

Diabetes/MS Quiz

Here are some tips when composing your twenty (20) question quiz:

1. **Multiple choice questions (MCQs)** are the traditional 'choose one from a list' of possible answers.

Parts of a multiple choice question.

A traditional multiple choice question (or item) is one in which a student chooses one answer from a number of choices supplied. A multiple choice question consists of:

- **a stem** – the text of the question
- **options** – the choices provided after the stem
- **the key**: the correct answer in the list of options
- **distracters**: the incorrect answers in the list of options

Use clear, straightforward language in the stem of the item. Questions that are constructed using complex wording may become a test of reading comprehension rather than an assessment of whether the student knows the subject matter. Use only plausible and attractive alternatives as distracters. Avoid giving clues to the correct answer.

2. **True/False** questions require a student to assess whether a statement is true or not.
Suggestions for writing true–false questions.

- Include only one main idea in each item.
- As in multiple choice questions generally, use negatives sparingly.
- Try using in combination with other material, such as graphs, maps, written material.
- Use statements which are unequivocally true or false.
- Avoid lifting statements directly from assigned reading, lecture notes or other course materials so that recall alone will not permit a correct answer.
- Generally avoid the use of words which would signal the correct response to the test–wise student. Absolutes such as “none”, “never”, “always”, “all”, “impossible” tend to be false, while qualifiers such as “usually”, “generally”, “sometimes” , “often” are likely to be true.

3. **Multiple response questions (MRQs)** are similar to MCQs, but involve the selection of more than one answer from a list.
4. **Matching questions** involve linking items in one list to items in a second list.

Directions. Column I contains descriptions of geographic characteristics of wind belts. For each statement find the appropriate wind belt in Column II. Record your answer in the appropriate space on the answer sheet. Answers may be used more than once.

Column I

- A. Doldrums
- B. Horse latitudes
- C. Polar easterlies
- D. Prevailing easterlies

Column II

- ___ 1. Region of high pressure, calm, and light winds
- ___ 2. The belt of calm air nearest the equator.
- ___ 3. A wind belt in the northern hemisphere
- ___ 4. Most of the United States is found in this belt

Tips for writing good matching questions include.

- Provide clear directions
- Keep the information in each column as homogeneous as possible
- Allow the responses to be used more than once
- Arrange the list of responses systematically if possible (chronological, alphabetical, and numerical)
- Include more responses than stems to help prevent students using a process of elimination to answer question.

5. **Ranking questions** require the student to relate items in a column to one another and can be used to test the knowledge of sequences, order of events, and level of gradation.
6. **Sequencing questions** require the student to position text or graphic objects in a given sequence. These are particularly good for testing methodology.
7. **Field simulation questions** offer simulations of real problems or exercises. Other question types require students to identify and/or manipulate images. Students may be asked to plot a graph, complete a matrix, draw a line or build up an image using parts provided.