L4 AAS Exam

Name: _Key_____ **Grade:** _____

Part 1) Multiple Choice

Circle the letter next to the best answer for each question.

1. According to Officer Holden from the WSU Police Department and Officer Mathews in the video we watched in class, the most common crime on a college campus is…

   a. assault. |
   b. traffic accidents.
   c. theft. ‖‖ ‖‖ |
   d. vandalism. |

2. According to Professor Swale's lecture on the history of English, the reason "animal words" such as cow and pig have German origin and "food words" such as beef and pork have French origin is because

   a. the French raised the animals and the Germans ate them. ||
   b. the Normans invaded England in 1066. ||
   c. the Germans were peasants.
   d. all of the above ‖‖ ||||

3. To improve your listening comprehension during a lecture

   a. read the assigned material before the lecture.
   b. activate your brain by thinking about what you already know.
   c. try to get the main idea. ||
   d. all of the above. ‖‖ ‖‖ |

Part 2) Vocabulary   _____

A) Word Form
   Read the sentences. In some of the sentences, an incorrect form of the target word has been used. If the form of the target word is incorrect, cross it out and write the correct form. If the form is correct, put a checkmark on the line.

   Correct   Incorrect

   anticipate(d) 1. The L4 students <u>anticipation</u> Exam #2 to be very challenging. ‖‖ ||| ‖‖

   _capability____ 2. Some students have the <u>capable</u> of doing well in college, but they don't study very hard.
   Correct || Incorrect ‖‖ ‖‖ |

B) Explain the meaning of the underlined words in this context.

   1) If you don't understand how to do an assignment, you should ask the instructor for a <u>clarification</u>.
      explanation, example   Correct ‖‖ ‖‖ || Incorrect |

   2) Some students don't think 55 minutes is an <u>adeugate</u> amount of time for this exam.
      enough, sufficient   Correct ‖‖ ||| Incorrect ‖‖

1. Item Facility – the difficulty of the item; expressed as the number of students answering the item correctly divided by the total number of students responding:

IF = # of correct answers
$\qquad$ # of test takers

N=13

Question	# Correct of Answers	Item Facility
1		
2		
3		

2. Item Discrimination – extent the item separates the high- and low- ability test takers. Rank order students by test score, divide the group into thirds, and leave out the middle group. Calculate the item discrimination as follows:

ID = High group # correct – low group # correct
$\qquad$ .5 X number of test takers

N=13

Question 1	# Correct	# Incorrect
Top five (high ability)	5	0
Bottom five (low ability)	3	2

Question 2	# Correct	# Incorrect
Top five (high ability)	2	3
Bottom five (low ability)	0	5

Question 3	# Correct	# Incorrect
Top five (high ability)	4	1
Bottom five (low ability)	4	1

3. Distractor Efficiency – extent the wrong answer attracts lower ability students evenly among choices (*idicates the correct answer):

N=13

Question 1 Choices	A	B	C*	D
Top five (high ability)	0	0	5	0
Bottom five (low ability)	1	1	3	1

Question 1 Choices	A	B*	C	D
Top five (high ability)	1	2	1	1
Bottom five (low ability)	2	1	0	2

Question 1 Choices	A	B	C	D*
Top five (high ability)	0	0	1	4
Bottom five (low ability)	0	1	0	4