

	What was the clue to the correct answer?
1. The purpose of the cluss in furmpaling is to remove: A. cluss prugs B. tremalis C. cloughs D. plumonts	The word “cluss” is repeated in the stem and in the answer: <i>Principle: Avoid repeating key words in the stem in correct answer choices AND in distractors (i.e., Do not try to trick your students.)</i>
2. Trassig is true when: A. the lusps trasses the vom. B. the viskal falms, if the viscal is donwil or zortil. C. dissles lisk easily. D. the begul.	The answer length gives it away—it’s longer compared to the others—and it includes a more nuanced answer with the conditional clause “if the viscal...”: <i>Principle: Make all answer choices the same approximate length and structure</i>
3. The sigia frequently overfesks the tralsum because: A. All sigia are mellious. B. Sigias are always viotial. C. The reelsum is usually tarious. D. No relsa are feskable.	All the other answers are absolute, where this is answer is non-absolute. It is often better to give a non-absolute answer in case there is an exception. Also, “usually” matches “frequently” in the stem. <i>Principle: Avoid absolutes. Keep all distractors plausible and similar in grammar, tone, etc.</i>
4. The fribbled breg will minter best with an: A. derst. B. morst. C. sortor. D. ignu.	The clue is the article “an” – ignu is the only option that will fit grammatically. <i>Principle: Avoid grammatical clues in stem. If you find an unintentional grammatical <u>error</u> like this after a graded assessment, consider giving students who missed it some/all points back, even if just a few missed it.</i>
5. Among the reasons for tristol doss are: A. the sabs foped and the foths tinzed. B. the kredges roted with the orts. C. few racobs were accepted at sluth. D. most of the polats were thoned.	Grammar. It’s asking for “reasons” and option A is the only one that gives multiple reasons. <i>Principle: Avoid grammatical clues. If you find an unintentional grammatical <u>error</u> like this after a graded assessment, consider giving students who missed it some/all</i>

	<i>points back, even if just a few missed it.</i>						
6. Which of the following is/are always present when tossels are being gruvn: A. Rint and vost B. Vost C. Shum and vost D. Vost and poine	The question asks for which are “always” present, and “vost” is present in all answers. <i>Principle: Avoid grammatical clues in the stem and logical clues based on how the answers interact with each other.</i>						
7. The mintering function of the ignu is most effectively carried out in connection with: A. a rasma tol. B. the groshing stantol. C. the fribbled breg. D. a frally slosh.	The answer to this question lies in #4. <i>Principle: Keep questions independent. Correctly answering a question should not depend on correctly answering a previous question. This avoids over-penalizing students who missed that earlier question.</i>						
8. A. B. C. D.	The pattern being used for correct responses in this quiz (up to this point) is A-B-C-D. <i>Principle: Randomize the answer pattern or the question order / responses if online.</i>						
9. MCQs with “all of the above” as the 4th answer choice: A. will increase the question difficulty if D is the right answer. B. are discouraged for instructional use in favor of True/False questions. C. are challenging to write effectively as an instructional assessment. D. All of the above.	<i>Principle: Use T/F questions instead of “all of the above” questions when possible.</i> You will have a much more precise assessment of how well your students understand each idea. In addition, students tell us that they appreciate having more MCQs worth fewer points each to lower test anxiety. For example: MCQs with “all of the above” as the 4th answer choice (e.g., “D”): <table> <tr> <td>1. will increase the question difficulty if D is the right answer.</td><td>T / F</td></tr> <tr> <td>2. are discouraged for instructional use in favor of True/False questions.</td><td>T / F</td></tr> <tr> <td>3. are challenging to write effectively as an instructional assessment.</td><td>T / F</td></tr> </table>	1. will increase the question difficulty if D is the right answer.	T / F	2. are discouraged for instructional use in favor of True/False questions.	T / F	3. are challenging to write effectively as an instructional assessment.	T / F
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