

Creating Exam/Quiz Questions

Categories to consider

Gather Information: consists of 3 major components

1. Observe
 - often require direct observation and matching of visual symbols or shapes.
2. Recall
 - can be on a simple, concrete level as in matching upper-case to lower-case letters.
 - can be abstract--an economic concept.
3. Question
 - can enable a student to obtain necessary new information
 - is a part of problem solving, extending comprehension of a passage, or discussing issues.

Organize Information: consists of 4 components

1. Represent
 - using different forms to structure information.
2. Compare
 - by identifying similarities, contrasting by identifying differences.
3. Classify
 - is the application of other thinking skills.
 - is based on knowledge of a definition or concept
 - consists of identifying examples of a category or establishing that all the necessary attributes are present.
4. Order
 - can involve producing a scheme or criterion for sequencing information.
 - can consist of ordering according to a pre-established scheme or criterion.
 - in Language Arts--items may measure the student's knowledge of sequence of events, an important factor in understanding a story or passage.

Analyze Information: consists of 4 major components

1. Identify Attributes and Components
 - in Language Arts--understanding the traits and characteristics of a character aids in the overall understanding of a story
 - recognition of the differences between fact and opinion, assumptions and conclusions, and other attributes of thought
2. Determine Accuracy and Adequacy
 - analysis depends on the accuracy and adequacy of the information, and determining the existence of these attributes is often a basic step
 - in Language Arts--items measure the student's ability to choose a vocabulary word appropriate to the context and to confirm that punctuation and capitalization is adequate.
3. Recognize Relationships and Patterns
 - in Language Arts--the student's ability to construct meaning from a passage depends primarily on linking elements such as style, structure, character, action, or theme.
4. Identify Central Element
 - i.e.: theme or main idea
 - concept has also been extended to identifying the moral of a tale, the unifying idea of a poem, or other elements that establish the cohesiveness of a whole.

Generate Ideas: consists of 3 major components

1. Infer
 - the student extends or expands available information in ways that lead to new understanding
 - in Language Arts--items may determine whether the student is able to connect and relate ideas, recognize implied meaning, and translate figurative language.
2. Predict
 - must have the ability to infer to predict
 - to forecast future events or consequences given a set of data or circumstances
 - in Lang. Arts--the student may be asked to anticipate the logical outcome of a story situation.
3. Restructure
 - changing a problem or issue into another form
 - often leads to a new method of solving a problem or constructing meaning
 - in Lang. Arts--the ability to understand and use analogies, make hypotheses, and transfer text elements to new situations measured.

Synthesize Elements: consists of 2 major components

1. Summarize

- combine key elements in a concise manner
- in Lang. Arts--items relating to identifying essential information and those asking the student to select the topic sentence of a paragraph draw heavily on the skill of summarizing.

2. Integrate

- may go a step beyond summarizing in that the combined elements must form a meaningful whole that fits together both internally and in relation to the external world
- in Lang. Arts--are test items requiring the ability to integrate information from two sources to form a solution to a problem to establish a new understanding.

Evaluate Outcomes

1. Establish Criteria

- setting standards in order to evaluate the quality or adequacy of an outcome involves two types of criteria: internal validity and applicability in the real world.
- in Lang. Arts--requiring that students consider the criteria they used in responding to text-based questions.

2. Verify

- judging outcomes--solutions, decisions, meanings, and products--must be based on comparison of the outcomes with established criteria.
- in Lang. Arts--the student is asked to verify the genre of a literary excerpt according to criteria learned in the classroom.

Language Arts

1. Editing symbols: only use the ones given on the exam; any other symbols are wrong.
2. When you see the below sign, think:
Not just content, but grammar, usage, and mechanics as well!



3. Keys to excellent reading on exams:
 - Read with a purpose: read the test question first, then read the passage.
 - Look for bold letters
 - Revisit passages when it's needed
 - Keep an eye out for key main ideas, especially at the beginning and end of each paragraph
4. Directions
 - Read, then reread the directions
 - Look for key words such as illustrate, compare and contrast, identify, analyze, explain, and summarize.
5. How to answer questions:
 - Answer questions based only on the information given, not upon general knowledge.
 - In a written answer, cite examples!
 - There is usually a direct correspondence between the order of questions following a reading passage and where the answers can be found in the passage—tests usually follow a logical and sequential order in presenting information.