

Chapter 4

24. Find two examples to support Simon's compassion.
25. Find two examples to support Ralph's leadership.
26. Find two examples to support Jack's savagery.
27. "Jack stood up... the bloodied knife in his hand. The two boys faced each other. There was a brilliant world of hunting, tactics, fierce exhilaration, skill... and there was the world of longing and baffled common sense." Analyze this quotation. What does it mean? How does it elucidate the conflict between Ralph and Jack.

Chapter 5

28. Describe Ralph's epiphanies as he walks along the beach.
29. Give two examples of how Ralph's character has changed.
30. Analyze the following quotation: "Fear can't hurt you any more than a dream. There aren't any beasts to be afraid of on this island."
31. Analyze the following: Piggy asks, "What would a beast eat?" The kids reply, "Pig..." and then, "Piggy!" What are the implications of this statement?
32. Explain the significance of the minor character Percival.
33. Describe the meeting.
34. What does Simon want to tell the kids at the meeting but struggles to express himself?

Chapter 6

35. Describe what beast they think they saw. Why is it significant?
36. What decisions were made at the meeting?
37. Describe the "castle" setting.
38. Ralph offers to go alone to search for the beast at Castle Rock then Jack follows. Continue to characterize both boys.
39. What activity did the boys discover at Castle Rock?
40. Compare and contrast Ralph and Jack's feelings about Castle Rock.
41. At the end of the chapter Ralph attempts to keep control over the boys. How does he do it?

Chapter 7

42. Compare and contrast the two settings: the beach/lagoon and Castle Rock.
43. How does Ralph feel in each setting?
44. Simon says to Ralph, "You'll get back to where you came from." Analyze this quotation.
45. Why does Golding include images of Ralph's life in England?

Chapter Response Test A

Harold Herbert Abelson



Chapter Response Test A:

Developing and Validating Test Items Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test learning how to develop and validate test items has always been critical to the teaching learning process As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats This trend is expected to continue As a result a new item writing book is needed one that provides comprehensive coverage of both types of items and of the validity theory underlying them This book is an outgrowth of the author's previous book *Developing and Validating Multiple Choice Test Items 3e* Haladyna 2004 That book achieved distinction as the leading source of guidance on creating and validating selected response test items Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment Key features include Comprehensive and Flexible No other book so thoroughly covers the field of test item development and its various applications Focus on Validity Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA APA and NCME Illustrative Examples The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented Based on Theory and Research A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors

Evaluation and Testing in Nursing Education Marilyn H. Oermann, Kathleen B. Gaberson, 1996-06 Designated a Doody's Core Title The second edition of *Evaluation and Testing in Nursing Education* helps nursing educators measure and evaluate the level of learning that their students receive and aids them in altering their class plans This award winning book is the only book in nursing education that focuses entirely on evaluation and testing explains how to prepare all types of test items and explores how to assemble administer and analyze tests measurement concepts grading and clinical evaluation Educators will learn the basics of how to plan for classroom testing analyze test results write all types of test items incorporate methods for evaluating critical thinking evaluate written assignments and clinical performance and more In addition new content on development and evaluation of testing and distance education is included Directed toward teachers in nursing education programs and health care agencies graduate students preparing for teaching roles and nurses in clinical practice who teach others this text is an essential resource for all health professionals involved in evaluation measurement and testing This updated edition offers help with the many aspects of being a successful teacher of nursing In the Second Edition New content on development and evaluation of testing and distance education Writing alternate item formats similar to the NCLEX Developing tests that prepare students for licensure and certification

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