Norton InQuizitive Pilot Efficacy Study

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Overview

This report describes a pilot study designed to test the effects of InQuizitive on student performance. It discusses a range of results showing substantial learning gains and also identifies next steps for a larger efficacy study.

Product Introduction

InQuizitive is a formative, adaptive quizzing tool that supports select Norton textbooks. The primary purpose of InQuizitive is to facilitate student learning and provide feedback to instructors on student performance to improve future teaching. Instructors most often assign InQuizitive as pre-lecture assignments to ensure that students come prepared to lectures, quizzes, and exams.

InQuizitive provides a personalized learning experience in three ways:

- Students who need the most help get the most help. Students who don't quite grasp the material will have to answer more questions than their classmates who begin the activity with a good understanding of the topic.

- Students receive more questions on the learning objectives they're struggling with most.

- Students receive easier questions if they're struggling or harder questions if they've shown they're ready for them.

InQuizitive uses game-like elements to engage students and motivate them as they work:

- The confidence slider, which allows students to wager points on each question.

- The visual design (e.g., rounded corners, blinking alien logo, bright colors).

- Levels: Students progress through Level 1, then through Level 2, then through Level 3, completing the activity. They get a short "reward screen" after completing each level.

- The sound effects, which provide immediate auditory feedback on students' actions, and background music.

- Bonus points for answering 5 questions correctly in a row and bonus questions for "leveling up" when students are struggling.

- Students can click to "Take a Break" at any time and solve a puzzle game while they clear their heads.

Learning Science as a Basis of InQuizitive

A great deal of research supports the general idea and effectiveness of formative assessment—"quizzing to learn" (Roediger & Karpicke, 2006; Pennebaker, Gosling, & Ferrell, 2013). InQuizitive's functional design was further shaped by multiple strands of psychological research on learning and memory. Based on the cognitive principles revealed in these studies, InQuizitive should have a positive effect on students' ability to grasp and retain the information and concepts covered in each InQuizitive activity. (See Appendix A for a description of some of these principles and how they apply to InQuizitive's design.)

The efficacy study described here was designed to directly measure whether or not InQuizitive does in fact improve performance on a summative quiz testing students' knowledge of the material covered in each activity.

Motivation for Efficacy Study

Anecdotal evidence suggests that InQuizitive is having a profound impact on student performance. However, rigorous efficacy studies are required to completely understand and show these positive impacts. Efficacy studies are a common part of the education technology landscape, and there are increasing calls to make them more prominent, including their being a formal part of institutional purchasing decisions (Blumenstyk, 2016).

Efficacy Study Design

To test the effect of InQuizitive on student assessment performance, we adopted a within subjects design with the following structure. Within a class, students engaged in two chapters' worth of content. In the first chapter, students were randomly assigned either to take a summative quiz first and then work on an InQuizitive module or to work on an InQuizitive module and then take a summative quiz. This was reversed in the second chapter. For example, if a student took the summative quiz before working in InQuizitive in the first chapter, he or she worked in InQuizitive before the summative quiz in the second chapter.

This reversal allows us to calculate the difference in the summative quiz score depending on whether InQuizitive preceded or followed the summative quiz. A positive *InQuizitive effect* would be when a student performed better on a summative quiz having first used InQuizitive for that chapter, compared to when a summative quiz was taken before InQuizitive.

To maximize the potential for detecting the true InQuizitive effect (whether positive or negative), Norton staff worked hard to select two chapter sets of summative quiz questions that as a whole were equally difficult. Furthermore, if indeed there is a positive InQuizitive effect, then balancing the difficulty across the two chapters is important for fairness. Otherwise, students who took InQuizitive before the harder summative quiz would on average do better across the two chapters. The complete set of questions used for each chapter is given in Appendix B.

Sample

For this pilot study Norton recruited faculty who had previously adopted the textbook *We the People*[1] and were known to be teaching in the spring/early summer of 2016.

In total 10 instructors had students complete the experiment, with a total of 190 students completing the entire experiment. Some students in all classes did not complete the experiment: they either did not complete both summative quizzes or completed only one summative quiz. Overall there was a completion rate of 33%.

Figure 1 breaks out the completion rates by all courses (top panel) and by individual instructors. This figure shows that there was some variation across instructors in what percentage of students completed the experiment, with the highest completion percentage being 51%.

An additional difference across instructors is that two of the instructors had already adopted InQuizitive as part of their course for use throughout the term. As such, students in these two courses had a higher likelihood of engaging with InQuizitive in the way it is designed to be used. In particular, students in these two classes were more likely to complete the InQuizitive experience and achieve the target score of 100 on the InQuizitive activity. Below we refer to these courses as those that had "adopted" InQuizitive.
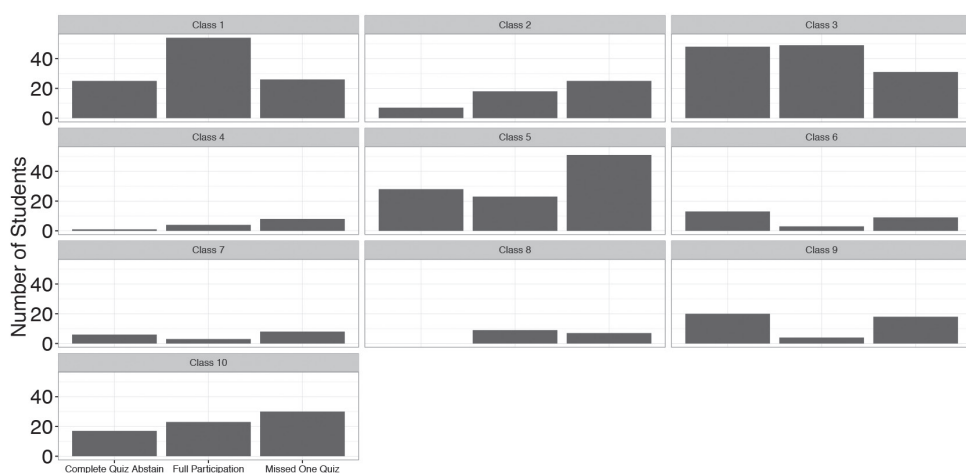

Figure 1: Student participation across classes.

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[1] *We the People* is an introductory American government text, by Benjamin Ginsberg, Theodore J. Lowi, Margaret Weir, and Caroline J. Tolbert, published by W. W. Norton.

Results

Individual Level Analysis

The core quantity of interest is the *InQuizitive effect*. As discussed in the study design section, this is calculated by taking the score on the summative quiz when the student had first done the InQuizitive activity and subtracting from this the score on the summative quiz for the chapter where he or she took the summative quiz first. Hence, for every individual who completed the study, we have an InQuizitive effect. If it is positive, then the interpretation is that InQuizitive helped a student perform better on subsequent assessments.

With this information we can calculate a range of informative relationships. The first is simply to calculate the average InQuizitive effect across all students in all courses. This average effect was 8.4 points (p<.001, 95% confidence interval 5.4, 11.9). That is, on average, students scored 8.4 points higher on the summative quiz when they completed the InQuizitive activity first, and this effect is statistically different from 0. Figure 2 plots the distribution of InQuizitive effect scores across all courses. The solid vertical line marks an effect of 0 (equal summative quiz performance whether or not took InQuizitive first), and the dashed line marks the overall average (8.4 points). Across all courses the median InQuizitive effect was 10, meaning that 50% of participants had an effect of greater than 10 and 50% less than 10. Across all courses only 27% of students showed a negative InQuizitive effect, which tended to be small. Of course, a large amount of this variability was likely due to random "noise" in the data, although there is certainly also a possibility that InQuizitive is a better educational tool for some students than for others.

As discussed previously, this type of aggregate analysis misses the fact that two courses had adopted InQuizitive and used it in the prescribed manner throughout the term, not just during the experiment. Hence these courses may have had a different experience in the efficacy study. Indeed, we find this to be the case. The average effect for these two classes was 13.1 points (p<.001, 95% confidence interval 8, 18.2).

The distribution of scores for courses in which InQuizitive was adopted shifted to the right, indicating on average a larger InQuizitive effect. This can be seen at the aggregate level in Figure 3, where the average scores for courses that had adopted InQuizitive, courses that had not adopted InQuizitive, and all courses is plotted. Across courses that had adopted InQuizitive, the median InQuizitive effect was 13 and only 25% of students showed a negative effect.
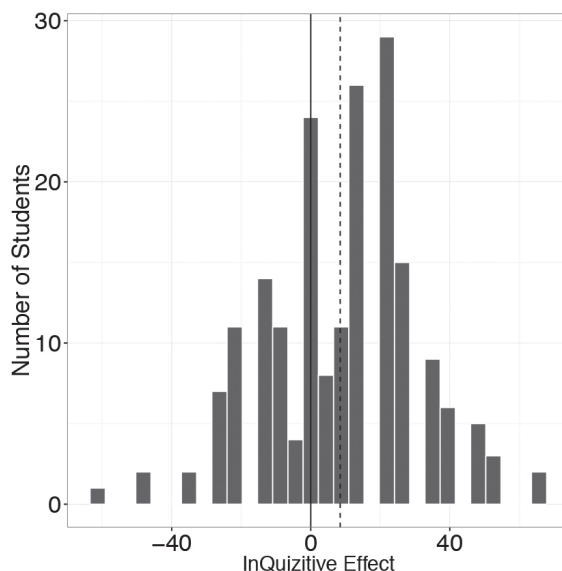

Figure 2: Distribution of InQuizitive effect across all students. Vertical dashed line represents the average effect across all students.
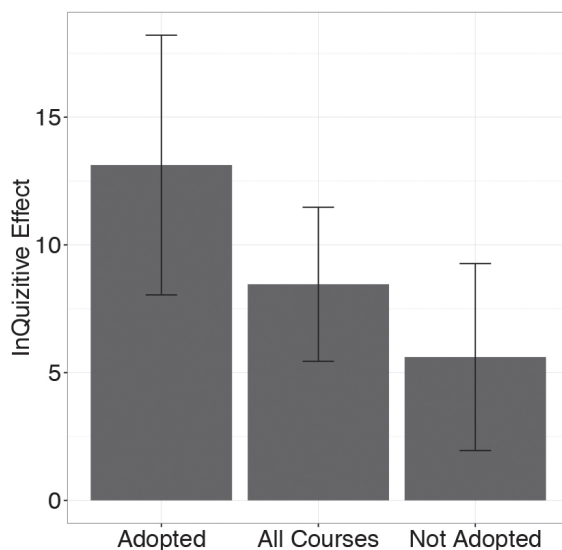

Figure 3: Average InQuizitive effect by class adoption policy. Vertical lines represent 95% confidence intervals.

Individual Level Analysis CONTINUED

Figure 4 investigates the differences in InQuizitive effects by seeing if the effect is smaller or larger for weaker students. Because our study did not collect prior performance or overall grade data of the students, we must rely on a different skill metric. In Figure 4 we used the student's score on the summative quiz in the chapter where he or she took the summative quiz first. The working assumption here is that on average this gives a clear indication of student ability. This score is then plotted against the InQuizitive effect. We see a very clear effect. Weaker students had, on average, higher InQuizitive effects, whereas stronger students saw a lower effect.[2] This correlation is very strong (r=-.53, p<.001). Superimposed on the plot is a local regression line (loess) with 95% confidence intervals.[3]

Figure 5 conducts the same analysis, but using only courses that had adopted InQuizitive. We observe a similar pattern with a slightly higher correlation (r=-.58, p<.001).
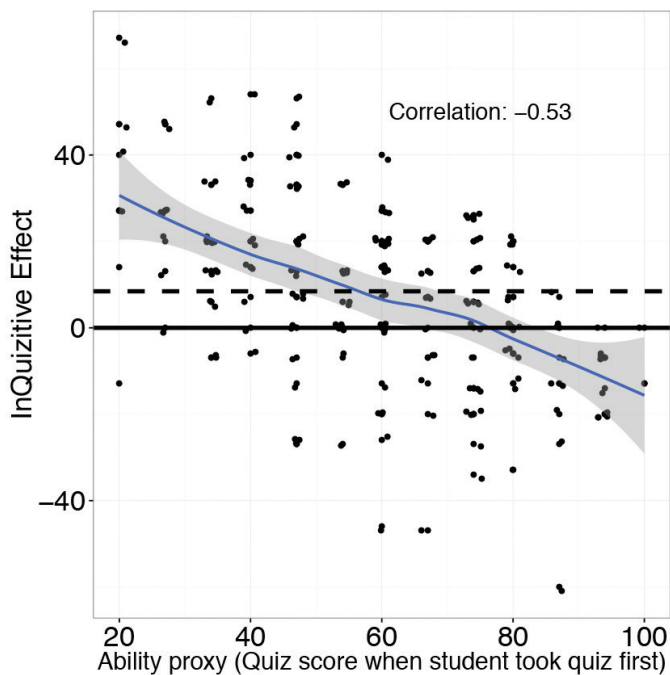

Figure 4: InQuizitive effects by student ability proxy for all classes. Loess (local regression) curve with 95% confidence intervals.
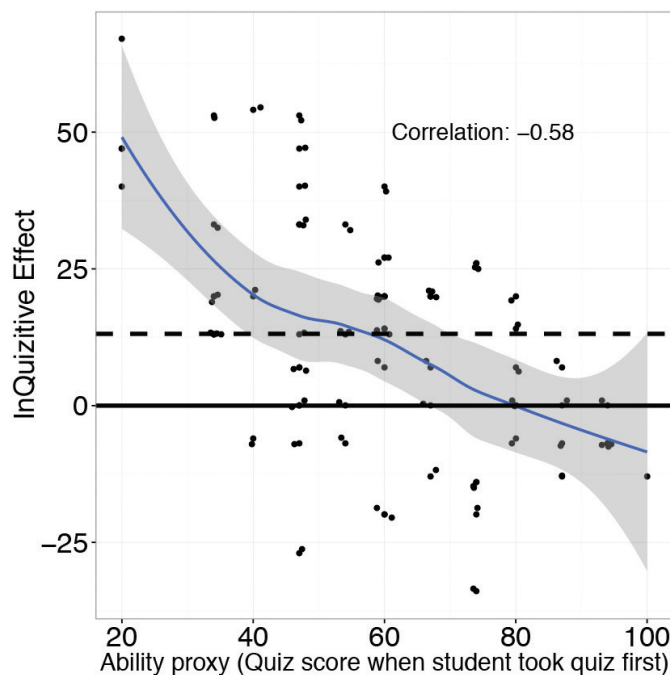
Figure 5: InQuizitive effects by student ability proxy for courses with InQuizitive adopted. Loess (local regression) curve with 95% confidence intervals.

[2] Importantly, it is unlikely that this is simply due to ceiling effects. Perfect summative quiz scores were extremely rare, reflecting the well-designed set of summative quiz questions for this pilot. However, this effect is likely due in part to a simple "regression to the mean" effect: students who, for whatever reason, score lower than their true ability would predict on the first summative quiz will naturally tend to score higher on the second summative quiz, and vice versa.

[3] A second related approach examines a way to capture the relationship between effort on the InQuizitive activity and the InQuizitive effect. In particular, we found that the ratio of the InQuizitive score to the number of InQuizitive questions taken was positively related to the InQuizitive effect. Earning more points on each question indicates that you tried harder, by correctly rating your confidence and by researching the answer before answering. Hence this ratio captures effort and is positively related to the InQuizitive effect.

Class Level Analysis

Overall, InQuizitive has a strong positive effect on students. However, it is also important to help characterize the InQuizitive effect on individual classes. This is important because instructors want to know that overall this tool has a positive effect on their class.

Of the 10 classes that participated in the experiment, all but one had an average effect that was positive (and this class had a very small number of students, 3). To visualize these averages across classes, Figure 6 plots the averages and 95% confidence intervals for each class. For classes with fewer observations, we are less sure about the estimate of the average effect, and hence the confidence intervals are wider. The underlying data used to produce these averages are displayed in Figure 7.
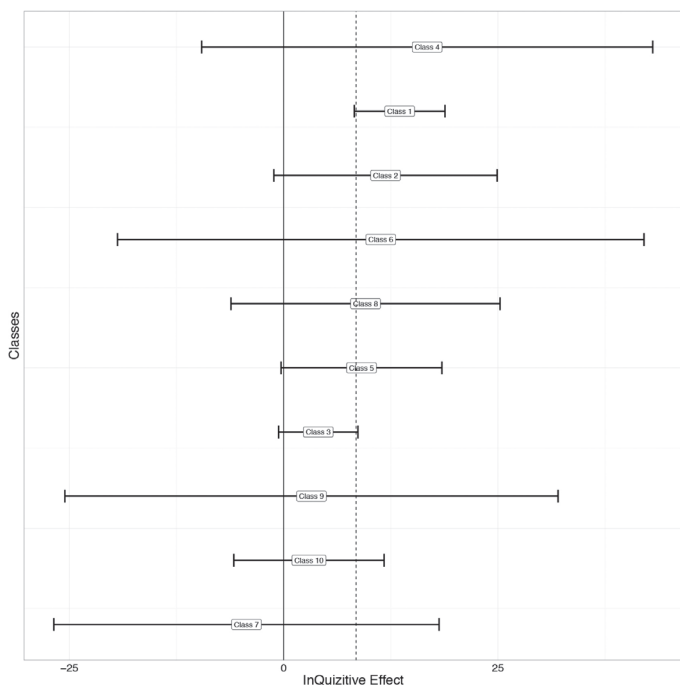

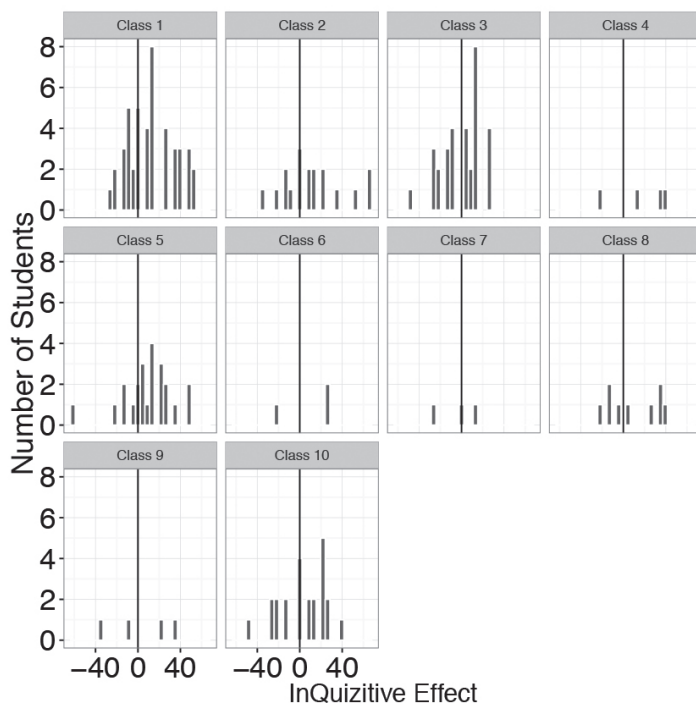Figure 6: Average InQuizitive effects by class.

Figure 7: Individual InQuizitive effects by class.

Qualifications

As discussed above, in this pilot there were some students who did not complete the study by taking InQuizitive and the summative quiz for both chapters.[4] Rather than completely discarding their data, we can learn several important things from students who took one summative quiz.

First, the students who did InQuizitive first had an average summative quiz score of 58. The students who did the summative quiz first had an average summative quiz score of 52. The difference in scores here is 6 points. This result must be treated with caution though, because students may have dropped out or not participated in ways that we could not control. But because we balanced the difficulty of both chapter summative quizzes, this difference is interesting. Second, the study design was such that many more students dropped out of the study after having done the InQuizitive activity first. This makes sense because in the design, student grades came from InQuizitive not from the summative quiz. So a student who completed the InQuizitive activity would receive credit even if he or she did not follow through on the summative quiz. Hence this attrition is unlikely due to the experience of InQuizitive, but instead to grading incentives. The distribution of summative quiz scores for these two groups of students is presented in Figure 8.

Next Steps

Any efficacy study should be replicated. Norton is currently working to replicate this InQuizitive study in different subject areas as well as using different research designs. For example, Norton is investigating shifting the entire experience onto the InQuizitive platform by slightly modifying how InQuizitive operates (e.g., not providing feedback for the summative assessment questions). A design where students start off with more "quiz"-like questions (with only first-choice responses considered), then do an InQuiztive activity, and then take another set of questions that have more "quiz"-like properties would be one approach.[5] Efforts like this could bring this type of efficacy study to a larger number of students and with minimal oversight by instructors.
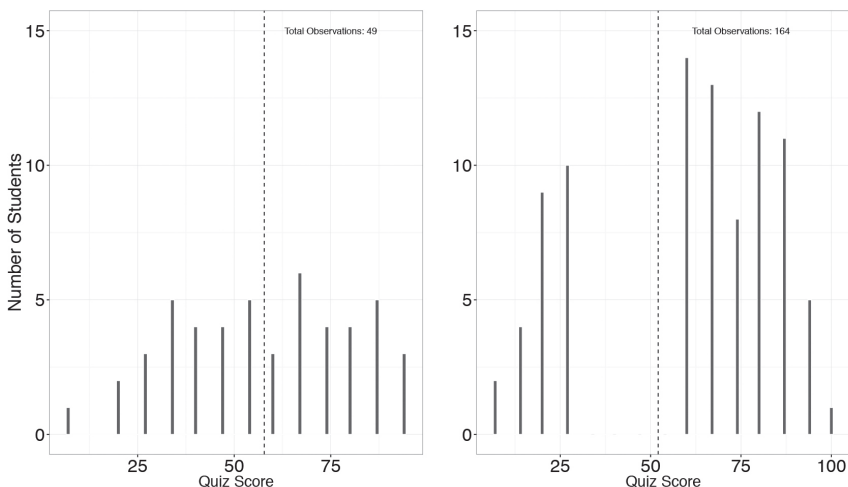

Figure 8: Quiz scores by study dropout status. Left panel presents distribution of quiz scores for those who used InQuizitive first. The right panel presents the distribution of quiz scores for students who engaged with InQuizitive after taking the quiz (but did not complete the quiz when they used InQuizitive first). Vertical dashed lines represent average scores.

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[4] Furthermore, any summative quiz scores where the student took 60 seconds or less to complete the quiz were thrown out of the analysis, on the assumption that if the student raced through the summative quiz that quickly he or she was not trying to answer correctly.

[5] This approach would potentially face some drawbacks. For example, students would still be learning the "right" answers via the core InQuizitive functionality in the summative quiz section, even if they aren't receiving complete feedback. Future work will balance considerations about the canonical InQuizitive experience with opportunities for alternative, perhaps more scalable, study designs.

Appendix A: Cognitive Psychological Principles Incorporated in InQuizitive's Functional Design

Learning from Gaming

Formative assessment can only be effective if students are motivated to actually complete the formative activities. Every instructor knows the difference between a classroom of students who are engaged with the material being taught and a group of students who would rather be anywhere other than the classroom. Indeed, one recent study showed that student interest was actually more highly correlated with information retention than was student ability (Naceur & Schiefele, 2005).

InQuizitive uses research-proven gaming techniques to encourage student engagement. Both the sheer size of the gaming industry ($66 billion in revenue for 2013) and research initiatives at premier universities that promote the use of gaming techniques—MIT (http://education.mit.edu/), Penn State (http://gaming.psu.edu), and Stanford (http://news.stanford.edu/news/2013/march/games-education-tool-030113.html)—speak to the promise gaming holds for learning.

One aspect of InQuizitive that has been informed by successful gaming practices is the user interface, which is designed to be clean and visually engaging and incorporates sound effects and visual cues that signal to students when they've completed tasks and achieved goals (Prensky, 2001). InQuizitive also incorporates motivating gaming techniques such as "leveling up," constant score tracking, and intermittent score bonuses.

Competence and Autonomy

Research also indicates that engagement is heavily affected by the extent to which an activity leads to feelings of competence and autonomy in the player (Rigby & Ryan, 2007):

- Activities engender feelings of competence by "pushing" users just enough—challenging them without overwhelming them. Thus InQuizitive's question-selection algorithm, like the algorithms in other adaptive systems, is constantly evaluating the student's current level of knowledge and attempts to deliver questions at or slightly above that level.

- But no matter how effective an algorithm is at choosing "just the right question" for every student in every situation, in a formative assessment situation students are often not going to know the correct answers. To be maximally effective, the system needs to turn even such failures into positive learning experiences (Gee, 2009). This is an area where InQuizitive shines: InQuizitive's question-delivery mechanism goes beyond other systems in guiding students to generate the correct answer themselves on every question, even when the student didn't initially get the question right. As Rigby and Ryan put it, "Feeling effective energizes us and motivates further action, while feeling ineffective decreases motivation and brings a negative psychological impact." When students have to give up on a question, they're de-motivated; by always leading them to the correct answer, InQuizitive turns every question—even ones that students originally answered incorrectly—into a positive, motivating, learning experience.

- "Autonomy" is the freedom and ability for users to create the experiences they want for themselves (Klopfer, Osterweil, & Salen, 2009). In an educational system such as InQuizitive, we can't give students complete control (there are specific concepts that they must master in each activity), but InQuizitive does strive to give students control over certain aspects of their activity experience. For example, before answering each question, students can set their confidence level to determine the stakes for that question, and after reaching their Target Score, students can decide which Learning Objectives to test themselves on if they wish to continue using InQuizitive for review purposes.

Question Types

A wide variety of question types and a focus on conceptual questions require students to think deeply about the content they're trying to learn while working in InQuizitive. Cognitive psychological research going back to the early 1970s (Craik & Lockhart, 1972) has repeatedly shown that generating the answer to a question yourself, as is required with InQuizitive's interactive questions, leads to much better retention of how to answer the question than does recognizing the answer in simplistic multiple-choice questions. More recently, brain imaging studies (Kapur et al., 1994) confirm that different parts of the brain are activated when one does "shallow" as opposed to "deep" tasks.

A related cognitive psychology construct is called transfer-appropriate processing (Morris, Bransford, & Franks, 1977): the better the match between how you process information when you learn it and what you're trying to do with the information when asked to retrieve it, the better you'll be at retrieving and using the information in the end. Therefore, giving students a variety of experiences with the information during learning—as with the multiple interactive question types in InQuizitive—will better prepare students to use that information in a variety of contexts in more advanced classes as well as later in life.

Feedback during the learning process

Research shows that formative quizzing is only as good as the feedback students get while completing formative quizzing activities (McTighe & O'Connor, 2005). In InQuizitive, every time students drag a label to an answer field, click a choice, or type in a letter, they receive instant feedback on whether they're on the right or wrong track toward answering the question, and if they're on the wrong track, they get specific instruction on why they're mistaken.

Appendix A References

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Appendix B: Summative Quiz Questions

Chapter 12: Congress

1. The process of allocating congressional seats among the fifty states is called _____.
a. redistricting
b. gerrymandering
c. redlining
e. filibustering
d. apportionment

ANS: D
DIF: Medium
REF: Congress: Representing the American People
OBJ: Describe who serves in Congress and how they represent their constituents
MSC: Remembering

2. Gerrymandering refers to the
a. resources that elected officials use to reward their supporters.
b. manipulation of electoral districts to serve the interests of a particular group.
c. practice whereby legislators trade their support or opposition on one bill to get the support of another legislator on a different bill.
d. investigations of the executive branch that Congress frequently engages in.
e. tactic used by members of the Senate to prevent action on legislation they oppose by continuously holding the floor and speaking until the majority backs down.

ANS: B
DIF: Medium
REF: Congress: Representing the American People
OBJ: Describe who serves in Congress and how they represent their constituents
MSC: Remembering

3. A senator or representative running for re-election is called the _____.
a. constituent
b. incumbent
c. elector
d. trustee
e. delegate

ANS: B DIF:
Medium
REF: Congress: Representing the American People
OBJ: Describe who serves in Congress and how they represent their constituents
MSC: Remembering

4. Which of the following best describes a way in which the House differs from the Senate?
a. The House is more centralized and organized than the Senate.
b. The House is a looser and more deliberative body than the Senate.
c. The members of the House are much less specialized than the members of the Senate.
d. The House has a lower level of accountability than the Senate.
e. Only the House has the authority to approve the president's appointments to the federal judiciary.

ANS: A
DIF: Difficult
REF: Congress: Representing the American People
OBJ: Describe who serves in Congress and how they represent their constituents
MSC: Applying

5. Why does the House have greater party unity than the Senate?
a. Representatives have more partisan constituents than senators.
b. House leaders have more organizational control over the actions of representatives than Senate leaders.
c. Political parties donate more money to re-elect representatives than senators, who are more independent fund-raisers.
d. Longer terms in the senate give senators more opportunity to vote against their party leadership.
e. Interest groups are less influential in the House than in the Senate.

ANS: B
DIF: Medium
REF: How Congress Decides
OBJ: Analyze the factors that influence which laws Congress passes
MSC: Understanding

6. The need to divide the labor of legislation is best exemplified in what formal structure of Congress?
a. the establishment of party whips
b. the establishment of standing committees
c. the strict control over floor time in Congress
d. the use of conference committees
e. the establishment of minority and majority leaders

ANS: B
DIF: Medium
REF: The Organization of Congress
OBJ: Explain how party leadership, the committee system, the staff system, and caucuses help structure congressional business
MSC: Applying

7. In general, members of the U.S. House seek committee assignments that will
a. bring them the largest number of campaign donations.
b. give them greater media exposure.
c. allow them to influence decisions that are of special importance to voters in their districts.
d. allow them more personal contact with the president.
e. allow them to avoid issues that are important and controversial to voters in their districts.

ANS: C
DIF: Medium
REF: How Congress Decides
OBJ: Analyze the factors that influence which laws Congress passes
MSC: Understanding

8. In the House of Representatives, the majority leader
a. is subordinate to the Speaker of the House.
b. is the same office as the Speaker of the House.
c. is superior in formal powers to the Speaker of the House.
d. has the same powers as the Speaker of the House but is a different office.
e. does not exist.

ANS: A
DIF: Medium
REF: The Organization of Congress
OBJ: Explain how party leadership, the committee system, the staff system, and caucuses help structure congressional business
MSC: Remembering

9. Responsibility for communicating the leaders' wishes to members in Congress lies with the _____.
a. Speaker of the House and the Senate president pro tempore
b. whip system
c. party's national committee
d. party caucuses
e. the Ways and Means Committee

ANS: B
DIF: Medium
REF: How Congress Decides
OBJ: Analyze the factors that influence which laws Congress passes
MSC: Remembering

10. The terms of the floor debate on a bill in the U.S. House of Representatives are dictated by the _____.
a. sponsors of the bill   d. majority leader
b. Rules Committee   e. majority whip
c. Ways and Means Committee

ANS: B
DIF: Medium
REF: Rules of Lawmaking: How a Bill Becomes a Law
OBJ: Outline the steps in the process of passing a law
MSC: Remembering

11. Conference committees are
a. permanent and involve members from both the House and the Senate.
b. temporary and are created to take up an issue that falls between the jurisdiction of existing committees, to highlight an issue, or to investigate a particular problem.
c. permanent and have the power to write and propose legislation.
d. temporary, involve members from both houses of Congress, and are charged with reaching a compromise on legislation once it has been passed by both the House and the Senate.
e. informal committees composed of members from both political parties and both houses of Congress that are designed to promote bipartisanship.

ANS: D DIF: Medium
REF: Rules of Lawmaking: How a Bill Becomes a Law
OBJ: Outline the steps in the process of passing a law
MSC: Remembering

12. Cloture is
a. the ability of a senator to speak for as long as he or she wishes to prevent action from being taken on legislation that he or she opposes.
b. the process by which three-fifths of the Senate can end a filibuster.
c. the rule that allows one house of Congress to circumvent the other during the legislative process.
d. the process by which the president can end a filibuster.
e. a lawsuit filed by a member of the Senate against a member of the House or vice versa.

ANS: B DIF: Medium
REF: Rules of Lawmaking: How a Bill Becomes a Law
OBJ: Outline the steps in the process of passing a law
MSC: Remembering

13. Which of the following statements about party unity is true?
a. Party unity is not based on ideology and background.
b. Republican members of the U.S. House of Representatives tend to represent urban districts.
c. Democratic members of the U.S. House of Representatives tend to represent rural areas.
d. Party unity has been on the rise in recent years.
e. Party unity has been on the decline in recent years.

ANS: D DIF: Medium REF: How Congress Decides
OBJ: Analyze the factors that influence which laws Congress passes
MSC: Remembering

14. Which of the following is true of the contemporary Congress?
a. It has been plagued by political gridlock for the past several years.
b. Prolonged political stalemates have led to the reduction of America's credit rating.
c. Prolonged political stalemates led to a costly government shutdown in 2013.
d. Americans have lost confidence in Congress as an institution.
e. all of these are correct

ANS: E DIF: Medium
REF: Beyond Legislation: Other Congressional Powers
OBJ: Describe Congress's influence over other branches of government
MSC: Applying

15. In addition to pressuring members of Congress to vote a certain way on a bill, interest groups also have substantial influence in
a. setting the legislative agenda.
b. getting senators to filibuster debates on bills that they oppose.
c. determining whether a member of Congress will run for re-election.
d. deciding committee assignments for members of Congress.
e. determining whether a bill will receive an open rule or a closed rule.

ANS: A
DIF: Medium
REF: How Congress Decides
OBJ: Analyze the factors that influence which laws Congress passes
MSC: Applying

Chapter 13: The Presidency

1. _____ powers are specifically established by the language of the Constitution.
a. Expressed d. Suspected
b. Delegated e. Inherent
c. Implied

ANS: A
DIF: Medium
REF: The Constitutional Powers of the Presidency
OBJ: Understand the expressed, delegated, and inherent powers of the presidency
MSC: Remembering

2. What is required for Congress to override a presidential veto?
a. a majority of both houses of Congress
b. two-thirds of both houses of Congress
c. three-fourths of both houses of Congress
d. a unanimous vote of both houses of Congress
e. cannot be overridden unless it concerns the budget, in which case it requires a three-fourths vote of both houses

ANS: B
DIF: Medium
REF: The Constitutional Powers of the Presidency
OBJ: Understand the expressed, delegated, and inherent powers of the presidency
MSC: Remembering

3. A _____ veto occurs when Congress adjourns during a ten-day period after presenting the president with a bill and he or she takes no action.
a. procrastination d. silent
b. pocket e. expiration
c. line-item

ANS: B
DIF: Medium
REF: Rules of Lawmaking: How a Bill Becomes a Law
OBJ: Outline the steps in the process of passing a law
MSC: Remembering

4. The president's delegated powers come from _____.
a. the Constitution d. the president's party
b. Congress e. the Supreme Court
c. the states

ANS: B
DIF: Medium REF: The Constitutional Powers of the Presidency
OBJ: Understand the expressed, delegated, and inherent powers of the presidency
MSC: Remembering

5. A signing statement is a(n)
a. announcement the president makes about his or her interpretation of a congressional enactment he or she is signing into law.
b. announcement made by a presidential candidate when formally accepting his or her party's nomination.
c. announcement made by the president and the leader of a foreign country immediately following an executive agreement.
d. announcement the president is required to make any time he or she issues an executive order.
e. decree issued by Congress that demands the president sign a congressional enactment into law immediately.

ANS: A
DIF: Medium
REF: The Contemporary Bases of Presidential Power
OBJ: Explain how modern presidents have become even more powerful
MSC: Remembering

6. The expansion of the Executive Office of the President, the development of regulatory review, and the use of executive orders have been important because they
a. are deeply unpopular with the public and have led to the declining trust in American government.
b. make it very difficult for challengers to defeat incumbent presidents in elections.
c. have given presidents substantial capacity to achieve significant policy results despite congressional opposition to their legislative agendas.
d. have dramatically limited the power of the president and made it easier for Congress to dominate the American political system.
e. have rendered the judiciary essentially irrelevant in the American political system.

ANS: C DIF: Medium
REF: The Contemporary Bases of Presidential Power
OBJ: Explain how modern presidents have become even more powerful
MSC: Understanding

7. An executive order is
a. a rule or regulation issued unilaterally by the president that has the status of a law.
b. an emergency decree that is law only for the duration of a crisis or pending congressional approval.
c. a demand to Congress that it vote on a particular piece of legislation.
d. any act of the executive branch that does not have to be made public.
e. a decree issued by the president that requires the federal courts to hear a particular case regarding the Constitution.

ANS: A
DIF: Medium
REF: The Constitutional Powers of the Presidency
OBJ: Understand the expressed, delegated, and inherent powers of the presidency
MSC: Remembering

8. When the president infers powers from the "rights, duties, and obligations" of the presidency, these are called _____ powers.
a. delegated d. war
b. necessary and proper e. expressed
c. inherent

ANS: C
DIF: Medium REF: The Constitutional Powers of the Presidency
OBJ: Understand the expressed, delegated, and inherent powers of the presidency
MSC: Remembering

9. Which of the following has caused an increase in the president's delegated powers?
a. recent constitutional amendments broadening the president's powers
b. the increasing scope and complexity of legislation
c. the War Powers Resolution
d. the shift toward a more bipartisan political environment in Congress
e. a series of Supreme Court decisions that have reinterpreted Article II of the Constitution

ANS: B
DIF: Medium
REF: The Constitutional Powers of the Presidency
OBJ: Understand the expressed, delegated, and inherent powers of the presidency
MSC: Remembering

10. _____ occurs when the president directs administrative agencies to promulgate specific rules and regulations.
a. Regulatory review d. An executive agreement
b. Administrative oversight e. A mandate
c. Delegation

ANS: A
DIF: Medium
REF: The Contemporary Bases of Presidential Power
OBJ: Explain how modern presidents have become even more powerful
MSC: Remembering

11. The _____ is the informal designation for the heads of the major federal government departments.
a. White House staff d. Cabinet
b. committee of staff e. Executive Office of the President
c. Presidential Advisory Committee

ANS: D
DIF: Medium
REF: The Presidency as an Institution
OBJ: Identify the institutional resources presidents have to help them exercise their powers
MSC: Remembering

12. What is the primary constitutional task of the vice president, besides succeeding the president in case of death, resignation, or incapacitation?
a. to serve as Speaker of the House of Representatives
b. to cast tie-breaking votes in the Senate
c. to act as a chief admiral of the U.S. Navy
d. to represent the president overseas
e. to run the day-to-day operations of the Executive Office of the President

ANS: B
DIF: Medium
REF: The Presidency as an Institution
OBJ: Identify the institutional resources presidents have to help them exercise their powers
MSC: Applying

13. The Office of Management and Budget and the Council of Economic Advisers are both parts of the _____.
a. Cabinet d. Executive Office of the President
b. White House staff e. Department of the Interior
c. Office of the Vice President

ANS: D
DIF: Medium
REF: The Presidency as an Institution
OBJ: Identify the institutional resources presidents have to help them exercise their powers
MSC: Remembering

14. The main political value of the vice president is to
a. bring the president votes in the election from a group or region that would not otherwise be a likely source of support.
b. draw negative attention away from the president during times of crisis.
c. give the president an institutional link to Congress.
d. act as the political party's chief fund-raiser.
e. promote bipartisanship with members of the opposing political party.

ANS: A
DIF: Medium REF: The Presidency as an Institution
OBJ: Identify the institutional resources presidents have to help them exercise their powers
MSC: Understanding

15. _____ is a strategy that attempts to mobilize the widest and most favorable climate of opinion.
a. Litigation d. Going public
b. Creating a "war room" e. Creating an issue network
c. Creating an iron triangle

ANS: D
DIF: Medium
REF: Interest Group Strategies
OBJ: Explain how interest groups try to influence government
MSC: Remembering