



TEACHER-MADE ASSESSMENTS

Best Practices for Creating
Selected-Response,
Constructed-Response, and
Performance Assessments

SELECTED-RESPONSE QUESTIONS

GUIDELINES FOR WRITING MULTIPLE CHOICE

MC Guidelines

Write a clear stem

Develop distractors that provide insight into student learning

Develop reasonable options

Arrange options in a logical order

Avoid providing clues to an answer

GUIDELINES FOR WRITING TRUE-FALSE

T-F Guidelines

Use interpretive material to develop items that span cognitive levels

Do not mix partially true with partially false statements

Balance the number of items that are true and the items that are false

Avoid providing clues that involve the use of qualifiers

GUIDELINES FOR WRITING MATCHING

Matching Guidelines

The premises and responses should be arranged in a logical order

Items should be arranged on the same page

Use no more than 10-15 for older students and 5-6 for younger students

To avoid giving clues to an answer, make the options homogeneous

Limit guessing by using answers more than once or having an unequal number of premises to options

OTHER GENERAL GUIDELINES FOR SELECTED RESPONSE QUESTIONS

General Guidelines for Selected-Response Questions

Questions should test knowledge, not ability to strategize

Assessment should span the range of cognitive levels (include ample HOTS)

Items should follow the conventions of written language

Items should portray the diversity in the classroom

Potential bias is avoided (especially in terms of vocabulary used)

Avoid humor in test setting

CONSTRUCTED-RESPONSE QUESTIONS

SHORT-ANSWER

Guidelines for Writing Short-Answer Items

Determine whether an item should be either short-answer or multiple choice

Use interpretive material that engage students at higher levels of cognition

Keep the stem brief

Word the item so that only one answer is correct

Omit only key words when using the completion form of short-answer

Avoid clues to answers

SAMPLE SHORT-ANSWER ITEMS

You have four different bottles, as shown in the picture below. You want to choose the bottle that will hold the most water. Explain how you can find out which bottle holds the most water.



ESSAY ITEMS

Guidelines for Writing Essay Items

Write directions that clearly define the task

Write the prompt to focus students on the key ideas they should address in their response

Use formatting features, such as bullets and ALL CAPS to clarify the task

EXAMPLE ESSAY PROMPT WHICH LIMITS THE CONTENT OF THE ANSWER

(Example NAEP Essay for 8th graders)

Teresia is a small country that has been invaded by its neighbor, Corollia. The king of Teresia is a long-standing US ally who has been living in exile since the Corollian invasion. Teresia is an important exporter of Uranium; it sends most of its supply to members of the European Union. The king appeals to the US and the UN for military help in driving Corollia from his country.

Identify 2 pieces of information NOT given above that you would need before you could decide whether or not the US military should help Teresia. Explain why each piece of information would be important.

GENERAL CONSTRUCTED RESPONSE TIPS

Guidelines for Writing all Constructed Response Items

Assess the same knowledge, concepts, and cognitive skills emphasized in class

Incorporate novelty

Keep the language simple

Consider the developmental level of students

PERFORMANCE ASSESSMENTS

CREATING THE PERFORMANCE ASSESSMENT

Guidelines for Developing Prompts

Specify the knowledge and strategies the student must demonstrate when responding to the prompt.

Create a task that is *meaningful* to students.

Determine the format (product and/or process) of the student responses.

Consider the supplies and resources to complete the task.

Address the degree of structure appropriate for this task.

Keep the reading demands of the prompt at a level that ensures readability.

Address logistics in the task directions.