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| **Criteria** | **Effective** | **Developing** | **Comments** |
| **Assesses learning** | * Questions represent significant outcomes (it matters that the students have learned) * Test questions are designed to assess knowledge or skill rather than test-wiseness (see Runte check list) | * Questions are trivial or do not address an important outcome * Test questions have design errors that affect student ability to choose the correct answer (eg. longer correct options – see Runte check list) |  |
| **Level** | * Questions are set at an appropriate level for the course * Some questions involve higher levels | * Questions are set at an inappropriate level (too easy or too hard) * Questions are all set at lower levels, primarily regurgitation |  |
| **Clear** | * The questions are free of biases or errors * A single problem or concept is addressed, or the combination is intentional to assess higher levels of understanding. | * Questions contain biases or errors. * Multiple problems or concepts are addressed in one question, so the teacher and student cannot determine which concept is not understood. |  |

**Multiple Choice Rubric CDCA 2011**