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EDUC 340
Professor Gareis

Test Creation Project

Part 1

The test I have created is designed to assess students in a World History II class which teaches students world history since the sixteenth-century. Aside from learning the material outlined in the curriculum, the course has several other goals. These goals are centered on developing social studies skills. The course hopes to help students develop skills in analysis of primary and secondary documents, reading, writing, and group work.

The test assesses the student's learning of the Interwar Period. This unit focuses on the years between World War I and World War II. For two decades the world experienced a number of tumultuous events. Students will encounter the impact of World War I on politics and the economy. Using primary and secondary documents, students will investigate the causes and effects of the Great Depression. Through a concept formation lesson students will be able to define and identify the critical attributes of totalitarianism in relation to the rise of dictatorships. Finally, the stage will be set for another global war to begin.

In this unit students will be able to identify the causes of worldwide Depression. This Intended Learning Outcome (ILO) corresponds with the content and cognitive level identified in a Virginia Standard of Learning. It will be assessed in two forms during the unit, through a journal entry and select response questions on a unit test. Related to the Great Depression, students will evaluate the causes in class through a document exercise, a journal entry, and will be assessed in an essay on the unit test.

Understanding the events that led to the rise of totalitarian governments is essential to an understanding World War II. Students will interpret the events in class by looking at period newspaper articles and photographic evidence. Through a concept formation lesson students will be presented with the characteristics of totalitarian governments. In order to analyze the characteristics, students will compare and contrast them on a scaffolding sheet and graphic organizer. Finally students will be able to locate and identify territories that were conquered by totalitarian governments in the years before World War II. These intended learning outcomes focused on totalitarian governments will be assessed in a quiz and a through select response questions on the unit test.

The unit test that I have designed will be assessing a diverse group of learners. My students are predominantly tenth graders, but represent all grade levels of high school. That means that I have students who are in their first year of history, and others in their fourth. The

reading and writing levels of my students are as varied as their personalities. They are used to lessons that encourage recall and comprehension and tests that assess at the same cognitive levels. For this unit I have developed lessons that instruct students at a spectrum of cognitive levels, and this test will assess students at those same cognitive levels as well. Because students are used to multiple choice tests of twenty questions or less, I have chosen to issue a multiple choice test along with a supply response essay. The supply response portion is made up of twenty five multiple choice questions. I have increased the sampling size without giving students a significantly higher amount of questions than they are used to.

The explicit purpose of this test is to assess whether or not my students have arrived at my Intended Learning Outcomes. This test is also intended to assess my own teaching and instruction. Along with my other assessments this unit test will distinguish between students that have acquired ILOs, and those who have not. The test will evaluate student learning as well as ascribe value to the information it reports.

Part 2

Intended Learning outcomes

1. Students will identify the causes of the Great Depression
2. Students will be able to evaluate the impact of the Global Depression on the world
3. Students will interpret the events that led to the rise of totalitarian governments during the interwar period
4. Students will be able to compare and contrast the political ideologies and characteristics of totalitarian governments
5. Students will be able to locate and identify countries and territories conquered by Germany, Italy, and Japan in the years before World War II.

Table of Specifications

		COGNITIVE BEHAVIORS				
CONTENT	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
The causes of worldwide Depression	X Identify 1, 8, 10, 14					
The impact of the depression on the world		11, 16,				X+ evaluate
Events that led to the rise of totalitarian governments	5	X Interpret 2, ,6, 13, 17, 21				
Political ideologies and characteristics of totalitarian governments	18, 20	3, 4,		X+ Compare & Contrast 9, 15, 19, 22, 25		
Countries and territories conquered by Germany, Italy, and Japan	X- Locate 23, 24	X- Identify 7, 12				

←————— Essay Question —————→

This unit test has been designed to reflect strong construct validity. The assessment measures what it claims to measure, which is whether or not students have arrived at Intended Learning Outcomes for the Interwar Period. Referring to my table of specifications, one will see that each select-response and supply-response question is aligned with one of the ILOs. Not only are questions aligned with my ILO's, but they are assessing students at identified cognitive levels as well.

The unit test also has strong content validity. I believe that twenty five multiple-choice questions and an essay provide an accurate sample in which to draw inferences from. My table of specifications demonstrates that there is a sufficient amount of questions to determine whether students have acquired intended learning outcomes or not. With four or more questions, I will be able to distinguish between questions that are unreliable by comparing them to other questions in the sample. Though only two select-response questions were developed for "the impact of the Depression on the world," an essay will also assess students at a variety of cognitive levels, and report data for evaluation. Lastly, the table of specifications for this test reports that my sampling corresponds with my emphasis on certain aspects of the curriculum.

I have chosen a test that is composed of multiple-choice questions and one essay. This is the first test that I will be administering to my students so I have chosen a format that they are familiar with. My students are typically given a smaller test, but in order to strengthen content validity, I have increased the usual amount of select-response items without creating drastic change that could frustrate students and weaken the reliability of the assessment. The essay portion of the test is typically included on each end of unit assessment. The scoring rubric shows the expectations for students based on what they should be capable of doing. The essay question is aligned with my intended learning outcomes, and reflects emphasis on student ability to analyze the effects of the Great Depression.

While steps have been taken to strengthen reliability, I believe that there may be several threats. Necessary precautions such as following the rules of item writing, and checking for grammatical errors and typos have been taken. That being said, my concern is that wording in item stems and answers may be clear to me, but not my students. I am only beginning to familiarize myself with the skills, knowledge, and abilities of my students. I fear that some of the phrases and vocabulary in stems may be unclear and produce false answers for students that have learned the material. Number 22 is my greatest concern because it is a quote that students have not seen before and may be unfamiliar with.

Systematic error in my test may also be present in a number of select response questions that provide qualifiers. I have highlighted all qualifiers in item stems through capitalization and bold type. Regardless, my students perpetually struggle with these sorts of questions. By creating a large sampling size, I have also created a number of questions that assess the same ILO. Potentially students may be able to use answers from one question to

solve another. It is also possible that students will draw upon information from the select response section to complete the essay. That being said, I have protected against a student using such information alone to score better than sufficiently.

There is potential for predictive validity in my test. One of the goals of this test is to predict student success on a nine-week benchmark and eventually the World History II SOL. There is potential for predictive validity because of the types of questions I am asking. I have included questions that follow similar question formats found in released SOL test items. Number sixteen is a modification of a cause and effect diagram found on an SOL. Meanwhile, number seventeen has been taken directly from a full-length exam released in 2007. The test assesses students at a variety of cognitive levels and samples a wide-range of curriculum from the unit. Therefore, I believe it exhibits potential for predictive validity.

The total test is worth one hundred points; in accordance with my Cooperating Teacher's grading policy. Seventy five points are allocated to multiple choice items, while the essay is worth 25 points. Due to my emphasis on the ILO, "impact of the Depression on the world," it was chosen as the topic of the essay. For the same reason, fewer select-response items were developed for that ILO. The Scoring Rubric shows that while students are expected to follow a standard class format and structure for writing an essay, the majority of points will be awarded for a student's acquisition of the intended learning outcome.

Scoring Rubric:

<p>Exemplary (25 Points)</p>	<p>The student's essay presents an astute understanding of how the Great Depression affected the world. The student identifies three effects of the depression, ranks them in order of importance, and uses historical evidence to justify their choices. The essay contains five paragraphs including an introduction and conclusion. The introduction contains a well developed thesis that identifies and ranks effects of the depression. Paragraphs begin with a topic sentence that relates back to the thesis, and there are minimal or no grammatical errors.</p>
<p>Proficient (20 points)</p>	<p>The student's essay demonstrates understanding of how the Great Depression affected the world. The student identifies three effects of the depression and ranks them in order of importance. The justification of effects is present but lacks strong historical evidence. The essay contains five paragraphs and a clear thesis is present in the introductory paragraph. Topic sentences begin each sentence and relate back to the thesis. Grammatical errors are present</p>
<p>Satisfactory (15 points)</p>	<p>The student's essay demonstrates a limited understanding of the effects of the depression. The student identifies and ranks three effects but does not provide sufficient historical evidence to support their choices. The essay contains five paragraphs but the thesis is not clear. Topic sentences do not always relate to the thesis. Grammatical errors are present</p>
<p>Needs Improvement (10 Points)</p>	<p>The student's essay indicates an unclear understanding of the effects of the Great Depression. Two effects are stated. Effects are ranked but justification is not supported by historical evidence. The thesis statement is not clearly stated. Paragraphs are not fully developed or there are less than five. Topic sentences do not relate to the thesis. There are numerous grammatical errors.</p>
<p>Unsatisfactory (5 Points)</p>	<p>The student's essay conveys a weak or inaccurate understanding of the effects of the Great Depression. Less than two effects are stated and there is no historical support. There are three paragraphs or less and there are no topic sentences. There are numerous grammatical errors.</p>
<p>No Response (0 Points)</p>	

Name: _____ Date: _____ Block: _____

Unit Test-The Interwar Period

DIRECTIONS: Please complete all of the multiple choice questions below. Fill in your answers on your scantron form. When you are finished complete the essay portion of the test on the space provided.

Multiple choice-3 Points Each

1. All of the following are causes of the Great Depression **except**:
 - A) widespread use of credit
 - B) European dependence on American loans
 - C) government experimentation with socialism
 - D) huge debts resulting from the costs of World War I
2. Totalitarian governments came to power in Europe as a result of _____.
 - A) victory during World War I
 - B) economic recovery during the 1920s
 - C) the formation of the League of Nations
 - D) loss of faith in capitalism and democracy

In violation of the treaty of Versailles, tens of thousands of jobs were created to produce military hardware and weapons.

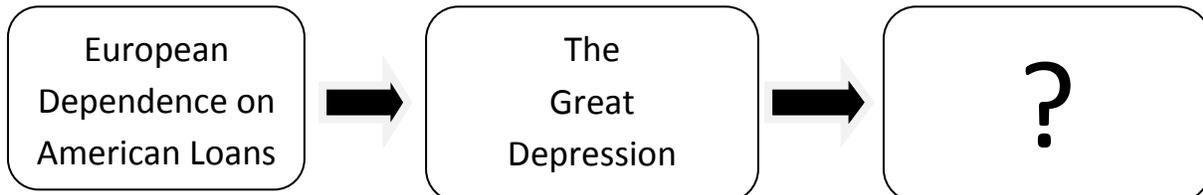
3. Which totalitarian government was responsible for the above statement?
 - A) Fascist Italy
 - B) Nazi Germany
 - C) Imperial Japan
 - D) Communist Russia
4. The Imperial government led by Emperor Hirohito was **MOST** concerned with what?
 - A) Expanding their empire
 - B) Decreasing military production
 - C) Defeating Chinese Communists
 - D) Defending the League of Nations
5. Who were the Black Shirts?
 - A) a group of fascists
 - B) a group of Marxists
 - C) members of the Gestapo
 - D) members of the Nazi Party

6. Which statement below describes how Hitler gained political power in Germany?
- A) He began a civil war
 - B) He started World War II
 - C) He was legally chosen as chancellor
 - D) He used storm troopers to attack communists
7. Identify the set of countries or territories below that were conquered by Japan?
- A) India, Mongolia, Nepal
 - B) Ethiopia, Tunisia, Greece
 - C) Manchuria, Korea, Taiwan
 - D) Czechoslovakia, Poland, France
8. What was the event that began the Great Depression?
- A) World War I
 - B) The New Deal
 - C) Nazis control of Germany
 - D) The New York stock market crash
9. All of the following aspects of fascism appealed to many Italians **except**:
- A) increased democracy
 - B) restored nationalism
 - C) an end to political feuding
 - D) a strong stable government
10. When banks demanded repayment of loans, this became _____
- A) a long-term cause of the Great Depression
 - B) a short-term cause of the Great Depression
 - C) an immediate effect of the Great Depression
 - D) a long-term effect of the Great Depression
11. This led to economic problems and reparations payments by Germany
- A) The Mandate System
 - B) The League of Nations
 - C) The Treaty of Versailles
 - D) The Kellogg-Briand Pact
12. Which European countries were the targets of German expansion before WWII?
- A) Italy and Ethiopia
 - B) England and France
 - C) China and the Pacific
 - D) Austria and Czechoslovakia

13. Italians who were outraged by the Treaty of Versailles, wanted jobs, and sought increased nationalism, would have **most likely** supported_____.
- A) Adolf Hitler
 - B) The Gestapo
 - C) Benito Mussolini
 - D) Victor Emanuel III
14. When wages for industrial workers increased, which groups earnings decreased?
- A) farmers
 - B) bankers
 - C) dictators
 - D) business owners

In the nation of Vespa, the Scooter Party is the only political party in the country. General Motor is the official dictator and leader of both the party and of the nation. All aspects of the nation including politics, society, and the economy are controlled by the state. Because General Motor demands complete obedience, he suppresses all forms of opposition to him or his political party.

15. The nation of Vespa is **MOST** likely a _____.
- A) democracy
 - B) socialist state
 - C) imperial state
 - D) totalitarian state



16. Which statement below **BEST** completes the diagram above?
- A) High unemployment
 - B) German reparations
 - C) High Protective Tariffs
 - D) New York Stock Market Crash
17. During the decades before World War II, industrialization in Japan led to a growing demand for
- A) democracy
 - B) immigrant labor
 - C) natural resources
 - D) colleges and universities

Collectives Five-Year Plans The Great Purge Command Economy
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18. The terms above are characteristics of which totalitarian government?

- A) Fascist Italy
- B) Soviet Russia
- C) Nazi Germany
- D) Imperial Japan

Adolf Hitler and the Nazi Party took control of Germany in the 1930s. Under Hitler's leadership, Jews were blamed for economic collapse. Eventually Germany rearmed, grew its military strength, and brought the world to the brink of war.

19. What does the above passage describe?

- A) Causes of the Depression in Germany
- B) Effects of the Depression in Germany
- C) Events in Germany that led to World War I
- D) Events in Germany that led to reparations

20. Restoring the glory of ancient Rome was the goal of ____?

- A) Hitler
- B) Stalin
- C) Hirohito
- D) Mussolini

21. The loss of faith in capitalism and democracy produced by the Great Depression lead to_____.

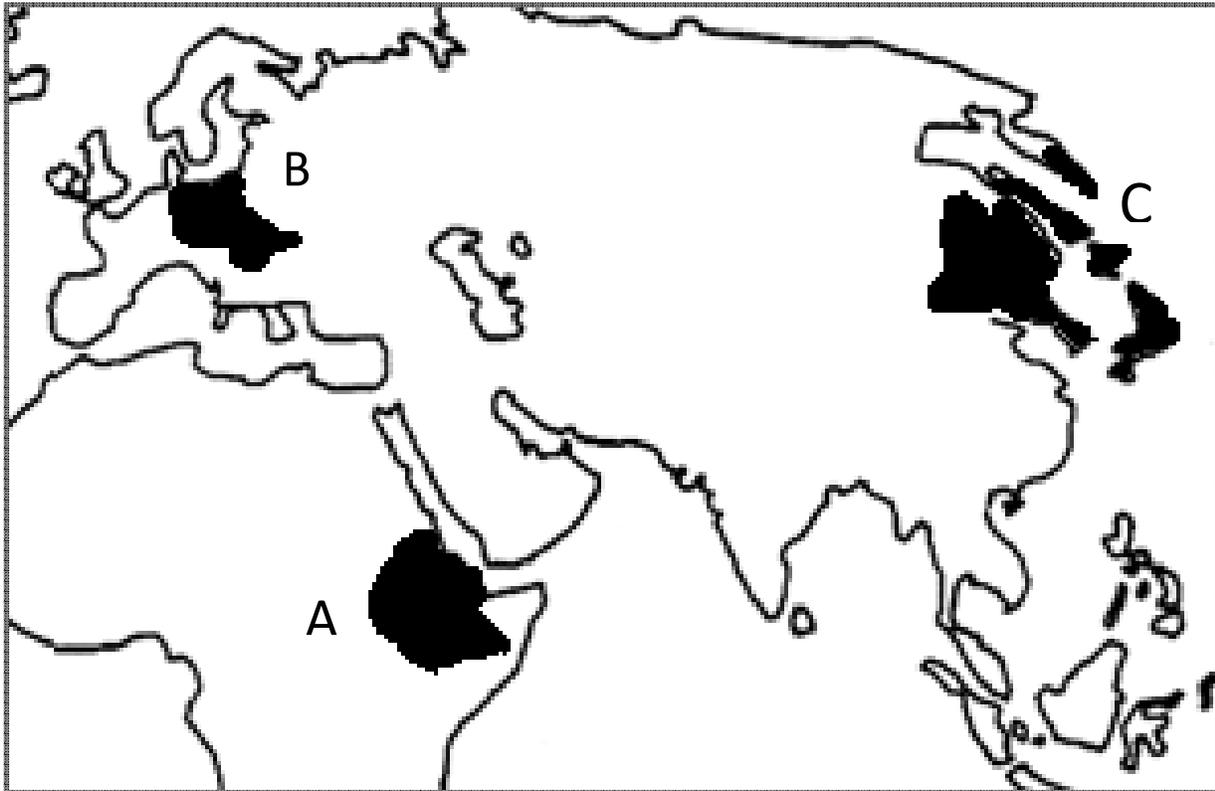
- A) motivation to continue imperialism
- B) the assassination of Czar Nicholas II
- C) European dependence on American loans
- D) increasing support for authoritarian leaders

"Extremes must be fought by extremes. Against the infection of Marxism, against the Jewish disease, we must hold up a flaming ideal."

22. The quote above **BEST** describes the racial views of which country?

- A) Italy
- B) Japan
- C) Germany
- D) Soviet Union

Use the map below to answer questions 23 and 24.



23. Which shaded region represents territory conquered by Italy?

- A) A
- B) B
- C) C

24. Which shaded region represents territory conquered by Japan?

- A) A
- B) B
- C) C

In Japan in the 1930's, nationalists gained support for foreign conquests. Politicians and business leaders who stood in the way of military expansion were assassinated and the government was briefly overthrown.

25. Which critical attribute of totalitarianism is discussed in the above passage?

- A) Suppression of opposition
- B) State control of the economy
- C) State control of politics and society
- D) Obedience to a single-party dictatorship

Essay-Worth 25 Points

In class we discussed several effects of the Great Depression. In a five paragraph essay, rank the three most important effects of the depression using historical evidence to justify your choices.

Multiple Choice Answer Key:

1. C
2. D
3. B
4. A
5. A
6. C
7. C
8. D
9. A
10. B
11. C
12. D
13. C
14. A
15. D
16. A
17. C
18. B
19. B
20. D
21. D
22. C
23. A
24. C
25. A