

Renewable Assignment—Human Growth and Development:

Question Creation and Review Assignment

Student Instructions

Assignment Description

For this assignment, you will create a set of test questions for an assigned section of the textbook. These questions will be used to create a test bank that can be reused for this and other related courses. You will also review the test questions created by other students and provide feedback. Some of the questions you create will be on your next exam. Your feedback of your peers' questions will help determine the selection of questions for the exam.

Your work is very important because not only will the test questions be used for our own exams, but the test questions will be part of an open-licensed test bank that can be used by other instructors who cover the same content.

Specific Steps:

For this assignment, you will:

1. **Create three multiple-choice questions** based on the section of the course you are assigned.
 - a. The section you are assigned will be shared in class.
 - b. Questions should be submitted via the electronic form that has been provided in GeorgiaVIEW in the Homework 2 folder. (5 points)
 - c. Please follow the provided guidelines for how to create effective multiple-choice questions. These guidelines are available in GeorgiaVIEW.
2. **Provide feedback for the questions that are assigned to you.**
 - a. You should provide feedback to the questions, using the online form. These questions will be provided to you in GeorgiaVIEW. (5 points)
3. **Review all multiple-choice questions before the exam.**

Project Outcomes:

- Engaged student learning through a creative learning opportunity. Specific outcomes include increased student motivation to study, ability to critique quality of assessments, and understanding of course material (through both creating test questions and taking the exam).
- Additional questions will be added to the course test-bank and will be open-licensed to be used and re-used by others.

Guidelines for creating multiple-choice questions

Guidelines for writing effective distractors for multiple-choice questions

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1. Write plausible distractors
 - Each of the incorrect response options should be plausible, at least on the surface. Selecting the correct response should require a clear (and ideally deep) understanding of the material.
2. Keep the length of the response options similar
 - The correct answer should not be the shortest or the longest response option.
3. Avoid overlapping response options
 - The response options should be mutually exclusive. It should not be the case that if one of the distractors is true, another distractor must be true as well.
4. Avoid grammatical and spelling errors
 - Carefully proof read your work and make the choices grammatically consistent with the stem.
5. Avoid using absolute terms such as “always,” “never,” “all,” or “none.”
 - Students recognize that few things are universally true so response options that include such terms are easily rejected.
6. Avoid the “all of the above” response option
 - Students only need to recognize two of the response options to get the answer correct.
7. Avoid the “none of the above” response option
 - This option does not test whether the student knows the correct answer, but only that he/she knows the distractors aren’t correct.

These guidelines are an adaptation of [Designing Multiple-choice Questions](#),

Centre for Teaching Excellence, University of Waterloo, published under a [Creative Commons Attribution-NonCommercial 4.0 International license](#).



Peer Review Sheet with Rubric (Provided in Qualtrics)

Question Evaluation Rubric (Assignment Part II)

Please evaluate each question.

For example:

Question #1:

Who is the most famous psychologist in 21st century?

- (a) Judy Grissett
- (b) Feng-Ru Sheu
- (c) John Hilton
- (d) Hellen Hunt
- (e) None of the above

Your evaluation:

Review:

	Strong Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
The questions are relevant to the assigned content	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wording of the questions is clear	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of difficulty is just right	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The choice of answers is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I recommend this question to be used for the upcoming exam.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) or suggestion(s) for improving this question: Please eliminate Option E, "None of the above"

Question 1: [please copy and paste the question here.]

Review:

	Strong Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
The questions are relevant to the assigned content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wording of the questions is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of difficulty is just right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The choice of answers is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recommend this question to be used for the upcoming exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) or suggestion(s) for improving this question:

Student Work Example (Question with Review)

Q1. Throughout the years there have been many revisions to the Diagnostic and Statistical Manual of Mental Disorders (DSM). As of today, which edition are we on?

- a. DSM-3
- b. DSM-5
- c. DSM-7
- d. DSM-10

Review:

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
The questions are relevant to the assigned content	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The wording of the questions is clear	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of difficulty is just right	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The choice of answers is appropriate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recommend this question to be used for the upcoming exam.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) or suggestion(s) for improving this question: This question seems a little too easy. A student will either know it or will have to guess.

Grading Rubric (For Instructor)

This rubric is intended to be used by faculty when grading student-generated questions and reviews of other students' questions.

Quiz Question/Quiz Bank Assignment Rubric

Criteria	Good	Fair	Poor
Initial Question Creation	Highly relevant to the given/assigned concepts. Questions are clear. Demonstration of good understanding of the concept. Level of difficulty is appropriate.	Questions created are relevant. Correct answer is provided. Lower-level concept test (e.g., definition of the term). No higher-level concept testing (e.g., application of the concept).	Questions are irrelevant or somewhat irrelevant. No correct answer is provided. All lower-level concepts used.
Peer Review	Appropriate or 'correct' evaluation based on the quality of the questions by other students. Comments are constructive and relevant.	Evaluation of the quality of the questions by other students are acceptable. Comments are somewhat constructive or helpful.	No or irrelevant comment provided. Inappropriate rating of peer evaluation.