



Quizzes and Tests Resources

Multiple Choice Quizzes and Tests

Writing good multiple-choice test questions requires constructing an effective stem and effective alternative stems. Multiple choice exams typically align with lower levels of learning on Blooms Taxonomy, however, there are considerations for writing items that test higher order thinking.

Resources:

[Writing a Good Multiple-Choice Test](#)

[Multiple Choice Questions for Higher Order Thinking](#)

[Writing Question Stems for Bloom's Taxonomy Levels](#)

[Questions for Critical Thinking](#)

[Improving Multiple Choice Tests](#)

Short and Extended Response Quiz and Test Questions

Short answer tests or quizzes generally require one to three sentences to complete and are assessed by a rubric.

Guidelines:

1. Make sure that the item can be answered with a number, symbol, word or brief phrase.
2. Use a direct question.
3. Structure the item so that a response will be concise. Make sure the central idea is in the question and is complete.
4. If the answer is numerical, make sure that the type of answer you want is made clear.
5. Make sure the items are free of clues.
6. Avoid ambiguous, confusing, or vague wording.
7. Make sure the items are free of spelling or grammatical errors.

Extended Response questions are usually essays or other written responses (i.e. lab reports) norming one page (300 words) or longer. In arts and design areas, they can include musical compositions, improvisations, blueprints, architectural drawings, interior designs, arrangements, dance choreographies, art works, etc.

Most extended response items contain a *prompt*, also called a *stimulus*. Prompts can include excerpts from written texts, videos, or audio recordings that contain information that is needed in order to respond to the question.

Guidelines:

1. Limit the response to measuring the specified Course Learning Outcome (CLO).
2. If you are trying to address more CLOs than one prompt can accommodate, then it is recommended that you consider creating an additional question.
3. Give enough information in the prompt to make clear the nature of the desired answer.
4. Make sure the prompt contains all the information the student needs in order to understand the task. Don't assume that the student will be able to read between the lines or figure out what might be missing.
5. Avoid questions that are so broad that a knowledgeable student could write several pages on the subject.
6. Make sure the question (or questions if more than one is needed) contains all the information the student needs. If you expect some type of graphic, then make sure it is clearly asked for.
7. Avoid asking students to tell how they feel about personal things or relate personal experiences.
8. Use action verbs in the question that encourage extended responses, such as *explain*, *discuss*, *illustrate*, *compare*, *show*, *describe*. Avoid words like name, list, and identify, as these are likely to encourage the student to make lists or give short answers.
9. It is best to write the scoring rubric at the same time that you write the extended response item. This will allow you to align the item with the rubric levels. As you write the prompt and the question, think about what you expect to see in a high-scoring paper and how these expectations are stated in the performance you are measuring.

Brophy, T. S. (n.d.) *A practical guide to assessment*. Retrieved from <https://assessment.aa.ufl.edu/faculty-resources/a-practical-guide-to-assessment/>.

Resources:

Article: [Improving Essay Tests](#)

Video: [Writing Short Answer, Sentence Completion, and Extended Response Items](#) and [PPT](#)