

Checklist

Use the following checklist to perform a quality check for your pulse check, quiz, or exam. Rewrite your question if it does not pass each of the following items.

Do	Do not
<ul style="list-style-type: none"><input type="checkbox"/> Align questions with a defined learning objective for the lesson or course<input type="checkbox"/> Using a question format, incorporate assessments from all levels of <u>Bloom's taxonomy</u> (knowledge, comprehension, application, analysis, synthesis, evaluation)<ul style="list-style-type: none">• For higher ordered thinking assessments, use one of the following strategies:<ul style="list-style-type: none">○ <u>Memory plus application</u>○ <u>Cause-and-effect relationships</u>○ <u>Justify methods and procedures</u><input type="checkbox"/> Address an on-the-job problem or business use-case, where applicable (not all questions need to address an on-the-job problem/business use-case, but many should)<input type="checkbox"/> Provide feedback for correct and incorrect responses<input type="checkbox"/> Follow a question format (e.g., <i>In which of the following cities is the capital of California?</i> rather than <i>The capital of California is in...</i>) for non-true/false questions<ul style="list-style-type: none">• All true/false questions begin with <i>True or false:</i>	<ul style="list-style-type: none"><input type="checkbox"/> Include negatively worded/more than one main idea per question (no double-barreled questions)<ul style="list-style-type: none">• e.g., "True or false: Cars are fast and safe.")<input type="checkbox"/> Use "all of the above" or "none of the above" options<input type="checkbox"/> Use inconsistent word count among all options<input type="checkbox"/> Include grammatically incorrect, ambiguous questions and possible answers

Sample question stems

Use the following question stems to create assessments.

Remember	Can you name all the steps...?
-----------------	--------------------------------

Understand	<p>Which of the following is considered best practice for achieving...?</p> <p>Which statement best describes...?</p> <p>Why would [result] occur when/if...?</p>
Apply	<p>How would you use... to achieve...?</p> <p>How would you use [feature] in the real world?</p> <p>How would you test...?</p> <p>How would you decide...?</p> <p>What is the main idea of...?</p> <p>What would be the result of/What would happen if...?</p>
Analyze	<p>What is the function of...?</p> <p>What's the relationship between...?</p> <p>What's the difference between... ?/How would you distinguish between...?</p> <p>What ideas justify using...?</p>
Evaluate	<p>What influence will [feature/idea] have for [your end users]...?</p> <p>How would you summarize the benefits of using [feature]...?</p> <p>What do you see as possible outcomes...?</p> <p>What changes would you recommend if you needed/wanted to...?</p> <p>What are the pros and cons of...?</p>
Create	<p>Which use case justifies using [feature]...?</p> <p>How would you design...?</p> <p>From the information given, can you develop a set of instructions about ...?</p>

For more examples, visit [this document](#).

Appendix A

Memory-Plus Application Example

Sally's breakfast this morning included one glass of orange juice (from concentrate), one slice of toast, a small bowl of bran cereal and a grapefruit. What "whole food" did Sally eat for breakfast?

- a. orange juice
- b. toast
- c. bran cereal
- d. grapefruit

Ability to Interpret Cause-and-Effect Relationships Example

Why does investing money in common stock protect against loss of assets during inflation?

- a. It pays higher rates of interest during inflation.
- b. It provides a steady but dependable income despite economic conditions.
- c. It is protected by the Federal Reserve System.
- d. It increases in value as the value of a business increases.

Ability to Justify Methods and Procedures Example

Why is adequate lighting necessary in a balanced aquarium?

- a. Fish need light to see their food.
- b. Fish take in oxygen in the dark.
- c. Plants expel carbon dioxide in the dark.
- d. Plants grow too rapidly in the dark.

Appendix B

Poor Examples of True–False Items

1. Jupiter is not the largest planet in the solar system.
2. George Washington was the first president of the United States, and his nickname was “Old Hickory.”
3. Most middle class families will get some tax break under the president’s new tax proposal.

Better Examples of True–False Items

1. Uranus is the largest planet in the solar system.
Explanation: Avoiding the use of a negative will help your students understand the question.
2. George Washington’s nickname, according to our textbook, was “Great Commander in Chief.”
Explanation: The previous question asked about two ideas, George Washington’s nickname and his place in U.S. history—if students know one of the ideas is wrong, they know the answer to the entire question is false.
3. According to the article read for class, a family earning \$40,000 will save \$2,000–\$2,500 under the new proposed tax plan. **Explanation:** The poorly phrased question contained the qualifier “most” and the vague term “some.” These provide clues to the correct response.

Poor Examples of Multiple-Choice Items

1. Des Moines is not
 - (a) the largest city in the state of Iowa
 - (b) home of the daily *Des Moines Register* newspaper
 - (c) the original state capital of Iowa
 - (d) considered the economic and political hub of Iowa
2. Nebraska became a state in
 - (a) 1854
 - (b) 1845
 - (c) 1904
 - (d) 1824
3. Dustin Hoffman is an
 - (a) politician
 - (b) actor
 - (c) scientist
 - (d) psychologist

Better Examples of Multiple-Choice Items

1. Which statement below describes Des Moines, Iowa?
 - (a) Des Moines is the largest city in Iowa.
 - (b) Des Moines is home of the University of Iowa.
 - (c) Des Moines is the original state capital of Iowa.
 - (d) Des Moines is located in Linn County.

Explanation: Asking a direct question is usually a better strategy, and avoiding the negative is always preferred. Incomplete sentences and negatives turn a test into a reading challenge, not necessarily a test of the concepts you expected students to learn.

2. In which year did Nebraska become a state?
 - (a) 1824
 - (b) 1845
 - (c) 1854
 - (d) 1904

Explanation: Again, ask a direct question rather than using an incomplete stem. Also, organizing the answers in a logical order (in this case chronological) helps speed the student through the test, allowing you to test more objectives in a given amount of time.

3. Which of the following is Dustin Hoffman's occupation?
 - (a) actor
 - (b) politician
 - (c) psychologist
 - (d) scientist

Explanation: Avoid giving the students grammatical clues such as *a* or *an*, and use a complete question for clarity.

Poor Example of a Matching Section

Match the descriptions in Column A to their terms in Column B.

Write the letter in the blank.

Column A

- ___1. a river in Iowa
- ___2. the capitol city of Iowa
- ___3. the birthplace of Herbert Hoover
- ___4. an old German settlement in Iowa
- ___5. a famous artist from Iowa

Column B

- (a) West Branch
- (b) Amana Colonies
- (c) Cedar River
- (d) Grant Wood
- (e) Des Moines

Better Example of a Matching Section

Match the cities in Column A to their states in Column B.

Write the letter in the blank.

Column A

- ___1. Jefferson City
- ___2. Austin
- ___3. Seattle
- ___4. Omaha
- ___5. Madison

Column B

- (a) Kansas
- (b) Minnesota
- (c) Missouri
- (d) Nebraska
- (e) Texas
- (f) Washington
- (g) Wisconsin