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AI Tools for Teachers

# ChatGPT Prompts to Generate Assessment Questions (with Examples) for Teachers

Discover powerful, ready-to-use ChatGPT prompts and tips for teachers to create questions for assessments and quizzes, with prompt-engineering techniques and examples.

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# AI GENERATED QUESTIONS!

ChatGPT isn't just about generating text; it's your go-to ally for creating a variety of assessment tools—worksheets, quizzes, assignments, essay questions, you name it. Whether you need multiple-choice, fill-in-the-blank, or scenario-based questions, AI got your back. Traditional methods often fall short on higher-order thinking skills, but with a well-crafted prompt, you can unlock deeper understanding.

*"Sure, but isn't this easier said than done?"*

Absolutely! A quick Google search might lead you to simple, generic prompts—

but you need something that's highly tailored to your context and requires minimal modification.

That's why you can't just take those prompts for granted. Tools like Monsha use complex prompt engineering in the background to generate fresh, unique questions in the exact format you want.

In this article, we'll use the same approach to provide comprehensive prompts for different question types that you can start using right away, whether in ChatGPT, Claude, or any other AI chatbot.



## Generating different types of assessment questions using ChatGPT

Alright, before we dive into the prompts, let's set the stage.

We'll be using variables in the prompts, marked by brackets. When you see brackets, just replace them with the specific info you need. Here's a quick guide to these variables:



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different  
types of  
assessment  
questions  
using  
ChatGPT

Additional  
ChatGPT  
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Strategies  
for  
Assessment  
Creation

<b>Variable</b>	[grade]
<b>Context</b>	Grade level

<b>Variable</b>	[reference]*
<b>Context</b>	Any reference (article, text, video transcript, etc.) you want your assessment to be based on. For GPT-4 or later, you can provide direct links (articles, YouTube videos) here.

<b>Variable</b>	[instructions]
<b>Context</b>	In cases you don't use a reference, provide context on topics, themes, etc. as instructions.

<b>Variable</b>	[number of questions]
<b>Context</b>	For each question type



<b>Variable</b>	[standard]
<b>Context</b>	Set of standard

<b>Variable</b>	[formative or summative]
<b>Context</b>	The assessment type

**Note:** The free version of ChatGPT has a character limit for prompts and output. So, it's a good idea to provide a summarized version of your content rather than copy-pasting a huge document.

To overcome Free ChatGPT's limitations, like character count constraints, less powerful models, or lack of URL/file upload support, you might want to check out Monsha. It offers more features and uses newer models even in its free version.

Anyway let's get started  
and create different types  
of questions with ChatGPT!

# 1. Multiple Choice Questions



## Prompt Format:

You are an expert teacher,  
skilled in producing  
detailed, authentic, and  
correct student  
assessments. Use the  
provided reference  
materials, standard or  
instructions below in double  
quotes to create **[number  
of questions]** multiple  
choice questions  
appropriate for **[grade]**.

Each question will have 4  
options. Provide an answer  
key for the teacher under  
each question. Ensure the  
questions are highly  
specific to the reference,  
instructions or standard  
below, and contains  
questions of varying  
difficulty levels.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

## Prompt Example and Output:

You are an expert  
teacher, skilled in  
producing detailed,  
authentic, and  
correct student

assessments. Use the provided reference materials, standard or instructions below in double quotes to create 5 multiple choice questions appropriate for grade 10. Each question will have 4 options. Provide an answer key for the teacher under each question. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

### Instructions: Chemical Equilibrium

1. Which factor does NOT affect the position of equilibrium in a chemical reaction?  
A) Temperature  
B) Pressure  
C) Catalyst  
D) Initial concentration of reactants and products  
  
Answer: C Catalyst
2. What happens to the rate of the forward and reverse reactions when a system reaches equilibrium?  
A) Both rates increase  
B) Both rates decrease  
C) Rate of forward reaction increases; rate of reverse reaction decreases  
D) Rate of forward reaction decreases; rate of reverse reaction increases  
  
Answer: B) Both rates decrease

## 2. Fill in the Blank Questions

### Prompt Format:



You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create **[number of questions]** fill-in-the-blank questions appropriate for **[grade]**. Provide a word bank for students above the questions. Provide an answer key for the teacher under each question. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

#### **Prompt Example and Output:**

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create 5 fill-in-the-blank questions



appropriate for grade 8. Provide a word bank for students above the questions. Provide an answer key for the teacher under each question. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

### Instructions: Chemical Equilibrium

Chemical Equilibrium - Grade 8 Assessment  
Word Bank: Reactants, Products, Equilibrium, Concentration, Temperature, Pressure  
Questions:  
1. In chemical equilibrium, the rate of the forward reaction becomes equal to the rate of the \_\_\_\_\_ reaction.  
• Answer: backward or reverse  
2. When a system reaches chemical \_\_\_\_\_, the concentrations of reactants and products remain constant over time.  
• Answer: equilibrium

## 3. True/False Questions

### Prompt Format:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create **[number of questions]** true/false questions appropriate for



[grade]. Add an answer key for the teacher under each question, and if false, provide the true statement. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

#### Prompt Example and Output:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create 3 true/false questions appropriate for grade 8. Add an answer key for the teacher under each question, and if false, provide the true statement. Ensure the questions are highly specific to the reference, instructions or standard below,



and contains questions of varying difficulty levels.

## Instructions: Chemical Equilibrium



- 1. "In a chemical equilibrium, the rate of the forward reaction is always equal to the rate of the reverse reaction."   
• True   
Explanation: Chemical equilibrium is reached when the rates of the forward and reverse reactions are equal, signifying a dynamic balance between reactants and products.
- 2. "Increasing the concentration of reactants in a chemical equilibrium system will always shift the reaction towards the products."   
• False   
Explanation: Increasing the concentration of reactants in a chemical equilibrium system will shift the equilibrium towards the products only if the reaction involves fewer moles of substances on the product side. Otherwise, it will shift the reaction to reduce the added stress.

## 4. Short Answer Questions

### Prompt Format:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create **[number of questions]** short answer questions appropriate for **[grade]**. The questions should demand explanations or reasoning instead of definitive answers. Provide one-line answers for the teacher under each question. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

### Prompt Example and Output:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions in double quotes to create 2 short answer questions appropriate for grade 8. The questions should demand explanations or reasoning instead of definitive answers. Provide one-line answers for the teacher under each question. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Instructions:



# Chemical Equilibrium



- 1. Explain Le Chatelier's Principle using a real-life example. How does this principle help us understand the behavior of chemical reactions in equilibrium?
  - Answer: Le Chatelier's Principle states that if a system at equilibrium is disturbed by a change in temperature and/or concentration of reactants/products, it will shift to counteract that change and restore equilibrium.
- 2. Describe how changes in concentration affect the position of equilibrium. Provide an example to illustrate your explanation.
  - Answer: Changes in concentration can shift the equilibrium position towards the side with fewer moles of gas. For instance, if more reactants are added to a reaction, according to Le Chatelier's Principle, for instance, in the reaction  $\text{N}_2 + \text{O}_2 \rightleftharpoons 2\text{NO}$ , adding more  $\text{N}_2$  shifts the equilibrium to the right, favoring the formation of  $\text{NO}$ .

## 5. Open-ended Prompts

### Prompt Format:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create **[number of questions]** open-ended questions appropriate for **[grade]**. These questions should stimulate thoughtful engagement and critical thinking, and should reflect real-world relevance.

Provide one-line answers for the teacher under each question. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

## Prompt Example and Output:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create 2 open-ended questions appropriate for grade 8. These questions should stimulate thoughtful engagement and critical thinking, and should reflect real-world relevance. Provide one-line answers for the teacher under each question. Ensure the questions are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Instructions:  
Chemical  
Equilibrium



- 1. "State, with examples, how change in concentration, pressure, and temperature affect chemical equilibrium in a dynamic system."
  - Answer: Changes in concentration, pressure, and temperature can shift the equilibrium position by altering the rates of forward and reverse reactions, ultimately impacting the concentrations of reactants and products.
- 2. "Discuss the concept of Le Chatelier's Principle and its application in real-world chemical reaction engineering to optimize industrial processes."
  - Answer: Le Chatelier's Principle states that if a system at equilibrium is subjected to a change, it will adjust to counteract that change. For instance, in the Haber process for ammonia production, increasing pressure favors the formation of ammonia, thus applying Le Chatelier's Principle can optimize ammonia yield.



## 6. Essential Questions

### Prompt Format:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create **[number of questions]** essential questions appropriate for **[grade]**. These questions will broadly represent the scope of the reference, instructions or standard. These questions should stimulate thoughtful engagement and critical thinking and reflect real-world relevance. Each question should be open-ended, vast in scope, and intended to be continually revisited and reflected upon.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

### Prompt Example and Output:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create 3 essential questions appropriate for grade 8. These questions will broadly represent the scope of the reference, instructions or standard. These questions should stimulate thoughtful engagement and critical thinking and reflect real-world relevance. Each question should be open-ended, vast in scope, and intended to be continually revisited and reflected upon.

### Instructions: Chemical Equilibrium

- 1. "How does the concept of chemical equilibrium explain dynamic balance in chemical reactions, and what factors influence the establishment and maintenance of equilibrium in a system?"
- 2. "In what ways do changes in concentration, temperature, and pressure impact the position of equilibrium in a chemical reaction, and how can we predict these shifts using Le Chatelier's Principle?"
- 3. "Considering real-world applications, such as industrial production processes or environmental systems, how can an understanding of chemical equilibrium be utilized to optimize reaction conditions, minimize waste, and enhance efficiency?"

## 7. Matching Questions

### Prompt Format:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create a set of [number of questions] matching questions appropriate for [grade]. Provide an answer key for the teacher at the bottom. Ensure the set of questions are highly specific to the reference, instructions or standard below.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

### Prompt Example and Output:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create a set of 4 matching questions

appropriate for grade 8. Provide an answer key for the teacher at the bottom. Ensure the set of questions are highly specific to the reference, instructions or standard below.

### Instructions: Chemical Equilibrium



⊕ Matching Questions: Chemical Equilibrium  
Match the terms in Column A with their corresponding descriptions in Column B.  
**Column A:**  
1. Equilibrium  
2. Dynamic Equilibrium  
3. Le Chatelier's Principle  
4. Equilibrium Constant (K)  
**Column B:**  
A. The state in which the rate of the forward reaction equals the rate of the reverse reaction.  
B. In response to a change in conditions, equilibrium is disturbed (or a change), the system will adjust itself to counteract that change.  
C. The ratio of the concentration of products to reactants at equilibrium, raised to the power of their respective stoichiometric coefficients.  
D. A state of balance in a chemical reaction where the concentrations of reactants and products remain constant over time.

## 8. Authentic Formative or Summative Assessment

### Prompt Format:

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create **[number of questions]** authentic **[formative or summative]** assessments appropriate for **[grade]**. Ensure the assessments are highly

specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Reference: [reference]

Instructions: [instructions]

Standard: [standard]

**Prompt Example and Output:**

You are an expert teacher, skilled in producing detailed, authentic, and correct student assessments. Use the provided reference materials, standard or instructions below in double quotes to create 2 authentic formative assessments appropriate for grade 8. Ensure the assessments are highly specific to the reference, instructions or standard below, and contains questions of varying difficulty levels.

Instructions:  
Chemical  
Equilibrium



You are an expert teacher. Refine by providing detailed, authentic, and content student assessments. Use the provided reference materials, standard or instructions below in double quotes to create 2 authentic assessments. The assessments should be similar in style to the reference, but the assessments are highly specific to the reference, instructions or standard below, and contain questions of varying difficulty levels.

**Instructions:** Chemical Equilibrium

**Assessment 1: Multiple Choice**

- What is chemical equilibrium?
  - When the rate of the forward reaction equals the rate of the reverse reaction.
  - When the concentration of reactants equals the concentration of products.
  - When the concentration of reactants is higher than the concentration of products.
  - When the concentration of products is higher than the concentration of reactants.
- Which factor does NOT affect the position of equilibrium?
  - Temperature
  - Pressure

**Assessment 2: Short Answer**

- Define chemical equilibrium and explain what it means when a reaction is said to be at equilibrium.
- How does adding a catalyst affect the position of equilibrium in a reversible reaction? Provide a brief explanation.
- State Le Chatelier's Principle and give an example of its application in a chemical reaction.
- Describe what happens to the rate of the forward and reverse reactions when a reaction reaches equilibrium.
- Explain how changes in temperature can affect the position of equilibrium in an endothermic reaction.



# Additional ChatGPT Prompt Strategies for Assessment Creation

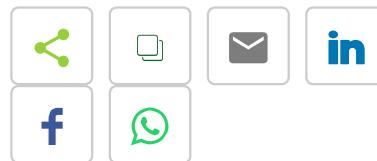
- **Customization:** Ask the chatbot to tweak the content for your students. Maybe you want more questions, different difficulty levels, or a varied number of options in your MCQs. Just let it know!
- **Alignment:** If you have specific learning objectives, tell the chatbot. For example, *"Make sure each question aligns with these learning objectives."*
- **Study Guides:** Follow up by having ChatGPT create study materials to help students prepare for the quiz.
- **Evaluation:** Get ChatGPT to help you with

feedback, like model answers for open-ended questions, correct answer explanations, or even a rubric for detailed assessments.



- **Accessibility:** Ask ChatGPT how to make the quiz more accessible for students with special needs.

If all this seems overwhelming, try [Monsha](#) for even better results and more tasks—for free.



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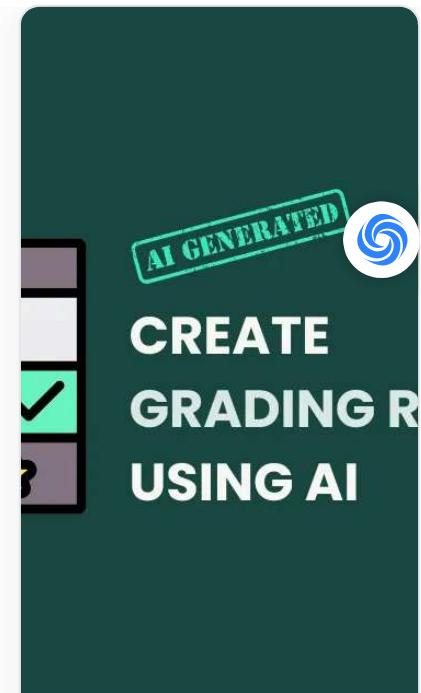


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