  |
| 5 | Grammar used in item does not offer clue to test-wise student. |  |  |  |
| 6 | There are no other unintended clues in the item. |  |  |  |

B. Trade winds

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **No** | **Unsure** | **Yes** | **Main flaw identified** |
| 1 | The item assesses lower levels of learning. |  |  |  |  |
| 2 | There is one clear solution to the item.  |  |  |  |
| 3 | Unnecessary negative phrasing is avoided. |  |  |  |
| 4 | Item is brief and to the point. |  |  |  |
| 5 | Grammar used in item does not offer clue to test-wise student. |  |  |  |
| 6 | There are no other unintended clues in the item. |  |  |  |

C. Owls

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **No** | **Unsure** | **Yes** | **Main flaw identified** |
| 1 | The item assesses lower levels of learning |  |  |  |  |
| 2 | There is one clear solution to the item.  |  |  |  |
| 3 | Unnecessary negative phrasing is avoided. |  |  |  |
| 4 | Item is brief and to the point. |  |  |  |
| 5 | Grammar used in item does not offer clue to test-wise student. |  |  |  |
| 6 | There are no other unintended clues in the item. |  |  |  |

# 4. Revising Items

|  |  |  |  |
| --- | --- | --- | --- |
| **A** |  | True | False |
| **B** |  | True | False |
| **C** |  | True | False |

# 5. Developing True–False Items Suited to Your Own Teaching Context

|  |  |  |  |
| --- | --- | --- | --- |
| **D** |  | True | False |
| **E** |  | True | False |
| **F** |  | True | False |