The Multiple-Choice Test

Sound Bites
Free lunchtime mini lectures
New Walk Museum, Leicester
3-7 November 2014, 1-2pm

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School of Education
www.le.ac.uk/socialworlds
1. It is impartial.
2. It is just to pupils.
3. It is more thorough than older forms of examination.
4. It prevents the “officious interference” of the teacher.
5. It “determines, beyond appeal of gainsaying, whether the pupils have been faithfully and competently taught.”
6. It takes away “all possibility of favouritism.”
7. It makes the information obtained available to all.
8. It enables all to appraise the ease or difficulty of the questions.
Example 1.

If plants are dying for lack of rain, you should

- [ ] water them
- [ ] ask a florist’s advice
- [x] put fertilizer around them

Stem

Key

Distractors

(from Yoakim and Yerkes, 1920 – All examples from the Army Beta Test of 1917)
Wood, 1928. "The differences are too large to need comment"
World War I
New Technology in 1917: Transparent Celluloid Scoring Stencils
1936
The IBM Model 805
First M/C Scoring Machine

Ben Wood

Reynold Johnson
Example 2.

Dog – bark :: cat –  chair  mew  fire  house
Knitting – girls :: carpentry -  trade  houses  boys  lumber
Tears – laughter :: sorrow -  joy  distress  funeral  sad

(from Yoakim and Yerkes, 1920 – All examples from the Army Beta Test of 1917)
## PISA (OECD Literacy Test) 2006

### PLAN International Program Results Financial Year 1996

#### Region of Eastern and Southern Africa

<table>
<thead>
<tr>
<th></th>
<th>Egypt</th>
<th>Ethiopia</th>
<th>Kenya</th>
<th>Malawi</th>
<th>Sudan</th>
<th>Tanzania</th>
<th>Uganda</th>
<th>Zambia</th>
<th>Zimbabwe</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growing up Healthy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Health posts built with 4 rooms or less</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>Health workers trained for 1 day</td>
<td>1053</td>
<td>719</td>
<td>425</td>
<td>1003</td>
<td>20</td>
<td>60</td>
<td>1085</td>
<td>4385</td>
<td></td>
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<tr>
<td>Children given nutrition supplements &gt; 1 week</td>
<td>10195</td>
<td>2040</td>
<td>2400</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>26143</td>
<td>266237</td>
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<tr>
<td>Children given financial help with health/dental treatment</td>
<td>984</td>
<td>396</td>
<td>305</td>
<td>0</td>
<td>581</td>
<td>0</td>
<td>17</td>
<td>2283</td>
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</table>

#### Learning

<table>
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<tr>
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<th>Sudan</th>
<th>Tanzania</th>
<th>Uganda</th>
<th>Zambia</th>
<th>Zimbabwe</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers trained for 1 week</td>
<td>687</td>
<td>0</td>
<td>387</td>
<td>0</td>
<td>970</td>
<td>118</td>
<td>565</td>
<td>303</td>
<td>2320</td>
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<tr>
<td>School exercise books bought/donated</td>
<td>0</td>
<td>0</td>
<td>41200</td>
<td>0</td>
<td>69106</td>
<td>0</td>
<td>150</td>
<td>0</td>
<td>11123</td>
<td></td>
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<tr>
<td>School textbooks bought/donated</td>
<td>0</td>
<td>0</td>
<td>45650</td>
<td>9600</td>
<td>1182</td>
<td>8769</td>
<td>7285</td>
<td>150</td>
<td>58387</td>
<td>131023</td>
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<tr>
<td>Uniforms bought/made/donated</td>
<td>8897</td>
<td>5761</td>
<td>0</td>
<td>2000</td>
<td>154</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>434</td>
<td>23132</td>
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<tr>
<td>Children helped with school fees/a scholarship</td>
<td>12321</td>
<td>1598</td>
<td>0</td>
<td>2000</td>
<td>154</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2014</td>
<td>16087</td>
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<tr>
<td>School desks/bought donated</td>
<td>3200</td>
<td>3669</td>
<td>260</td>
<td>1564</td>
<td>1725</td>
<td>1794</td>
<td>0</td>
<td>0</td>
<td>4109</td>
<td>16331</td>
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<tr>
<td>Permanent classrooms built</td>
<td>44</td>
<td>50</td>
<td>8</td>
<td>93</td>
<td>31</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>82</td>
<td>353</td>
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<tr>
<td>Classrooms repaired</td>
<td>0</td>
<td>0</td>
<td>34</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>81</td>
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<tr>
<td>Adults receiving training in literacy this financial year</td>
<td>0</td>
<td>0</td>
<td>3000</td>
<td>588</td>
<td>3617</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7500</td>
<td>8695</td>
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#### Habitat

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<tr>
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<th>Uganda</th>
<th>Zambia</th>
<th>Zimbabwe</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latrines or toilets dug/built</td>
<td>50</td>
<td>2403</td>
<td>0</td>
<td>57</td>
<td>182</td>
<td>23</td>
<td>96</td>
<td>4311</td>
<td>7102</td>
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<tr>
<td>Houses connected to a new sewage system</td>
<td>143</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>143</td>
<td></td>
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<tr>
<td>Wells dug/improved (or springs capped)</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>7</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>159</td>
<td>194</td>
<td></td>
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<tr>
<td>New positive boreholes drilled</td>
<td>0</td>
<td>8</td>
<td>93</td>
<td>14</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>220</td>
<td>362</td>
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<tr>
<td>Gravity feed drinking water systems built</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29</td>
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<tr>
<td>Drinking water systems repaired/improved</td>
<td>0</td>
<td>392</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>425</td>
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<tr>
<td>Houses improved with PLAN project</td>
<td>285</td>
<td>520</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>New houses built for beneficiaries</td>
<td>225</td>
<td>596</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>313</td>
<td>1142</td>
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<tr>
<td>Community halls built or improved</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Community leaders trained for 1 day or more</td>
<td>2214</td>
<td>95</td>
<td>3222</td>
<td>2322</td>
<td>200</td>
<td>3575</td>
<td>814</td>
<td>20</td>
<td>2693</td>
<td>13365</td>
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<tr>
<td>Kilometres of roadway improved</td>
<td>112</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>534</td>
<td>806</td>
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<tr>
<td>Bridges built</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
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<tr>
<td>Families benefited directly from erosion control</td>
<td>0</td>
<td>1092</td>
<td>0</td>
<td>1500</td>
<td>0</td>
<td>0</td>
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<td>18405</td>
<td>20997</td>
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<td>Houses newly served by electrification project</td>
<td>443</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>494</td>
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</table>

*Source: Adapted from PLAN International Program Output Chart financial year 1996, appendix to Quarterly Report to the International Board first quarter 1997.*
Question 4A: What does the table on p. 27 indicate about the level of PLAN International’s activity in Ethiopia in 1996, compared with other countries in the region?

A  The level of activity was comparatively high in Ethiopia.
B  The level of activity was comparatively low in Ethiopia.
C  It was about the same as in other countries in the region.
D  It was comparatively high in the Habitat category, and low in the other categories.
ARE MULTIPLE CHOICE EXAMS AN ACCURATE MEASURE OF ONE'S KNOWLEDGE?

A. YES
B. A AND C
C. A AND B
D. ALL OF THE ABOVE

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