

The following is a list (not necessarily complete) of criteria that will be used to assess the quality of a quiz's design (the way in which these criteria will be taken into account, including their relative weight and/or numerical value, in order to assign a numerical grade to the quiz design is completely up to the course professor and is not negotiable):

- 1) A quiz that is well designed will take into account the amount of time available in which to answer its questions, including the fact that quiz-takers may need some reasoning/remembering time to work out and write out the correct answer to each question.
- 2) A quiz that is well designed has been proofread several times to try to ensure its clarity. There should be no ambiguity or vagueness in what the questions in the quiz are asking and what (and how much) the quiz-taker is required to do to answer them to the satisfaction of the quiz designer. There should also not be any "large" errors (such as including confusing concepts and omitting necessary information) or "small" errors (such as misspellings, incorrect use of punctuation, and inconsistent use of bullets/italics/boldface/margins/between-paragraph spacings and other visual aspects) in the way the quiz is written.
- 3) A quiz that is well designed should indicate clearly to the quiz-taker how many points each question is worth and any other information relevant to how the quiz will be graded.
- 4) In a quiz that is well designed the questions should cover the entire scope of the material that the quiz is designed to evaluate. If the quiz is for a class that covered five sub-topics, each of the five sub-topics should be involved in the quiz's questions.
- 5) A quiz that is well designed should allow the quiz designer to distinguish between different degrees of understanding/learning on the part of the quiz-takers. In a group of more than 3 or 4 people of heterogeneous nature it is practically impossible for all of them to have achieved the same degree of understanding/learning of any material, and the grades should reflect this variety. Therefore quizzes in which all the quiz-takers obtained a 10 (out of 10) as their final grade, or all obtained an 8, or all obtained a 4, to cite some examples, are not well designed quizzes. Some degree of variance in the grades is necessary to consider that a quiz was well-designed.
- 6) If every quiz-taker obtained a grade of 7 or lower, or every quiz-taker obtained an 8 or higher, the quiz was not well designed, because it was too difficult or too easy, respectively. Ideally the quiz grades should be well distributed throughout the 0-10 range (or at least the 5-10 range). A well designed quiz should be sufficiently challenging so that only a few quiz-takers achieve a perfect or near-perfect grade, but should not be so challenging that no quiz-taker achieves a perfect or near-perfect grade.

In addition to assessing the quality of the quiz design using the above criteria (and perhaps other similar ones), handing in the grades of the quiz on time will also be taken into account in assigning this part of the course grade. "On time" in this case means, at the latest, at the start of the class session following the one in which the quiz was taken.