**Formatting Assessment Questions**

Test Layout:

* Assess relevant information
* Determine amount of time for the overall test
	+ 30 sec.-T/F
	+ 60 sec.-M/C
	+ 120 sec.-short answer
	+ 10-15 min.-per essay question
	+ 5-10 minutes to review work
* Select items that 50-70% of students can correctly answer\*
* Longer tests are more reliable
* Be aware that many test banks, text assessments rarely assess higher levels of learning
* Simple and complete directions
* Start with easiest items in each section

Mutiple Choice:

* Capital Letters
* Design question in a question format…stay away from fill-in
* Equal length answers
* Simple wording/format for questions
* Make all answers plausible
* Distribute your answers equally through all options
* Present possible answers in logical order
* Avoid negative stems sparingly…”the following is NOT the correct answer”
* There is ONE clear answer
* Avoid “All the above” and “None of the above” types of answers.

True/False:

* Use T/F to assess misconceptions
* Use few words when expressing the statement to keep it simple
* Use absolute statements
* Express only single items in the statement
* If expressing a relationship or cause/effect, express the truth first and the falsity in the second part.
* Avoid use of extreme modifiers/qualifiers…all, best, worst, nobody, some, much, a few, unlikely, etc.
* Avoid using exact statements from the text, lecture, etc.
* Avoid negative statements and the word “not”
* Write a series of true statements for the assessment and then modify approximately half to be false statements.

Fill in Blank:

* Good for recall/memorization of facts (Knowledge level)
* Make sure wording demands only a single correct answer.
* Omit significant words only for the fill-in answer
* Do not omit so many words from the statement that the meaning of the statement is lost.
* Avoid clues in the statement that “helps” students answer the fill-in.
* If possible, put the blank at the end of the statement as opposed to the beginning.

Short/Extended Response:

* Good for higher cognitive levels of Bloom’s/Webb’s
* Clearly define task
* Construct an assessment so that students have ample time to complete
* Avoid use of optional questions
* Use words like: Agree/Disagree, Analyze, Classification/Division, Cause/Effect, Define and give an example, describe, discuss, illustrate, summarize
* Write questions at different levels of learning
* Design questions so that students need to demonstrate background knowledge of the content.
* Advertise how you grade/address misspelled words, grammar errors, neatness, etc.

