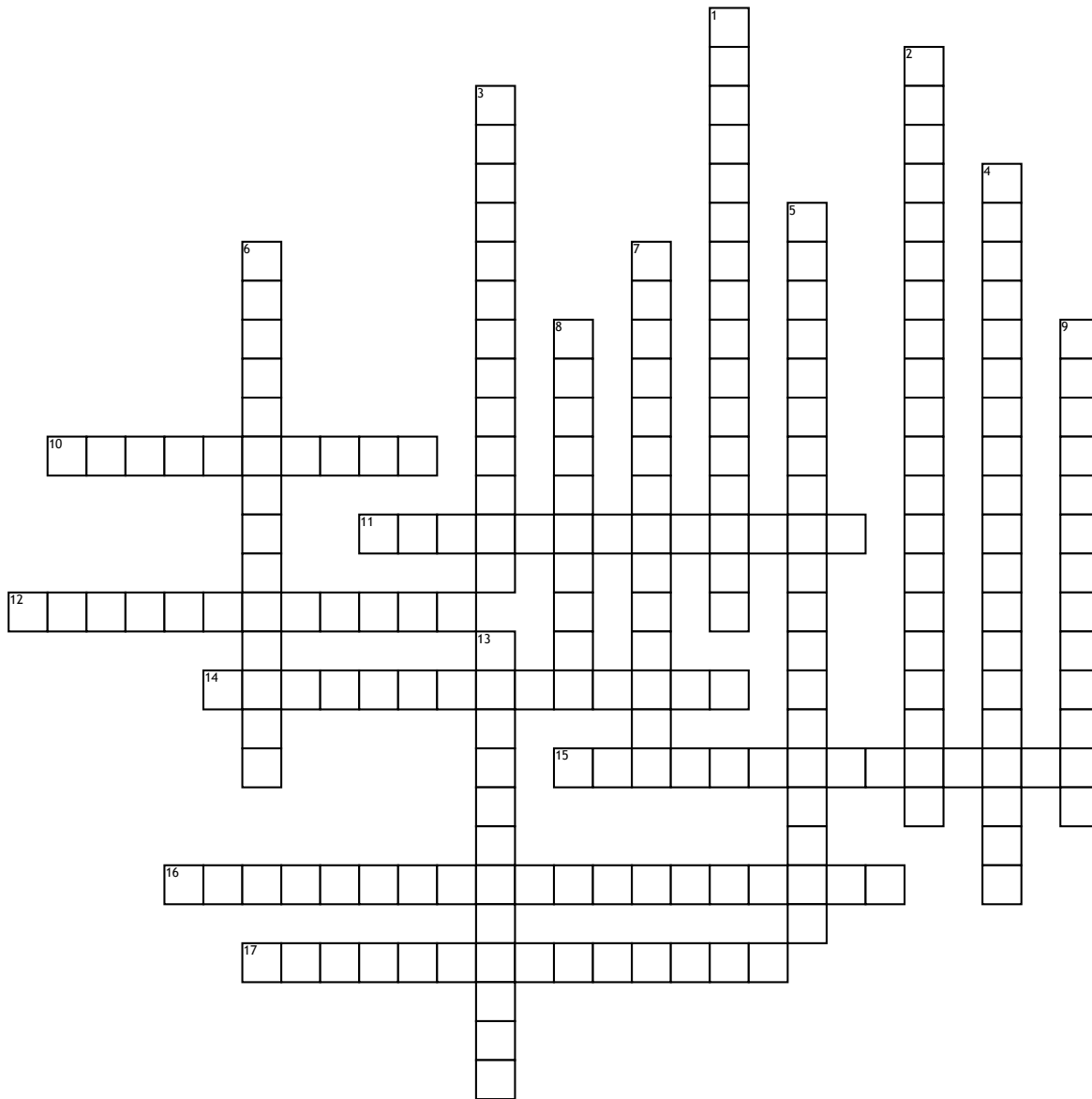


Name: _____

Date: _____

Chapter 13



Across

10. All the ways a school uses to formally measure student performance

11. Students have a 50/50 chance of guessing right. Should be rarely used.

12. May be a question or partial sentence that is completed by one of the choices.

14. The basic form of a multiple-choice item is a _____ followed by choices or alternatives. Example - "U.S. presidents are actually elected to office by"

15. When there is only one possible answer, this is an attractive option for students to demonstrate understanding. Test-wisness is eliminated.

16. Most useful and flexible. One correct answer. Usually four or five possible answers.

17. These are diagnostic in nature.

Useful in providing information on how you are doing. They help students or teachers know what you can improve on student learning.

Down

1. Writing broad objectives for a course, followed by objectives for six-week units, then objectives for each day of instruction.

2. Sharing with students and teachers the results of their efforts. Helping them identify strengths and weaknesses.

3. These questions take more time to answer. Students can demonstrate better understanding of the content

4. Test at the end of instructional time. Must be reliable and allow for comparisons among students. (ex. final exam)

5. Taking in to consideration the feeling that students have about a subject or topic. Love of learning and developing prosocial behaviors.

6. Objectives categorized from simple to complex or from factual to conceptual.

7. A question whose response may be a sentence or two or 100-150 words

8. Refers to all of the ways schools can formally assess student performance. Can also be used to assess behavior and attitudes.

9. Can be used to cover a large amount of material. Students use recall as the learning skill.

13. Wrong or plausible answers. These incorrect responses should look like possible answers to the question.