

Writing Quality Questions

Constructed-Response Questions

1. Provide a context to the question when it is appropriate. For example, connect it to what students learned in class, narrow the focus of the question, or present a novel situation.
2. Be clear about your expectations. Use **boldface text** to draw students' attention to the number of ideas they must include. Consider using a small graphic organizer to make this clear.

Example	Page Number From Text

3. Create a rubric for students as well as for the team that lays out what the answer must include to demonstrate proficiency.
4. Provide adequate space for the answer. Many students will use the blank space you include but won't go over it.

Selected-Response Questions

Multiple-Choice Stems

1. Write as a complete question or a complete statement.
2. Avoid giving away the answer with a singular or plural verb or with "a" or "an" before a noun.
3. Avoid using a negative in the stem.
4. Make qualifiers like *most likely* and *best* obvious to students.

Answer Choices

1. Make every choice reasonable.
2. Use parallel construction and similar length for choices.
3. Use *all of the above* and *none of the above* sparingly.
4. Put answer choices in a logical order (date, alphabetical, numerical).
5. Make sure the correct answer is the *only* correct answer unless you are using specific distractors such as "a and b" or "all of the above."

Sources: Gareis, C. R., & Grant, L. W. (2008). Teacher-made assessments: How to connect curriculum, instruction, and student learning. *Larchmont, NY: Eye on Education*; Popham, W. J. (2003). Test better, teach better: The instructional role of assessment. *Alexandria, VA: Association for Supervision and Curriculum Development*; Stiggins, R. J., Arter, J. A., Chappuis, J., & Chappuis, S. (2004). Classroom assessment for student learning: Doing it right—Using it well. *Portland, OR: Assessment Training Institute*.