Assessment in Higher Education: Professional Development for Teachers

Open Ended Questions - Checklist

An EUR MOOC created by Risbo
## Criteria at item level

### Questions

- The language used in the question is grammatically correct, unambiguous and concise.
- Only one topic/problem is focused on per (sub) question.
- The questions are phrased positively. Whenever negations are unavoidable, **not** or **none** are underscored.
- The question is **not** a trick question.
- Introductory/context information is presented in separate sentences from the question. The question is clearly distinguishable.
- Enough information is provided regarding the length and type of answer that is expected/required:
  - Specific elements to be included
  - Maximum amount of words
  - Right choice of directive verbs
  - If a student’s answer is to be explained, motivated or supported by arguments this is clearly indicated.
- It is clear from the question what kind of content (knowledge, understanding or application) is being assessed.
- The question assesses objective knowledge or insights, the question does **not** call for a student’s opinion or preference (unless students are explicitly meant to provide an opinion and support it with arguments).

### Contextual information

- The use of contextual information (e.g. pictures, figures, text, tables) is functional.
- There are correct and clear references in the question(s) to the provided contextual information.
- The context contains no unnecessary information (unless the objectives include the ability to filter relevant information).
- The context is presented clearly and the information is correct.