

Accellier

Developing Assessment Questions

Overview

- Using questions
- Question types
- Examples of good and poor questions
- Developing questions from units of competency
- Is there a formula for writing a good question?
- How can Bloom's Taxonomy help?
- Free review tool/template
- Tips

Using Questions

- Confirm knowledge
- Check learning (formative)
- Can be used as a learning tool (retrieval practice)
- Are sometimes instructions rather than questions.



Question types



Question Type	Utility
Multiple-choice	Factual knowledge, comprehension, and basic application of concepts.
True or false	Understanding basic facts.
Short-answer	Evaluate students' ability to recall information, summarize ideas, explain concepts.
Essay	Demonstrate deeper understanding, critical analysis, and the ability to synthesize and communicate complex ideas.
Fill-in-the-blank (Cloze)	Knowledge of terminology, facts, or key concepts.

Question types

Matching	Ability to recognise relationships, categorise information, identify similarities and differences.
Ranking	Analyse, compare, and prioritise information
Hotspot	Visual analysis, understanding diagrams, representations.
Drag/drop	Categorisation, sequencing, matching.
Case studies and scenarios	Evaluates students' ability to integrate and apply their learning in practical contexts.
Practical or performance-based tasks	Evaluates students' job readiness and mastery of industry-specific skills.
Oral	Demonstrate understanding, communication skills, and ability to engage in professional dialogue.

Examples

What's the thing you use to cut a piece of wood with teeth and a handle?

  Poorly worded, vague, informal. Lacks precision, does not use appropriate terminology, which can lead to confusion and make it difficult for students to understand what is being asked.

Examples

"Which of the following types of saws is most suitable for cutting curved shapes in wood?"

- a) Circular saw*
- b) Jigsaw*
- c) Table saw*
- d) Miter saw*



Concise, clear, focused, with plausible but incorrect distractors. The terminology is consistent with industry.

Examples

"Explain the steps involved in performing a basic brake system inspection on a small car, including the safety precautions that should be taken and any necessary tools or equipment."



Clear and direct, tests procedural knowledge, relevant to the vocation.

Examples

“Identify and describe then list 4 examples of theories on how and why the science and art of competency based assessment is governed by which legislation?”



Vague, complex, confusing, too many subjects included

Examples

Identify and briefly describe three questioning techniques which may be used in a competency-based assessment.



Includes clear instructions,
parameters, specific subject

Examples

What is the most popular brand of earthmoving equipment?

  Trivial, subjective, ambiguous.

Examples

How do you assess someone in Vocational Education and Training (VET)?

  Ambiguous, lacks specific context, too open-ended, no guidance to candidates.

Examples

Identify three common risk factors for falls among elderly residents in aged care facilities, and briefly describe a preventative measure for each risk factor.



Clear expectations, specific, addresses key concepts, relevant to real-world, multiple cognitive levels.

Examples

Jenny is a age care nurse who is workin at a age care facility. One day she notice that Mr. Smith an 82 yr old residant who has Alzimers, appears to be agitate & more restless than ussual. He is continusly pacing in his room and mumbling too himself. As a nurse Jenny concerned about hes wellbeing and suspect he mite be in pain or uncomfertable or something



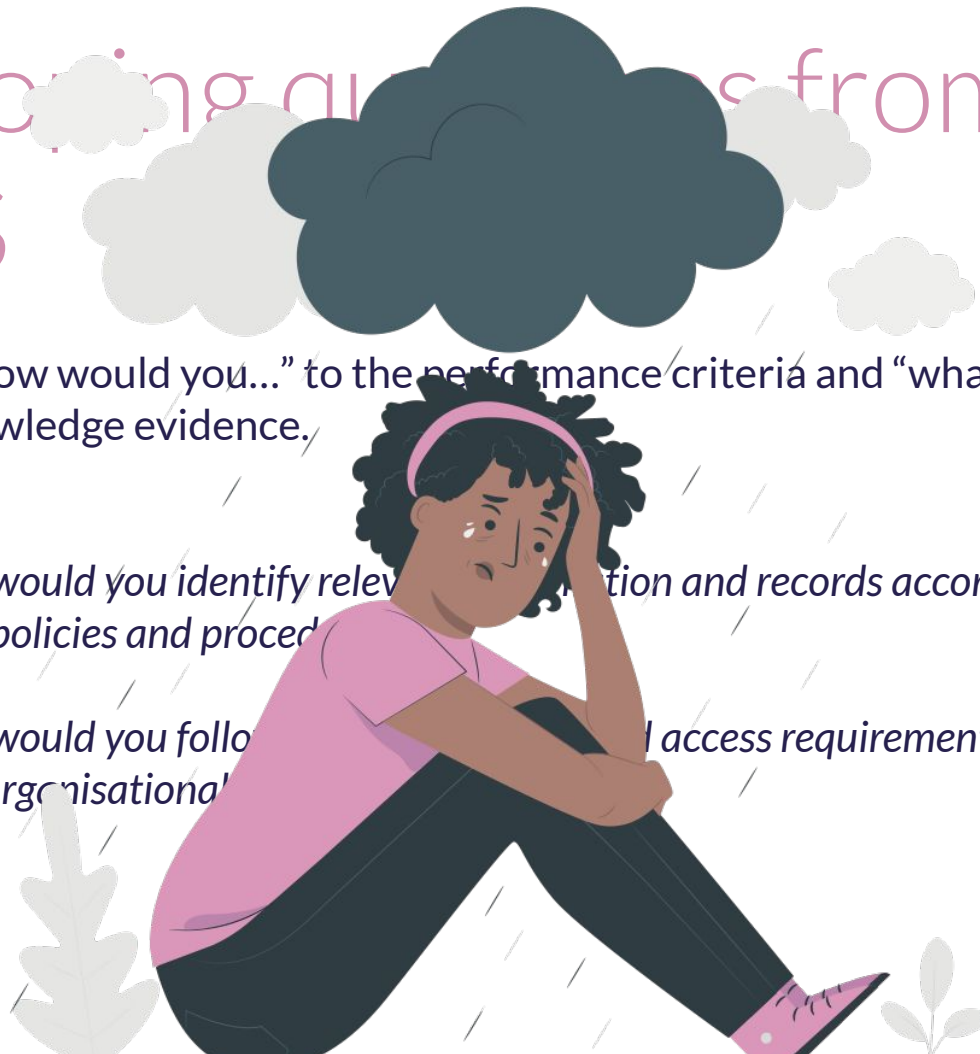
Spelling, grammar, unprofessional

Developing questions from UOCS

Don't just add "how would you..." to the performance criteria and "what are the..." to the knowledge evidence.

Question 1: How would you identify relevant information and records according to organisational policies and procedures?

Question 2: How would you follow organisational access requirements in accordance with organisational policies and procedures?



Developing questions from UOCS

BSBINS309 - Maintain business records

1.1 Identify relevant information and records according to organisational policies and procedures

List and briefly describe five examples of records or information that are retained in your dental practice:

A staff member at your dental practice inadvertently breaches patient confidentiality by leaving a patient's treatment plan in the waiting room. Based on your practice's policies and procedures on confidentiality, what steps could be taken to prevent similar incidents in the future?

Application of knowledge

Application of knowledge is key in VET.

Consider questions which follow performance.

RIICCM205F Carry out manual excavation

2.4 Use hand tools and dig post holes, small pits and trenches to required dimensions

Knowledge Evidence

types, characteristics, technical capabilities and limitations of plant and equipment required to carry out manual excavation, including: Picks, shovels, hand augers, string lines, jack hammers, scabblers

Application of knowledge

RIICCM205F Carry out manual excavation

- Which tools did you use for these post holes?
- Why did you select them?
- What other tools could be used to achieve the same result?
- What tool would you use to clear an obstruction such as a rock or tree root?

Formula

[Question word/phrase] + [subject] + [action/context] + [specific detail/focus] + [clarifying information].

- **Question word/phrase:** E.g., What, Which, How, Describe, Explain, Compare. Sets tone and clarifies the type of response expected.
- **Subject** or topic the question relates to.
- **Action or context** that students need to address, analyse, or apply in their response (e.g., identify, evaluate, discuss, demonstrate, solve).
- **Specific detail or focus.** Narrows the scope of the question and defines what aspect of the subject students should concentrate on.
- **Clarifying information:** E.g. examples, constraints, or other relevant details.

Formula

[Question word/phrase] + [subject] + [action/context] + [specific detail/focus] + [clarifying information].

"Explain how [question phrasing] **the process of photosynthesis** [subject] **converts light energy into chemical energy** [action or context] **in plants,** [specific detail or focus] **focusing on the roles of chlorophyll and cellular organelles** [clarifying information]."

Formula

[Question word/phrase] + [subject] + [action/context] + [specific detail/focus] + [clarifying information].

"What are [question phrasing] the four principles of assessment [subject] used in Vocational Education and Training (VET) [action or context] to inform assessors? [specific detail or focus] Provide one example of how an assessor could address each principle while conducting an assessment. [clarifying information]."

Bloom's Taxonomy

Level 1: Remembering

- Recall facts and terms
- Define, list, or memorise information

Level 2: Understanding

- Explain ideas or concepts
- Interpret facts in their own words
- Summarise, explain, or describe things

Bloom's Taxonomy

Level 3: Applying

- Use knowledge and understanding to solve problems
- Perform tasks in new situations
- Demonstrate, solve, or use a specific concept or method

Level 4: Analysing

- Break information down into parts
- Differentiate between components
- Identify relationships or patterns
- Compare, contrast, or categorise things

Bloom's Taxonomy

Level 5: Evaluating

- Assess the value or quality of information
- Justify conclusions
- Appraise, defend, or critique things

Level 6: Creating

- Generate new ideas, products, or ways of viewing things
- Combine or reorganise existing information
- Design, construct, or plan things

Bloom's Taxonomy

The verbs in the performance criteria will help, e.g.:

2.3 Determine and confirm location of underground services and avoid damage and interference

1.4 Select and wear personal protective equipment according to site requirements

Level 1: Remembering

Level 2: Understanding

Level 3: Applying

Level 4: Analysing

Tips

- Be very mindful of the unit of competency and AQF level
- Shorter, themed quizzes are better
- Questions that follow tasks are powerful (including reflective questions)
- Try interview and discussion questions
- Create a comprehensive scenario, then attach a range of questions to that scenario (including alternatives, 'what ifs')
- ChatGPT is not good at writing questions (though it can kick start some good ideas for scenario/case study wordings).

Review tool.

Internal systems and processes
Assessment Question Development Quality Checklist

Accellier

Assessment Question Development Quality Checklist

Proofread: <ul style="list-style-type: none">Questions are proofread by someone other than the author	Yes -
Trialed: <ul style="list-style-type: none">Someone has attempted to answer these questions	Yes -
Alignment with unit of competency: <ul style="list-style-type: none">Questions reflect the unit of competency	Yes -
Clarity and readability: <ul style="list-style-type: none">Questions are clearly written, easy to understand, and free from ambiguous language or jargon.Sentence structure and grammar are correct.	Yes -
Appropriate question type: <ul style="list-style-type: none">Question types used are suitable for assessing this unit, given its application in the workplace and complexity	Yes -
Level of difficulty: <ul style="list-style-type: none">Questions' difficulty level is appropriate for the students' skill level and the complexity of the subject matter.	Yes -
Cognitive skills: <ul style="list-style-type: none">Questions assess the relevant cognitive skills, such as comprehension, analysis, and evaluation.	Yes -

Accellier



Your tips.

Questions and discussion.



Accellier

