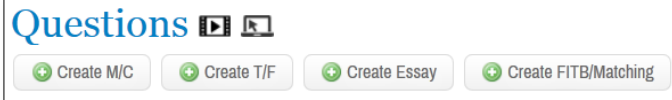


Users can create various question types for assessments. All questions can be tagged with categories that will aide in the review of performance metrics and to track student progress with learning outcomes.

1. Select the **Questions** tab.
2. To create any question type, click the appropriate button.

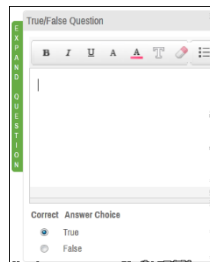
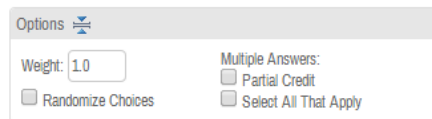
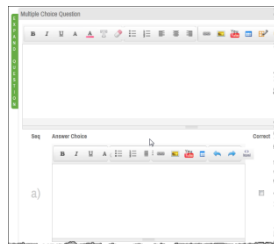


3. Enter the **Title** and select a **Folder** to store the question.
4. Enter question stem for each question type.
5. Add **Categories**.
6. Add **Attachments** (i.e. documents, video, and images). For specifics on file size, View the [Attachments QRG](#).
7. Add **Rationale** to provide feedback on this question when releasing results to Exam Takers.
8. Add **Internal Comments** (not visible to exam takers).
9. The **Weight** option allows Users to specify the weight of the question being created.
10. Save question:
 - a. **Save** = draft
 - b. **Approve** = ready to use in assessments



Multiple Choice

1. Enter **Answer Choices**.
2. Check the correct answer box.
3. Options include the ability to randomize answer choices, have questions have partial credit, and allow students to select all the answers that apply to the question.

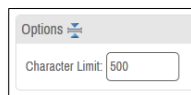


True or False

1. Select **True** or **False**.

Essay

1. Enter **Character Limit** to restrict Exam Taker's response length.



Fill in the Blank/ Matching Item

1. The answers should be missing from the text.
2. Place cursor where the blank should go.
3. Then click **Add New Blank**. A numbered box will appear in the text that will match the **Answer Choice**.



If multiple answers are acceptable for that particular choice, separate all answers with a "|" bar. (Example: two|2). Answer choices are NOT case sensitive.

Recommendations for Constructing Quality Questions:

In general, there are two types of questions:

- **Objective questions** requiring Exam Takers to select the correct answer from multiple distractors, to supply a word or short phrase, or to complete a statement.
- **Subjective questions** which allow Exam Takers to organize and present an original answer in essay format.

A few **basic rules** to consider when constructing questions:

- items should reflect the intended learning outcomes
- expectations should be clear to Exam Takers
- each question should present a clearly formulated task
- one question should not aide in answering another

General suggestions for creating any question stem:

- Create an explicit and singular problem or question.
- Eliminate excessive verbiage, irrelevant information, and ambiguous language.
- Avoid creating negatively stated question stems.
- Avoid incomplete statements (state direct questions).

Well-designed **objective questions** are more likely to identify Exam Takers that are knowledgeable of the material while defeating the test-wise strategies of Exam Takers that are less prepared.

Multiple Choice

1. Use at least four distractors for each item to lower the probability of ETs guessing the correct answer.
2. Sparingly use the all-inclusive distractors such as *none of the above* or *all of the above*.
3. Make all distractors plausible and attractive.
4. Make the distractors mutually exclusive.
5. Each distractor should be approximately equal in length.

Fill in the Blank

1. Avoid using long quotes.
2. Avoid obvious clues to the correct response
3. Omit only key words (and not too many as to distort the intended meaning of the statement).
4. Place the blank in the middle or end of a statement rather than at the beginning.

True / False

1. Base the item as absolutely true or false without qualifications or exceptions.
2. Create a clear and simple item statement that expresses one single idea.
3. If expressing a relationship, such as cause and effect, present the correct part of the statement first, and then vary the truth or falsity of the second part.
4. Create false statements from popular beliefs or misconceptions.
5. Avoid using verbatim text from content.

Essay questions or short answers are more subjective in nature due to their susceptibility to scoring influences. It is important to design these question stems so that they do not unintentionally affect an Exam Taker's response.

Essay

1. Be cognizant of the time constraints of the exam. Essay items require more time to respond.
2. Make the item comprehensive rather than focused on small units of content.