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EDU 6300: Program and Outcomes Assessment
Creative Testing Design – 10 test questions

I. Matching

Topic: History
Content Objective: US states based on clues
Behavioral Objectives: Knowledge of states

Match a letter from Column B with the name in Column A

Column A	Column B
_____ 1. Home to Grand Canyon National Park	A. Arizona
_____ 2. This state's counties are called "parishes."	B. Louisiana
_____ 3. The state is called the world's "Motor Capital."	C. Michigan
_____ 4. Thomas A. Edison had his lab in this state.	D. New Jersey
_____ 5. The Civil War's 1 st battle occurred at Fort Sumter.	E. South Carolina
	F. Georgia
	G. Illinois

II. Master List Items

Topic: Health
Content Objective: to help students see what they eat affects their performance in class
Behavioral Objectives: To change wrong eating habits; knowledge of classification

In the blank before each statement below, write

- A. if it is true of fruits and vegetables, but *not* meats
 - B. if it is true of meats, but *not* fruits and vegetables
 - C. if it is true of both fruits, vegetables, and meats
 - D. if it is true of neither
-
- _____ 1. it helps you to get smarter
 - _____ 2. it clogs your arteries
 - _____ 3. it is a good source of Vitamin C
 - _____ 4. recommended to have 5 per day
 - _____ 5. provides a good source of protein
 - _____ 6. it is needed to have a well-rounded diet

III. Tabular (Matrix) Items

Topic: English
Content Objective: Verb Tenses
Behavioral Objectives: To properly conjugate verb tense forms by completing the chart

Verb Tenses
In the chart below, insert the proper form conjugation

Present	Present participle	Past	Past participle
Love			
	Eating		
		Dragged	
			Have sneaked
	Committing		
Overflow			
		poured	

IV. Best Answer

Topic: History

Content Objective: Quotations of American leaders during the Revolutionary War

Behavioral Objectives: Comprehension and knowledge of specific facts

For each of the following statements, choose the best paraphrase (restatement) of the idea that follows. Put an [X] next to the correct response.

- ___ 1. Give Me Liberty or Give Me Death"- Patrick Henry
- If I can't have freedom, then execute me
 - Freedom is too great a gift to give away at the expense of convenience
 - If I must live, I want to be a free man
- ___ 2. "I Regret That I Have But One Life To Give For My County" - Nathan Hale
- I wish that I didn't have to die.
 - My country means everything to me, and I'm proud to die for her.
 - I'm sorry that this is the only life that I can spend in the service of my homeland.
- ___ 3. " I Have Not Yet Begun To Fight"- John Paul Jones
- Are there some more boxing gloves so I can go another round?
 - If you think I'm defeated, I've only started.
 - There's a lot more fight in me than you are willing to give credit for.
- ___ 4. "No Taxation Without Representation"
- If you must tax us, at least give us people to represent our wishes.
 - If you aren't going to represent us fairly, then you have no right to tax us.
 - There is no more money for your coffers if we have no government representation.

V. Greater-Less-Same Items

Topic: Math

Content Objective: Comparing and contrasting like and unlike math answers

Behavioral Objectives: Analyzing relationships; computational abilities

These paired statements are the same, or one is greater, or less than, the other. If the number on the left is greater than that on the right, circle the G. If the number on the left is less than that on the right, circle the L. If the number on the left is equal to that on the right, circle the S.

0.5	G L S	$\frac{1}{2}$
120%	G L S	1.5
$\frac{1}{3}$	G L S	$\frac{1}{4}$
$(3 \times 3) + (2 \times 4)$	G L S	$(3 \times 2) + (3 \times 4)$

VI. Rank Order Items

Topic: History

Content Objective: The order of events during the 20th century

Behavioral Objectives: Analyzing relationships; sequences and comprehension; knowledge extension

For each of these events during the early 20th century, place them into the correct time period. Some letters may be used more than once.

- A. 1920-1930
- B. 1930-1940
- C. 1940-1950
- D. 1950-1960
- E. 1960-1970
- F. 1970-1980

- ___ 1. Assassination of John F. Kennedy
- ___ 2. American involvement in World War 2 started
- ___ 3. The Watergate affair
- ___ 4. Adolf Hitler rises to power as Germany's dictator
- ___ 5. The start of the "Baby Boomers"
- ___ 6. Pearl Harbor was bombed
- ___ 7. Franklin D. Roosevelt begins his 4 terms as President

VII. Question and Short Answer Items

Topic: History

Content Objective: The order of events during World War 2

Behavioral Objectives: Analyzing relationships; interpretation; generalization

Answer the following questions:

1. How did Adolf Hitler felt about the Jews when he was released from prison?

2. What was the name of the book Hitler wrote in prison and give its philosophical basis for the treatment of the Jewish people.

3. Who said, "This is a day that will live in infamy," and what was the reason he said it?

VIII. Statement and Comment Items

Topic: History

Content Objective: The bitterness of sides during the Civil War

Behavioral Objectives: Analyzing relationships; interpretation; application

Answer the following questions.

1. There were brothers fighting on both sides of the Army during the Civil War. Why were they doing that?

2. "The time for compromise has now passed, and the South is determined to maintain her position, and make all who oppose her smell Southern powder and feel Southern steel." Jefferson Davis used these words in his inaugural speech on February 16, 1861. In what way would you interpret this statement regarding Mr. Davis's position concerning the South and its rights?

IX. Experiment/Results Items

Topic: History

Content Objective: The results of individuals working for their preservation during the Civil War

Behavioral Objectives: Analyzing relationships; interpretation; application

Read the statement below and then answer the question that follows. Choose the *best answer* for the question.

1. The reason why the South was defeated later during the Civil War showed that
 - i. They knew their territory
 - ii. They had renowned generals who led their forces
 - iii. They were afraid that the northern states would continue to impose their own views of trade and freedom for all slaves
 - iv. They were concerned that states' rights would cease to exist to the Southern states.

IX. Experiment/Results/Interpretation Item

Topic: History

Content Objective: The United States during the Great Depression

Behavioral Objectives: Analyzing relationships and influences

Put an "X" in front of each statement that indicates an influence in America resulting in the Great Depression.

1. In 1929, the Great Depression was caused as a result of:
 - a. _____ Overinflated stock prices
 - b. _____ Corporate greed
 - c. _____ The influence of World War I
 - d. _____ A lackadaisical attitude toward the future