Amanda Silebi

EDF 4430

Task Three – Constructing a Selected Response Test

Table of Specification

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Thinking Skills  Content | Remember | Under-stand | Applying | Analyzing | Total | Percentages |
| Recall information related to the text. |  | 3 |  | 1 | 4 | 27 |
| Recount stories and determine the central message/ moral. |  | 2 | 1 | 1 | 4 | 27 |
| Describe and explain characters/ character traits. | 1 | 1 | 1 | 2 | 5 | 33 |
| Compare/ contrast elements of two stories. | 1 |  |  | 1 | 2 | 13 |
| Total | 2 | 6 | 2 | 5 | 15 |  |
| Percentages | 13 | 41 | 13 | 33 |  | 100 |

**Directions:**

This test contains a total of twenty questions; each question is worth an equal amount of points, equaling one hundred points total. The test consists of five selected-response or multiple-choice question (questions 1-5), five true/false questions (questions 6-10) and five matching questions (questions 11-15). You will have a total of 45 minutes to complete this test. Read the question and all of the options prior to selecting an answer. For the selected-response (multiple choice) and true/false questions, select the correct answer for the question/statement. For the fill in the blank questions, fill in each blank (write in the blank spot). Read the provided poems or short passages prior to answering the question.

**Selected-Response (Multiple-Choice):**

Directions: Read the poem provided below. Circle the correct answer.

**Sarah Cynthia Sylvia Stout**

Would not take the garbage out!

She'd scour the pots and scrape the pans,

Candy the yams and spice the hams,

And though her daddy would scream and shout,

She simply would not take the garbage out.

And so it piled up to the ceilings:

Coffee grounds, potato peelings,

Brown bananas, rotten peas,

Chunks of sour cottage cheese.

It filled the can, it covered the floor,

It cracked the window and blocked the door

With bacon rinds and chicken bones,

Drippy ends of ice cream cones,

Prune pits, peach pits, orange peel,

Gloppy glumps of cold oatmeal,

Pizza crusts and withered greens,

Soggy beans and tangerines,

Crusts of black burned buttered toast,

Gristly bits of beefy roasts. . .

The garbage rolled on down the hall,

It raised the roof, it broke the wall. . .

Greasy napkins, cookie crumbs,

Globs of gooey bubble gum,

Cellophane from green baloney,

Rubbery blubbery macaroni,

Peanut butter, caked and dry,

Curdled milk and crusts of pie,

Moldy melons, dried-up mustard,

Eggshells mixed with lemon custard,

Cold french fried and rancid meat,

Yellow lumps of Cream of Wheat.

At last the garbage reached so high

That it finally touched the sky.

And all the neighbors moved away,

And none of her friends would come to play.

And finally Sarah Cynthia Stout said,

"OK, I'll take the garbage out!"

But then, of course, it was too late. . .

The garbage reached across the state,

From New York to the Golden Gate.

And there, in the garbage she did hate,

Poor Sarah met an awful fate,

That I cannot now relate

Because the hour is much too late.

But children, remember Sarah Stout

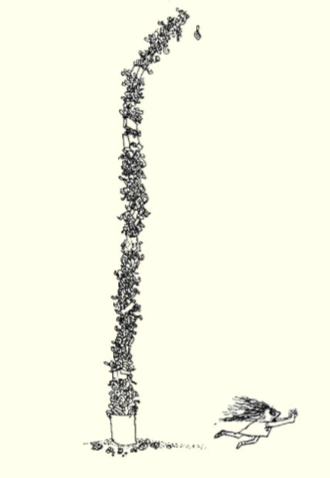
And always take the garbage out!

*Shel Silverstein*

1. What is the theme of the poem?
   1. Hard work pays off.
   2. Don’t be afraid, be brave.
   3. To eat all of your vegetables.
   4. That some small decisions may have large consequences.
      * Standard Assessed: LAFS.3.RL.1.2. The question satisfies this standard because the student is required to interpret elements of the poem in order to establish the theme of the poem.
      * Taxonomic Level of Question: Applying factual knowledge.
2. Which of the following character traits would be used to describe Sarah Cynthia Sylvia Stout?
3. Cooperative
4. Gloomy
5. Polite
6. Stubborn
   * + Standard Assessed: LAFS.3.RL.1.3. This question satisfies this standard because the student must examine Sarah’s actions to determine her character trait.
     + Taxonomic Level of Question: Analyzing conceptual knowledge.
7. What emotion is Sarah Cynthia Sylvia Stout’s father feeling?
   1. Fear
   2. Frustration
   3. Joy
   4. Saddness
   * Standard Assessed: LAFS.3.RL.1.3. The question satisfies this standard because the students are required to infer the answer by evaluating the poem.
   * Taxonomic Level of Question: Analyzing factual knowledge.
8. What is the message of this poem?
9. Wash the dishes
10. Take out the garbage
11. Always do your homework
12. Never listen to your parents

* Standard Assessed: LAFS.3.RL.1.2. This question satisfies this standard because the student is required to identify the message (the specific example of the theme in action) of the poem.
* Taxonomic Level of Question: Understanding conceptual knowledge.

Directions: Use the following image to answer question 5.



*Shel Silverstein*

1. What can you infer happened to Sarah Cynthia Sylvia Stout?
2. The garbage fell on Sarah Cynthia Sylvia Stout.
3. Sarah Cynthia Sylvia Stout is running to avoid her father.
4. Sarah Cynthia Sylvia Stout is running to get a larger trashcan.
5. That Sarah Cynthia Sylvia Stout is still piling garbage into the trashcan.

* Standard Assessed: LAFS.3.RL.1.1. The question satisfies this standard because the student is required to examine the image to demonstrate an understanding of the poem.
* Taxonomic Level of Question: Analyzing conceptual knowledge. Interpretative exercise.

**True/False:**

Directions: Read the story provided below. Circle either true or false for each of the questions/statements.

**The Monster in the Barn**

As Bobby was getting ready for bed, he heard a loud screeching coming from the barn outside. Bobby did not know what was making such a loud noise, and he had trouble falling asleep that night. He was scared that there might be a monster in the barn. When Bobby woke up the next morning, he went to the barn to see what was causing the noise the night before. Bobby was perplexed and could not figure out what would make such noise. That night after dinner, Bobby got a flashlight and headed out to the barn.

“Where are you going?” Bobby’s father asked.  
“I am going to find the monster in the barn that made so much noise last night,” Bobby replied. “If you are going to look for a monster, you might need some company,” Bobby’s dad said, and he walked with Bobby out to the barn.  
Bobby shined his flashlight into the dark barn but did not see anything. Bobby called out but nothing answered. He walked into the barn but still did not see a monster.  
“What did this monster sound like?” Bobby’s dad asked.  
“It was a loud screeching noise,” Bobby said, “and it was coming from the barn.”  
Bobby’s dad began to laugh and he took the flashlight from Bobby. Shining the flashlight up at the roof of the barn, Bobby and his dad saw a small brown owl in the rafters of the roof.  
“It was only a barn owl that you heard last night,” Bobby’s dad said. “They are nocturnal hunters, so that is why you only heard him at night.”  
Bobby was happy that it wasn’t a monster, and he thanked his dad as they walked back to the house. Just then they heard a loud screech and looked up to see the barn owl flying away into the night sky.

1. True/False: One of Bobby’s character traits is bravery.

* Standard Assessed: LAFS.3.RL.1.3. This question satisfies this standard because the students are required to examine Bobby’s actions and in order to distinguish his character trait.
* Taxonomic Level of Question: Understanding conceptual knowledge.

1. True/False: According to the story, it is important to hide from your fears.

* Standard Assessed: LAFS.3.RL.1.1. The question satisfies this standard because the student must interpret Bobby’s action, and how they contributed to the sequence of events and overall theme of the story in order to answer the question.
* Taxonomic Level of Question: Understanding conceptual knowledge.

1. True/False: Bobby is motivated to go into the barn by his father.

* Standard Assessed: LAFS.3.RL.1.3. This question satisfies this standard because the student must recall the motives of a character and understand that Bobby was intrinsically motivated to discover what was in the barn.
* Taxonomic Level of Question: Remembering factual knowledge.

1. True/False: Bobby and Sarah Cynthia Sylvia Stout are similar because they both listen to their parents.

* Standard Assessed: LAFS.3.RL.3.9. The question satisfies this standard because the students are required to analyze both characters and compare their actions.
* Taxonomic Level of Question: Remembering factual knowledge.

1. True/False: The theme of this story is to not jump to conclusions.

* Standard Assessed: LAFS.3.RL.1.2. This question satisfies the standard because the students must recount details of the story in order determine whether or not this is the correct central message.
* Taxonomic Level of Question: Understanding factual knowledge.

**Matching Questions:**

Directions: Read the poem provided below. Match the question/statement to the correct word provided below the poem.

**Everything on it**

I asked for a hot dog

With *everything* on it,

And that was my big mistake,

‘Cause it came with a parrot,

A bee in a bonnet,

A wristwatch, a wrench, and a rake.

It came with a goldfish,

A flag, and a fiddle,

A frog, and a front porch swing,

And a mouse in a mask —

That’s the last time I ask

For a hog dog with *everything.*

*Shel Silverstein*

**Word Bank:**

Surprised happy selfish greedy careful

1. The moral of this poem is to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ what you ask for.

* Standard Assessed: LAFS.3.RL.1.2. The question satisfies the standard because the student must determine the central message in order to select the correct answer.
* Taxonomic Level of Question: Analyzing factual knowledge.

1. The boy would have been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get a normal hotdog.

* Standard Assessed: LAFS.3.RL.1.1. This question satisfies the standard because the students must infer why the main character would ask for a hotdog.
* Taxonomic Level of Question: Understanding factual knowledge.

1. The main character was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when he got his hotdog.

* Standard Assessed: LAFS.3.RL.1.3. The question satisfies this standard because the student must interpret the emotions of the main character.
* Taxonomic Level of Question: Applying conceptual knowledge.

1. The main character was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he wanted everything.

* Standard Assessed: LAFS.3.RL.1.1. This question satisfies this standard because the student must interpret details from the poem.
* Taxonomic Level of Question: Understanding factual knowledge.

1. In both *Everything on It* and *Sarah Cynthia Sylvia Stout* the main characters were being \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Standard Assessed: LAFS.3.RL.3.9. The question satisfies this standard because the student must compare/contrast characters/events of both stories to establish the correct answer.
* Taxonomic Level of Question: Analyzing conceptual knowledge.

**Standards:**

LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.1.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**References:**

Silverstein, S. (n.d.). *Where the sidewalk ends: The poems & drawings of Shel Silverstein*.

The monster in the barn. (n.d.). Retrieved July 14, 2016, from https://www.ncsu.edu/project/lancet/third.htm

Peer Review: Extra Credit

**Name of reviewer:** Caitlin Snider

**Name of student being reviewed:** Amanda Silebi

**The following checklists were constructed in order to help you find errors in a selected response test. Go through and put an “X” in each box that a statement applies to.**

*Please note: These checklists are labeled as Q1, Q2, Q3, Q4, and Q5 for each section. However, your actual test should be numbered from 1-15. This sheet is formatted this way because some of you may put your matching first, or your multiple choice first, etc.*

**True/False Questions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 | Q5 |
| Are all statements TOTALLY true or TOTALLY false? | X | X | X | X | X |
| Is there a balance between questions that are true and questions that are false? (Example: 3 true, 2 false, OR 2 true, 3 false) | X | X | X | X | X |
| Do any questions use qualifiers such as “all” or “none?” |  |  |  |  |  |
| Is any language ambiguous? |  |  |  |  |  |
| Is any language negatively worded? (Example: never, not, etc) |  |  |  |  |  |
| Are any questions tricky? |  |  |  |  |  |
| Are all necessary directions included? |  |  |  |  |  |

**Feedback:** Include directions before each section (all sections). You should also state what book the questions are from. You should clearly state if the students are to circle true or false or write it out. There are no clear directions for this section.

**Matching Questions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 | Q5 |
| Are all options conceptually similar?  (Example: Don’t have names AND years – choose one type of option) |  |  |  |  |  |
| Are stems on the left with numbers and options on the right with letters? |  |  |  |  |  |
| Are options in logical order? |  |  |  |  |  |
| Are options on a single page? |  |  |  |  |  |
| Are all necessary directions included? |  |  |  |  |  |

**Feedback:** Since you did not do a matching section and chose to do a fill-in-the-blank section I will be providing feedback for that. For this section you did not provided a word bank. This can lead students to put random answers that do not apply to the story at all. Also there are no directions for this section there are just blanks. Make sure to provided some sort of direction for the students.

**Multiple Choice Questions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Q1 | Q2 | Q3 | Q4 | Q5 |
| Are options arranged in logical order?  (Alphabetical for single words or names, shortest-to-longest for multiple words, numerically, chronologically, etc.) | X | X | X | X | X |
| If there is an omission (a blank), is it at the end of the stem? | X | X | X | X | X |
| Do options overlap? Or are they too conceptually similar? |  |  |  |  |  |
| Are options of similar lengths? | X | X | X | X | X |
| Is each option on its own line? | X | X | X | X | X |
| Are all grammar rules being followed? | X | X | X | X | X |
| Are any questions tricky? |  |  |  |  |  |
| Do any questions use humor? |  |  | X |  |  |
| Are all necessary directions included? |  |  |  |  |  |

**Feedback:** I think you did a great job in the section. I like how you have overall directions for the test, but not for this section. Just give some direction about what students need to do for each section (i.e. circle, write, underline, etc.) I think you had a great balance and overall think you did a great job on your assessment.