Checks for Learning After Instruction

The following is a partial chart of checks for learning after instruction. Many forms of assessment detailed in Checks for Learning before Instruction and Checks for Learning during Instruction can be used after instruction as well. For a more detailed guide, see *Is This a Trick Question?* To create an exam or any assessment that uses a combination of assessment formats, please consider the information in Putting It All Together.

What Is It?	What Does It Assess?	How Do I Use It?
True/False Questions: *A fixed response check for learning that consists of a declarative statement that students must judge as true or false.*	The ability to identify whether statements of fact are correct.	Keep the following in mind as you build true false questions. For sample formats, see Common True/False Formats • Construct statements that are definitely true or definitely false, without additional qualifications. • Use relatively short statements with no extraneous material. • Keep true and false statements approximately the same length. • Include an equal number of true and false questions. • Test only one idea in each question. • Have students circle T or F for each question rather than write the letter (this can lead to debate). • Avoid verbal clues, specific determiners (e.g., the, a, an), and complex sentences. • Avoid absolute terms such as, never or always. • Avoid arranging answers in a pattern (i.e., TTFFTTFF, TFTFTF). • Avoid taking statements directly from text. • Always state the question positively.
Matching Questions: *A fixed response check for learning that consists of a column of key words presented on the left side and a column of options placed on the right side. Students match the options associated with a given key word(s)*	Knowledge and recall of information and associations between facts	Keep the following guidelines in mind as you construct matching questions (for more examples and information, see Matching Questions). • Provide more possible options than questions. • Use longer phrases as questions and shorter phrases as options. • Keep questions and options short and homogeneous. • Avoid verbal cues and specific determiners (e.g., the, a, an). • Number each question and use alphabetical letters for the options. • Specify in the directions the basis for matching and whether or not responses can

		be used more than once. • Make all questions and all options the same type (e.g., a list of events to be matched with a list of dates).
Short Answer Questions or Fill-in-the-Blanks: *A fixed response check for learning that requires students to provide a brief response to a question or to fill in the missing words in an incomplete sentence.*	Knowledge and recall of information	Keep the following guidelines in mind as you compile your short answer questions. For more, see Short Answer Questions. • Create questions that require a single word answer or a brief but definite statement. • Avoid statements that are answered equally well by several terms. • Use fill-in-the-blanks sparingly because a direct question is often more desirable than an incomplete statement. • Blank spaces should usually occur at the end of the statement rather than the beginning or within. • Omit only key words because the meaning or main point of the question is lost if too many elements are removed.
Multiple Choice: *A fixed response check for learning that requires students to select from among various answer options that are presented to them*	From knowledge/recall to application	Keep the following guidelines in mind as you write your multiple choice questions. For more, see Writing Good Multiple Choice Exams • Base each item on a learning outcome for the course, not trivial information. • Try to write items in which there is one and only one correct or clearly best answer. • The phrase that introduces the item (stem) should clearly state the problem. • Test only a single idea in each item. • Be sure wrong answer choices (distractors) are at least plausible. • Incorporate common errors of students in distractors. • Vary positions of correct answers. • Include from three to five options for each item. • Keep the length of response options should be about the same within each item (preferably short). • Avoid grammatical clues to the correct answer. • Format the answer choices vertically, not horizontally • Indent response options and arrange in column form. • Word the stem positively; avoid negative phrasing such as “not” or “except.”

		• Avoid excessive use of negatives and/or double negatives. • Avoid the excessive use of "All of the above" and "None of the above" in the response alternatives
Essay: *A created response check for learning that requires students to create and communicate a written, visual, or digital response to a prompt*	Knowledge through synthesis/creation	Because students can do no better than the assignments they are given, how you write your prompt is crucial. Consider the following guidelines for writing your prompt, whether the resulting product is written, visual, or digital. • Select the course learning outcomes you want to assess in this assignment. • Articulate the task description clearly and concisely. • Provide clear and concise details about what you expect. • Determine the criteria you will look for in assessing an excellent student product, such as its clarity, originality, logic, organization, or sources and communicate these to students in your prompt and more fully in a rubric. Click on the link for guidelines to creating a rubric. • Specify the intended audience. • Specify the purpose of the assignment and make your objectives for the assignment clear to students. • Specify the formatting parameters (e.g., media, length, size, citation convention) — it's better to say what you expect than be surprised at what you're given.
Learning Portfolio: *A created response check for learning that requires students to analyze, evaluate, and reflect on their learning and communicate the results through a collection of work samples and some form of reflection*	Analysis/Evaluation to Synthesis/Creation	Keep these guidelines in mind as you create your learning portfolio assignment: • Determine the purpose of the portfolio • Identify the audience for the portfolio • Decide on what samples of student work can be included • Lay out the portfolio development process • Determine how you and your students will manage time and materials • Select the media students will use to communicate their portfolio • Create and share a rubric that defines expectations for both the process and product, that is, it guides portfolio creation as well as final student product assessment.