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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.
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**Multiple Choice Rubric CDCA 2011**