



The training materials provided (Teacher's reference guide document and DALDIS - Writing Questions for Formative Assessment PowerPoint presentation) should be followed when creating questions.

When completed, review your questions using the following criteria for success:

-
- Did you consider Bloom's Taxonomy for each question?
 - Have you used a range of different levels across Bloom's taxonomy? If not, why not?
 - Does the language used in your questions align to the level of Bloom's that you are working within?
 - Have you considered whether the level you have chosen is appropriate for the learning objectives, topic or subject?

-
- Do your questions align with national guidelines and standards?

-
- Do the questions align with the learning outcomes?
 - Were your question types chosen appropriately? For example:
 - Is your chosen question type the best one to suit the learning that you wish to assess?
 - Have you considered whether the question types are suitable for particular subjects e.g. Cloze for language?
 - Have you incorporated a variety of question types in your question set? If not, why not? It is advantageous to mix different types of questions as weaknesses in one type of test may can be minimised.

-
- Do the questions fit the age and stage of learning?
 - Is the language appropriate to the age group?
 - Is the language familiar to the students?
 - Have you used jargon or metaphorical language that may pose problems for younger students?



- Have you provided visual aids? This will help the student's understanding and provide a learning opportunity
 - Have you avoided using "none of the above" and "all of the above" as answer choices?
 - Have you checked for accuracy and appropriateness?
 - Have you considered whether the questions are valid and consistent? Consistency refers to the items within the assessment and whether the language used is consistent and reliable on two comparable tasks. Validity on the other hand refers to the extent to which the assessment accurately measures what it is supposed to measure at the appropriate level.
-

- Does the feedback for each answer help move the learner forward?
 - Is the feedback descriptive rather than a simply wrong or right answer?
 - Is the feedback encouraging and positive in tone?
 - Have you considered the length and complexity of the feedback? If feedback is too long or too complicated, many learners will simply not pay attention to it
-

- Are your questions clear enough to be understood easily by your students? Consider the student perspective when designing your questions and aim for clarity in every question.
 - The questions should not try to 'trick' the student
-