

**How can we assess students' knowledge when small differences in problem properties can significantly alter students' responses?**

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Minor changes in problem properties can strongly impact students' correct-response rates and solution strategies. For example, I'll show data illustrating large differences in students' correct-response rates and reasoning patterns associated with use or non-use of symbols, types of symbols used, minor changes in diagrams or in wording, inclusion of irrelevant information, dependence on subtle assumptions or terminology, and use of quantities with different defining equations in different contexts. This strong problem-property-dependence of students' responses adds to the challenge of assessing students' understanding of specific physics concepts. It also suggests that increased research focus on this specific issue may be warranted.

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