Other Considerations in the Planning Stage

Selecting Item Types

Several types of items can be used to test attainment of learning outcomes. Items may be selection-type, providing a set of responses from which to choose, or supply-type, a constructed response type requiring the student to provide an answer. Common rectly measures the intended learning outcomes?

Both selection-type and supply-type questions can be developed for all levels of the cognitive domain (Su, Osisek, Montgomery, & Pellar, 2009) and to test critical thinking, problem solving, and clinical decision-making skills. Other factors may also influence the item-type selection. For example, a large class size may prohibit the use of supply-type items because of the time required for grading.

TABLE 24-6 Three-Way Table of Specifications: Number of Items per Cell

Outcomes* (Content†)	Apply (20%)	Analyze (40%)	Evaluate (40%)	Totals
Assessment (40%)	6	6	4	16
Diagnosis. (10%)	1	3	—	4
Planning (10%)	1	2	1	4
Intervention (20%)	—	2	6	8
Evaluation (20%)	—	3	5	8
Totals	8	16	16	40

*Arbitrarily determined by level of instruction.
†Percent determined by teaching time.