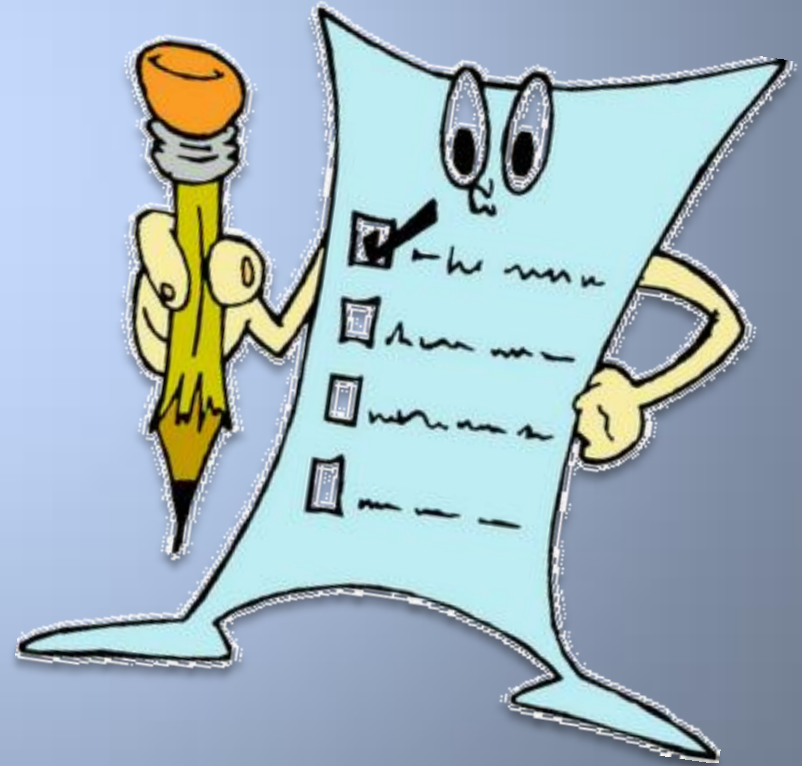


# Best Practices for Writing Test Questions

February 11, 2011



# Who am I?

- Amy Foster
  - Online Course Developer
  - Sales & Service Readiness
  - With IGT since 2001



# Agenda

- How objectives relate to tests
- Bloom's Taxonomy
- Reasons for giving tests
- Types of questions
- Writing tests
- Writing Multiple Choice Questions
- Writing Multiple Correct Questions
- Writing True/False Questions
- Other Types of Questions
- Criteria for Evaluating Test Questions

# How objectives relate to tests

- Description of performance
  - What learners should be able to do
  - Include conditions
  - Result of instruction



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You will be able to describe how objectives relate to tests.

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- Description of performance
  - What learners should be able to do
  - Include conditions
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You will be able to write test questions that correspond to our departmental standards.

# Question 1

Which of the following describe how objectives relate to tests?

- a) Objectives describe what learners should be able to do
- b) Test questions should be written based on objectives
- c) Test questions should be written objectively
- d) Objectives should be described at the beginning of the class

# How objectives relate to tests

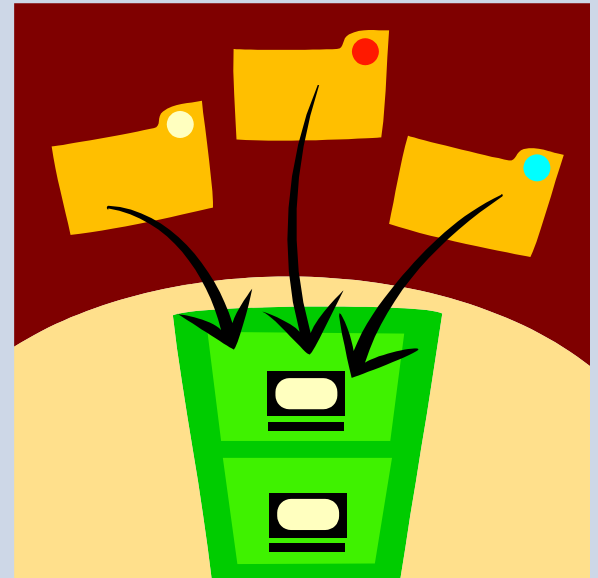
- Description of performance
  - What learners should be able to do
  - Include conditions
  - Result of instruction
- Questions follow from objectives
  - Action verb suggests wording of question

You will be able to describe how objectives relate to tests.



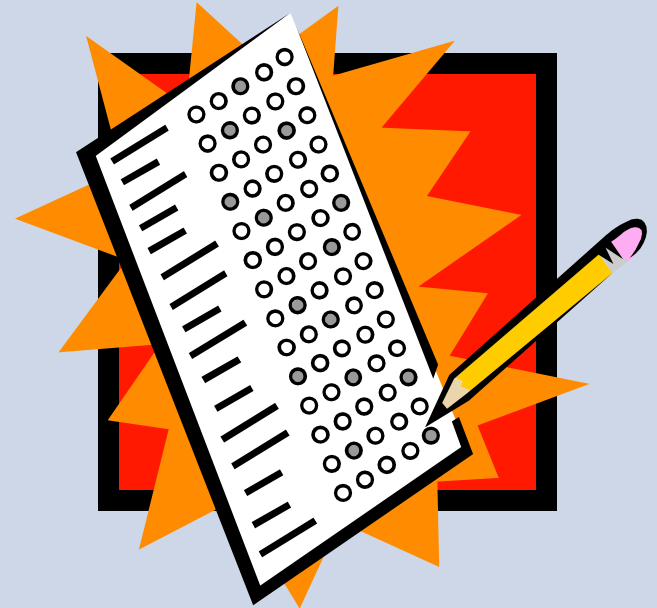
# Bloom's Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation



# Reasons for giving tests

- Test learning
- Verify attendance
- Provide interactivity



# Types of questions

- Questions in the Learn Center
  - Multiple Choice
  - Multiple Correct
  - True/False
- Review questions
  - Question types available in Articulate
- How many questions



# Writing Tests

- Clear writing style
- Easy to understand
- Use familiar and common words
- Active verbs
- Short sentences
- Consistent use of terms
- Define abbreviations and symbols
- Spelling and grammar
- No explicit or implicit biases

# Writing Multiple Choice Questions

- Components
  - Stem
  - Options
  - Key
  - Distractors
- How to write stems
  - Single, definite statement or question
- How to write distractors
  - Plausible & attractive alternatives

## Question 2

In Multiple Choice questions, the answer should not be longer than the other choices because the learner might

- a) get bored.
- b) choose the correct answer because it had more information and therefore must be right.
- c) not read it.
- d) get confused.
- e) You don't want the correct answer to be markedly shorter or longer than the other choices because the learner might select it purely on that basis rather than because they knew it was the correct answer.

# Writing True/False Questions

- How to write
  - One central idea in each question
  - Avoid long or complex statements
  - Use specific determinants with caution



# Question 3

Tests must always have exactly # questions.

- a) True
- b) False



# Other Types of Questions

- Fill-in (Completion)
- Short Answer
- Essay



## Question 4

Test questions should be written using \_\_\_\_\_.

- a) Enter the right answer in the blank.

# Other Types of Questions

- Fill-in (Completion)
- Short Answer
- Essay



# Criteria for Evaluating Test Questions

- Match objectives
- Verify that content is covered in source
- Answers verified for correctness
- Are the questions
  - Vaguely defined
  - Ambiguous
- Do the questions have
  - Extraneous or irrelevant information
  - Unintentional clues to answers
- Has the test been edited

# Summary

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- Bloom's Taxonomy
- Reasons for giving tests
- Types of questions
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