

Multiple Choice Challenge

Audience: K-12 Teachers, Principals

Time: 60 minutes

PROCEDURES

- 1) Begin by using *The Multiple Choice Challenge* PowerPoint presentation as a guide for analysis of items. If needed, provide copies of the *Bloom's Taxonomy* list and the *Defining Performance Verbs* chart from the *Performance Verbs* activity.
- 2) Provide additional practice time with pre-selected Ohio Achievement Test (OAT) or Ohio Graduation Test (OGT) multiple choice questions that were the most challenging for students. Place participants in groups of two or three and have them select a question from the pool. As an alternative, participants can locate their own questions at the D3A2 Resource Exchange.
- 3) Provide sufficient work time and then request each group develop one idea for how they will turn a multiple choice challenge into an instructional strategy or tip for students. Have each group record ideas on chart paper and post them on a wall. Ask a group reporter to share a strategy or tip.
- 4) Suggest to participants that quality assessment design is an inherent part of this process. Use the second half of *The Multiple Choice Challenge* presentation or the *Designing Multiple Choice Questions* template for guidelines on conducting a quality review.
- 5) Distribute the *Designing Multiple Choice Questions* template, if it was not handed out in the previous step. Ask small groups to select a standard, benchmark(s) and indicator(s), and then create a multiple choice question. When they are finished writing, request that the groups exchange items for a quick peer review, providing feedback to each other on how they can improve their work.
- 6) Wrap-up the activity with the reflective *Think it – Link it – Ink it* strategy as outlined in the PowerPoint presentation.

COMMENTS TO FACILITATOR

Multiple choice item construction can be given as an assignment or addressed in a subsequent work session.

Allot additional time for this activity if the D3A2 Resource Exchange or the Success Web site is used for multiple choice item retrieval.

LEARNING OBJECTIVE

Participants will strengthen their understanding of multiple choice items to assist with the development and use of these items in the classroom.

DESCRIPTION

Moving from analyzing multiple choice item response patterns to this activity refines participants' understanding of the ways in which students' response patterns reveal skill deficits and misconceptions. Participants conclude this activity by applying what they have learned to constructing their own multiple choice assessment items.

MATERIALS AND RESOURCES

- Released OAT/OGT multiple choice items, available at the D3A2 Resource Exchange or Success Web sites
- PowerPoint presentation: *The Multiple Choice Challenge*
- *Designing Multiple Choice Questions* template
- Chart paper, markers
- Computer, projector, screen
- Optional: *Defining the Performance Verb* chart and *Bloom's Taxonomy*

VARIATIONS & EXTENSIONS

If time permits, analyze additional multiple choice items identified through data analysis, and/or add more time for item construction.

For more information on extending this activity to the classroom, see the Ohio Graduation Test Workbooks, available at the ODE Web site.

NOTES