

# Ch. 6: Test Development

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## Review

- Reliability
  - kinds
  - $r$  or  $r^2$  - what is “good enough”
- Validity
  - kinds
  - $r$  or  $r^2$  - what is “good enough”
- Chapter 6
  - Writing test items w/good reliability + validity
  - Evaluating test item quality

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# Ch. 6: Test Development

- Test Items
  - question formats (T/F, Multiple Choice, Likert...)
- Guessing & Correction for guessing formula
- Cognitive Factors: Recall vs. Recognition
- Exercise: from construct to question
- Item Analysis: Difficulty, Discriminability, ICC
- Item Response Theory / Adaptive Testing
- SII (Strong Interest Inventory)

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## Writing test items

- Define what you are measuring (theory of the construct)
- Write many items that cover the *content*
- Avoid very long items
- Use appropriate reading level
- Don’t mix two concepts in one question.
- Vary the “response set” with both positively and negatively worded items

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## Test Item Formats

- Qualitative
  - Fill in the blank
  - Essay
- Quantitative
  - True / False...
  - Multiple Choice...
  - Rating / Category scales...

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## Dichotomous Format

- Aka “True/False” or “Yes/No” or “Binary”
- Pros: easy to write, administer, and score, good for basic facts. Avoids ambivalence.
- Cons: rote memorization, high scores due to guessing → increased # of items, black & white thinking: not appropriate for complexity or nuance
- Summary: unsophisticated format - shouldn’t be widely used for achievement testing

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## Poly[cho]tomous

- AKA “multiple choice”
- Target: correct answer
- Distractor: incorrect answers
- Pros: easy to administer (covers a lot of material quickly), easy to score, can handle shades of gray / nuance
- Cons: difficult to write, susceptible to guessing strategies, susceptible to “over studying”

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## Miller's Law

- To fully characterize a Normal distribution of  $X$ , we need its Mean and ...?
  - A: Mode
  - B:  $X$ -bar
  - C: Standard Deviation
  - D: Average of  $X$

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## Distractors?

- Too few distractors --> dichotomous
- Too many distractors --> slow, confusing
- Optimal is 3-5 distractors. Thus, most multiple-choice tests should have between 4 and 6 possible answers per question.
- Distractors should cover a wide range of abilities w/o being cute or trite

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## Guessing : Probability

- $M$  = # of answer choices per question
- $P_{\text{correct}}$  with random guessing =  $1/M$
- On a dichotomous (T/F),  $P = \underline{\hspace{2cm}}$
- On a multiple choice test with  $M$  answers per question, the probability =  $\underline{\hspace{2cm}}$
- Total score from guessing:
  - $N_{\text{questions}} \times P_{\text{correct}}$

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## Guessing : Expected Score

- Probability of getting any item correct, using a random guessing strategy,  $p$  is equal to 1 divided by the # of answers.
- On a dichotomous (T/F) test the probability  $P = 1/2 = 50\% = 0.5$
- On a multiple choice test with  $M$  answers per question, the probability =  $1 / M$ . For a 4 item test  $P = 1/4 = .25 = 25\%$
- Total score due to guessing = # of questions times average score per item or  $N * P$ .
- Example: an 100 item test with 4 answers = 25

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## Guessing impacts Validity

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## Correcting for Guessing

- Scores can correct for guessing.
- Goal: person randomly answering should get same score as someone who doesn't answer.
- Expected score of someone who answers no questions = 0
- Expected score of someone who guesses randomly is  $N * (1/M)$
- Correction Formula:
  - For every wrong answer, subtract  $1/(M-1)$  points.

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## Correcting for Guessing : Example

- Example:
  - a 100 item test ( $N=100$ )
  - each question has 5 choices ( $M=5$ )
  - probability of right answer by guess? ( $P = 1/M = 1/5 = 20\%$ )
- A student guessing on each item would average 20 correct ( $P * N = 0.2 * 100 = 20$ )
- Correction: subtract  $(1/M-1)$  points for each wrong answer =  $1/(5-1) = 1/4 = 0.25$  points.
- Adjusted score?

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## Correcting for Guessing - Real World

- Formula is simplistic
- College Board removed guessing penalty for AP exams in 2010
- SAT revisions in March 2016
  - Removes penalty for Guessing
  - other changes:
    - Essay is optional
    - Vocabulary test changed

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## When should you guess?

- Almost always
- Worst case: if a correction formula is in use, and you truly have zero information for a given item, guessing has no effect
- However, it's likely you do have some knowledge. This increases your chances slightly above chance, giving you a positive expected score.

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## [di|poly]chotomous Issues

- Pros:
  - neutral, fair scoring
- Types of knowledge:
  - Recall vs. Recognition
  - Receptive vs. Expressive
- Skill =? test taking ability
- Solution: Essay test format

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## Accessing Knowledge

- Recalling information is different than Recognizing it
- Neuropsychology suggests different brain systems. Recall can be stronger or weaker than Recognition
- Issues for testing:
  - What type of access is involved in polychotomous testing?
  - Is it fair to test using a method which prefers one type over the other?

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## Recall vs. Recognition

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## Facts vs Opinions?

- Polychotomous : good for assessing factual information
- What about measuring opinions, preferences, styles?

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## Other question formats

- Likert Scale
- Category Rating Scale
- Visual Analogue Scale
- Checklists

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## Rensis Likert

American social psychologist

Pronounced “LICK-ert”



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## Likert Format

- Asked to rate statements on an ordinal scale with a short list of answer choices
- Example:  
I am afraid of heights:  
1 strongly disagree  
2 disagree  
3 undecided  
4 agree  
5 strongly agree
- Numbers : sometimes shown, sometimes not shown.

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## Likert : Neutral?

- Sometimes, want to avoid the middle (neutral, undecided) answer
- Example:  
I am afraid of heights:  
1 strongly disagree  
2 somewhat disagree  
3 somewhat agree  
4 strongly agree
- Like T/F, forces subject to take a position

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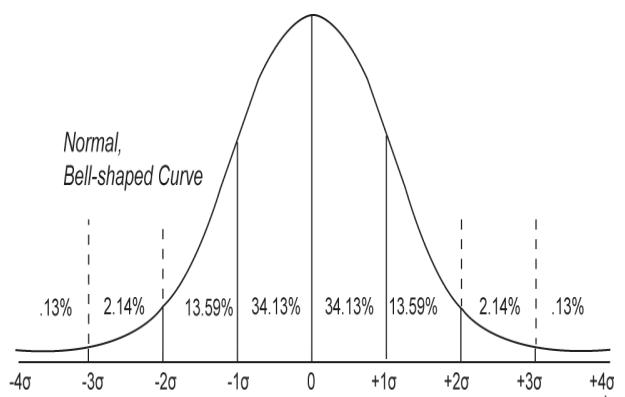
## Likert : Balance & Symmetry

- Answers should be balanced & symmetrical
- Example:  
I am afraid of heights:  
1 strongly disagree  
2 somewhat disagree  
3 neutral  
4 somewhat agree
- Poor design
  - Answers will be biased towards 3 or 4

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## Ideal # of answers?



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## Category (Rating Scale) Format

- Similar to Likert format, but #s are used instead
- Pros -- responses are more precise than with Likert scales (10 vs. 5 or 6)
- Cons -- context effects stronger
  - Solution: clearly define endpoints
- Precision vs. Accuracy?

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## Category Example

- On a 1 to 10 scale how much do you like your partner?
  - 1 Planning to break up
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10 Planning to get Married soon
- Issues:
  - Unbalanced (is 5 or 6 the middle?)
  - Hard to interpret : what does a “2” or “3” really mean?

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## How many choices?

- Research suggests optimal # of choices is between 4 and 7
  - consistent with Miller's 7±2
- Using up to 10 choices is OK if
  - good anchors & examples are provided
  - raters are motivated or trained
- Otherwise, using 10 choices leads to random responding

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## Visual Analogue Scale

- Similar to Category format, except use of a visual stimulus & graphical measurement
- Example:  
How much pain are you in right now?  

- Pros: allows a precise, finely detailed response  
Cons: hard to score, precision vs. accuracy?

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## Checklists

- Checklists:
  - Agree/disagree with large # of statements
- Example
- "I am currently having trouble with..."
  - Money
  - Relationships
  - Appetite
  - Sleep
  - ...

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## Advice from Textbooks

Advice	% endorsing
Don't use "All of the above"	80%
Don't use "None of the Above"	75%
All choices should be plausible	70%
Negative wording shouldn't not be un-used	55%

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## Exercise: From Construct to Question

- Construct: Anxiety
- Dimensions:
  - 1 GSR (galvanic skin response)
  - 2 Future Fears
  - 3 Anhedonia (lack of interest or motivation)
  - 4 Obsessive Thoughts
  - 5 Relationship Distrust
  - 6 Agoraphobia (fear of leaving the house)

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## Writing a good question

- Format (Likert, Category Rating Scale)
  - Balanced
  - Range, precision, average score
- Vocabulary level
  - negation
  - technical terms
- Time Period

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## Ch. 6 - Part 2

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## Review

- Reliability and Validity of entire Test
- Individual Test Items
  - dichotomous / polychotomous
  - recall vs. recognition
  - Likert
    - neutral, balanced
  - Category
    - anchors, context effects
- Ideal # of answers per question?

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## Item Analysis

- In Ch 5 we discussed the reliability and validity of the *entire test*.
- Now we look at psychometrics of *individual test items*.
- Item Difficulty
- Item Discriminability

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## Item Difficulty

- How hard is this item?
- % who get the item correct (item easiness)

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## Too hard / Too easy

- Floor effect: many scores near the bottom range of possible scores
- Ceiling effect: many scores near the top range of possible scores

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## Ideal Difficulty

- Ideal= halfway between chance and perfect
  - for a 4-item multiple choice, chance = 25%, so optimum would be 62.5%
  - typical range is 30% to 70%
- Tests should contain wide variety of item difficulties, because people are different

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## Ideal Difficulty 2

- Mathematically, 30%-70% is optimum
- What about human / emotional issues?
  - Tests or items that are too hard?
  - Tests or items that are too easy?

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## Discriminability

- Difficulty = how many people answer correctly?
- Discriminability = who answers correctly?
- Does performance on one item correlate with overall test performance?

- Two ways
  - statistical
  - graphical

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## Discriminability - Statistical

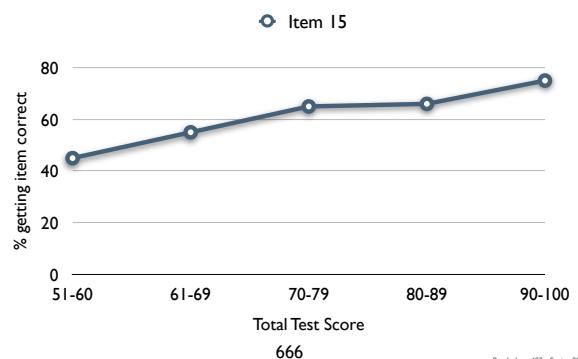
- Extreme Group:
  - divide test takers into thirds
  - % correct : top third vs. bottom third
- Point Biserial
  - p.b. correlation between item and test score
  - low or negative values represent “bad” items

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## Discriminability - Graphical

- Item Characteristic Curve
- Graph % correct vs. total test score for one test item

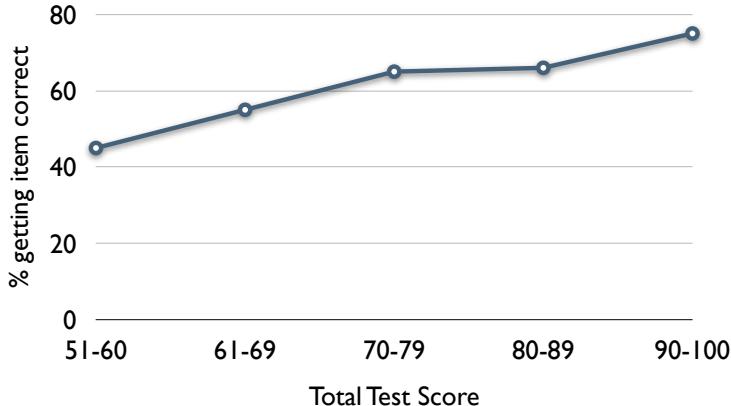


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## Discriminability - Graphical

Item 15

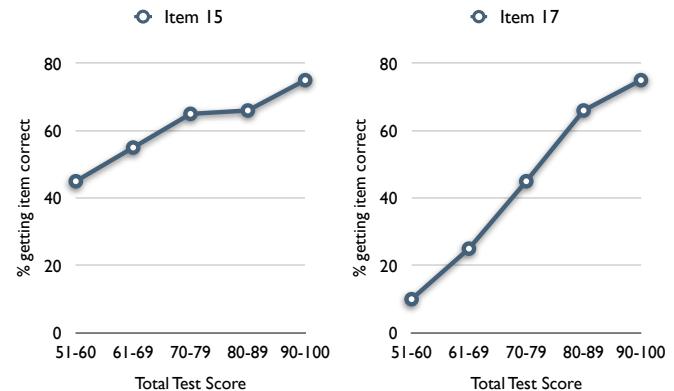


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## Item Characteristic Curve

- Different test items have different ICCs

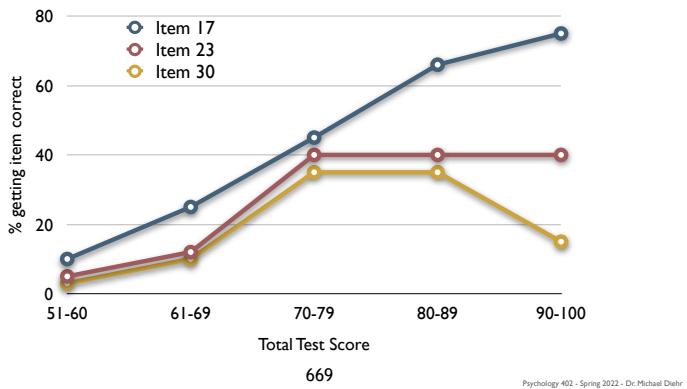


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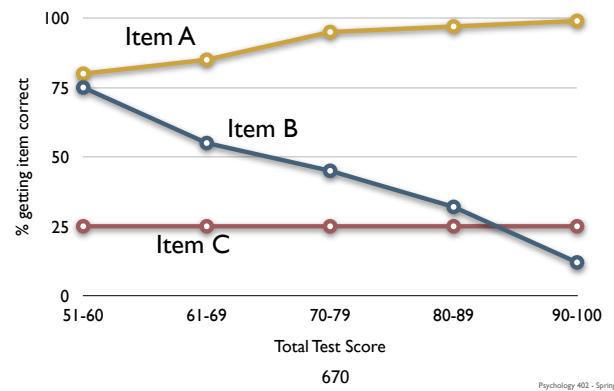
## Item Characteristic Curve

- Good items show steady increase
- Bad items show decreases or flat spots



## ICC Example

- Diagnose these problems:



## Graph the ICC

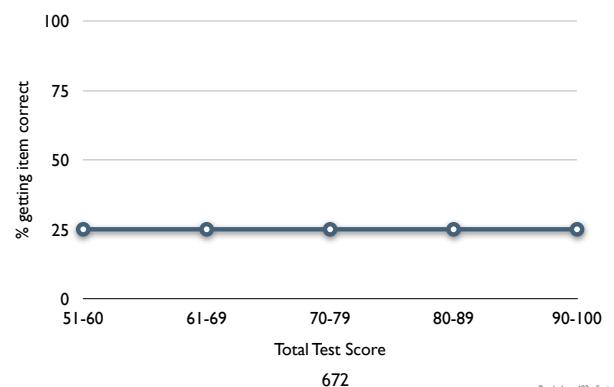
- Item 1: What was the exact population of the town Bodie, California, in 1879?
  - (A) 6142
  - (B) 6143
  - (C) 6144
  - (D) 6145
- Correct answer = A

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## ICC Example

- Random guessing



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## Graph the ICC

- Item 1: What is  $0.34 \times 0.27$ 
  - (A) 9.18
  - (B) 0.61
  - (C) 0.0918
  - (D) 91.8
- “Correct Answer” = B

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## ICC Example

- Answer key is wrong



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## Graph the ICC

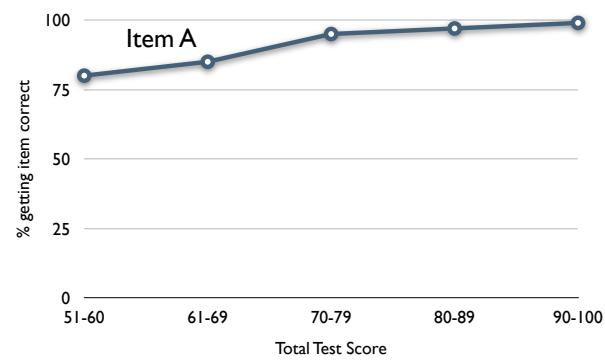
- Item 1: What is  $1 + 2$ 
  - (A) 11
  - (B) 21
  - (C) 3
  - (D) 0.3
- Correct answer = C

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## ICC Example

- Item is too easy

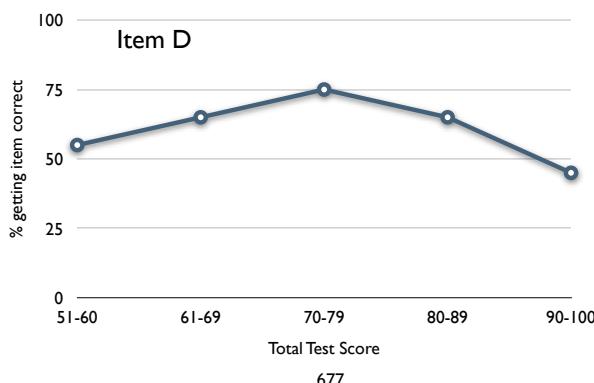


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## ICC Example

- The “Overstudying” problem:



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## Q: How many Human Genders are there?

- A : One (Human)
- B : Two (Male, Female)
- C : Three (Male, Female, Neuter)
- D : Four (Male Adult, Male Child, Female Adult, Female Child)
- E : None of the above

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## Item Response Theory (IRT)

- Classical Test theory
  - your ability = *number of items correct*
- IRT
  - your ability = *level of difficulty* at which you can perform
- IRT Model : probability of correct answer is modeled using several variables (for the test and the test-taker)
- IRT Procedures: computer-based *adaptive testing*

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## IRT / Adaptive Testing

- To cover different ability levels, tests need wide range of item difficulties
- For an individual, some items will be too easy / some too hard
- “old fashioned” solution = have several tests (easy...medium...hard) and pick a test based on pre-existing knowledge of person.
- IRT solution = one test that automatically detects person’s level and gives questions mainly in that difficulty level.

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## IRT in the real world

- IRT is theoretically better
- Adoption in curriculum is slow
- some tests use it but vast majority do not
- Continuing research

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## External Criteria

- Internal Criteria = total test score
- External Criteria = thing that actually matters (e.g. “do you crash the plane”)
- Most Item Analysis still uses Internal criteria rather than the more correct External Criteria
- Why?

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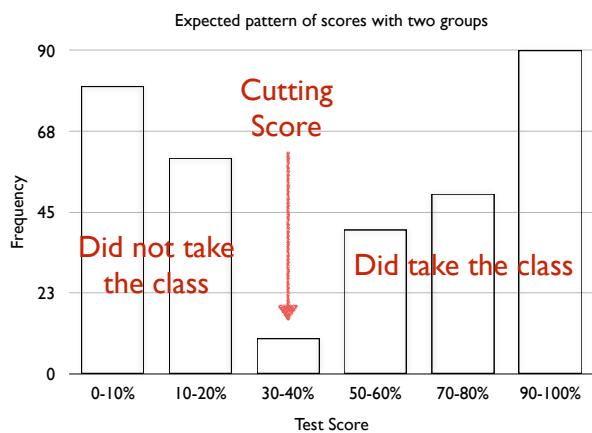
## Criterion-referenced Test

- Instead of arbitrary criteria such as “70% = pass” use one with more validity.
- Criteria = the learning outcome(s) desired
- Method:
  - create a good test
  - give it to two groups of students
    - those who have had the material
    - those who have not
- Determine cut-point score from histogram

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## Criterion-referenced Test



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## Criterion-referenced Test

## Limitations of Item Analysis

- Tests discriminate between levels of performance
- Statistics (difficulty and discriminability) don't tell why a person missed an item
- Items might discriminate well (statistically) but for the wrong reasons (educationally)
- Tests don't directly help people learn
- Tests can harm, if they dramatically change learning behavior (e.g. study for the test rather than the subject)

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## Example of a poor test item?

- What is 0.4 plus 0.3
  - (A) 0.3
  - (B) 0.4
  - (C) 0.7
  - (D) .07
- Is answering (A) better or worse than answering (D)?

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## Career Paths in Psychology

- This is an optional discussion

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