

Overview of this Summary Handout	A Few Basic Terms Used in Educational and Professional Testing	An Outline-Summary of Item-Generation & Crafting Considerations (continued)
<p style="text-align: center;"><b>Summary of Item-Crafting Considerations for Real Estate Regulators, Practitioners, and Educators</b></p> <p style="text-align: center;"><i>“Crafting Effective Examination Items And Identifying Problem Questions”</i></p> <p style="text-align: center;"><b>This Summary Provides a Working Overview of Professional Question-Writing Considerations to Serve as a “Crafting” Guide During Test Development Sessions</b></p> <p style="text-align: center;"><b>This Handout helps orient Subject Matter Experts, those who spend their time in the field of real estate, to the critical editorial decisions necessary to transfer their knowledge and insights to test-quality questions for entry-level practitioners.</b></p> <p style="text-align: center;"><b>Prepared and Presented by John R. Morgan Morgan Testing Services New London, Connecticut</b></p> <p style="text-align: center;"><b><a href="http://www.MorganTestingServices.com">www.MorganTestingServices.com</a></b></p> <p style="text-align: center;"><b>Copyright © 2008 by Morgan Testing Services. All Rights Reserved.</b></p>	<p>1. <b>Item</b> = test question</p> <p>2. <b>Item type</b> = the format of the question, such as essay, short answer, matching, true-false, multiple choice, etc.</p> <p>3. <b>Stem</b> = the “top” part of a multiple choice item</p> <p>4. <b>Options</b> = all answer choices</p> <p>5. <b>Key</b> = the correct answer</p> <p>6. <b>Distractors</b> = all of the incorrect answers</p> <p>*****</p> <p style="text-align: center;"><b>An Outline-Summary of Item-Generation &amp; Crafting Considerations</b></p> <p><b>A. Aspects of Item Conception and Construction</b></p> <ol style="list-style-type: none"> <li>Keep the purpose of the item clearly in mind while considering which item-type to use (matching, true false, etc.) and how to make it relevant and appropriate for the: <ul style="list-style-type: none"> <li>–the testing population, i.e., experienced or novice? motivated or just going through the motions?</li> <li>–circumstances, i.e., seminar review, end-of-course test?</li> <li>–outcome objectives, i.e., learning or assessment?</li> </ul> </li> <li>“Craft” the stem until it is focused and directed</li> <li>Make difficult items that way due to required knowledge or reasoning</li> <li>Use direct questions or incomplete statements as the stem</li> <li>Put as much of the item’s shared or necessary information in the stem as possible</li> </ol> <p><b>B. Option Construction and Considerations</b></p> <ol style="list-style-type: none"> <li>Craft the “key” called for by the stem</li> <li>Make all options logically consistent with the thought in the stem</li> <li>Make all options grammatically consistent with the stem</li> <li>Make distractors plausible, reasonable, and attractive, but incorrect based on <ul style="list-style-type: none"> <li>–Common mistakes</li> <li>–Common misperceptions</li> <li>–Insufficient or excessive information</li> </ul> </li> <li>Make options approximately the same length</li> <li>Vary the length and position of the key</li> <li>Arrange options in logical order <ul style="list-style-type: none"> <li>–Increasing length, increasing degree, etc.</li> </ul> </li> <li>Work commonly repeated words or information back up into the stem</li> </ol>	<ol style="list-style-type: none"> <li>Revise unnecessary information out of options as well as out of the stem <ul style="list-style-type: none"> <li>–May “cue” other items</li> <li>–May overlap with other items</li> <li>–May provide key component for a separate question</li> </ul> </li> <li>Minimize the use of “negative stem” format (“All of the following . . . except:”) <ul style="list-style-type: none"> <li>–Easy to write, so they tend to be low quality</li> <li>–Reverses normal thought pattern, so mistakes are often based on misreading , not weak grasp of material <ul style="list-style-type: none"> <li>--Can be used to advantage for multi-element topics</li> </ul> </li> </ul> </li> <li>Make sparing use of absolute terms <ul style="list-style-type: none"> <li>–“Always,” “never,” “every,” “only,” etc.</li> </ul> </li> <li>Avoid using “All of the above” and “None of the above” <ul style="list-style-type: none"> <li>–Principle: A responsibly written item should include correct information that completes the thought presented in the stem.</li> </ul> </li> <li>Avoid using opposites within the options <ul style="list-style-type: none"> <li>–Principle: A true/false contrast in the options directs attention <i>from</i> the “wrong” one <i>to</i> the other one.</li> </ul> </li> <li>Make sure that “set” items are independent of each other</li> </ol> <p><b>C. General Style and Item-Crafting Considerations</b></p> <ol style="list-style-type: none"> <li>Make sure the item as a whole is appropriate, relevant, and accurate</li> <li>Use language that is simple, direct, clear, and free of ambiguity</li> <li>Use language that is appropriate for the reading level of the population tested</li> <li>Reject language that may be offensive to subgroups of the population tested</li> </ol> <p>*****</p> <p>The preceding information is expanded upon in “An Annotated Outline of Item-Writing Considerations,” which can be found on another link on the “Client Resources” page of <a href="http://www.MorganTestingServices.com">www.MorganTestingServices.com</a>.</p> <p>Please e-mail any comments or additional questions raised by this handout to <a href="mailto:jmorgan@MorganTestingServices.com">jmorgan@MorganTestingServices.com</a>.</p>

