

The purpose of grades at NFVCS D is to communicate what students know and can do.

## How to Write Good Test Questions

### ☐ Use a Variety of Questions/Prompts

- Traditional- matching, true/false, multiple choice
- Not Traditional- drawings, critiquing others' work, demonstration, performance, diagram

### ☐ Make Questions Authentic to the Instruction

- If you teach it one way, test the same way.
- Avoid something new on the test that has not been practiced extensively during the lessons.

### ☐ Put Some Fun into Test Questions

- Consider including student names and cultures in questions.
- Use humor to relax students.
- Don't stray from substance.

### ☐ Make Sure Questions Assess What You Want to Assess

- Connect the learning target to the test question.
- Only assess the learning targets that have been taught.
- Straightforward and specific questions are best.

### ☐ Be Careful of Timed Tests

- In most cases, time restrictions impede accurate data collection.
- Assess knowledge development, not how much they cram into a window of time.

### ☐ Avoid Confusing Negatives (Except Where Appropriate at Higher Levels)

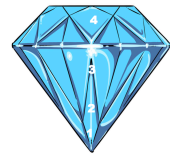
- “All of the above except C and E”
- “Which of these is NOT associated with...”
- “None of these”

### ☐ Include Common Errors as Possible Responses

- This Increases the validity of the grade because it shows whether students really know the material if they can discern the differences.
- Avoid being sneaky; rather craft questions that show true student understanding.

### ☐ Make Prompts Clear

- Clarify expectations for student work.
- Avoid grammar clues like “a” vs. “an”.
- Avoid too many factors in true/false questions.



Wormeli, Rick. "Chapter 6: Creating Good Test Questions." *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. Portland, ME: Stenhouse, 2006. 74-87. Print.