

Question paper setting

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Guidelines for question paper setters

General Guidelines:

- Make sure you have the latest version of the syllabus and you are familiar with the assessment criteria
- Before and after setting the paper, check that all the test items are based on the respective syllabus and that the items are graded in difficulty
- Do not use material reflecting race, ethnic or sex bias.
- Develop a Marking Scheme alongside the Specification Grid.
- Check that the duration is entered correctly and that the time allotted is sufficient to enable the students complete the paper and revise their work.
- Proof read the text.
- Pass on the finalized draft of the paper to an external reviser (or senior) who has to proof read the text again, check that all set tasks are workable and that the paper can be completed in the set time.

General Guidelines:

- The layout of the paper should be as clear as possible to make it as student friendly as possible.
- Instructions to candidates should be clear and unambiguous. These should be presented in bold type.
- Wherever possible, use a straightforward and consistent format with regular line lengths.
- Use typesetting features such as bold, italics, indentation or boxes effectively to help candidates focus their attention on the task.
- Long complex questions are best split up by the use of subsidiary numbering systems.
- Structured questions should follow a graded and logical sequence.
- Check that the diagrams used are necessary, helpful and of high quality.
- Place the text close to the relevant diagrams to enable the candidates relate the two effectively.
- Ensure that marks assigned for each item / exercise are clearly indicated

General Guidelines:

- Use the simplest language and structure possible to convey clearly and unambiguously the meaning of the question.
- Split down even relatively short sentences if they contain a lot of condensed information.
- Do not use the passive if it can be avoided because it can make a sentence impersonal and complex. Avoid also using the conditional form (sentences starting with “if”).
- Eliminate superfluous words and any abstract language which is not necessary.
- Make sure that introductory statements in questions contain only the information which is required for answering the questions.

true/false items:

- each statement is unequivocally judged true or false
- the statement is brief and stated in simple, clear language
- negative statements are used sparingly
- the statements are free of clues to the answer
- there should be an approximately an equal number of true and false statements
- the true and false items are arranged in random order

Procure for your library:

- Gronlund, N. E. (2006). *Assessment of Student Achievement*. Pearson Education, Inc.
- Linn, R. L., & Miller D. M. (2005). *Measurement and Assessment in Teaching*. Pearson Educational Inc.
- Nitko, A. J. (2004). *Educational Assessment of Students*. Pearson Educational Inc.