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Item construction

Ally Kensington



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Focus Points

- Table completion activities
- Multiple choice items
- True False items
- Matching



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**In tests, people
look up for
inspiration,
down in
desperation and
left and right for
information.**





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Testing

- How do you decide what to test and how to test?
- What are the qualities of a good exam?
- Who prepares the test?



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What you want to assess should be related to your learning outcomes for the course.

How do you decide what to test and how to test it?

The overall exam should be consistent with your **learning outcomes** for the course. There are a number of ways to review and prioritize the skills and concepts taught in a course. You could:

- Use the topics list provided in your course outline
- Skim through your lesson notes to find key concepts and methods
- Review chapter headings and subheadings in the assigned readings



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What are the qualities of a good exam?

- Validity
- Realistic expectations
- Uses multiple question types
- Offer multiple ways to obtain full marks
- Free of bias
- Demanding
- Accessible





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A good exam gives all students an equal opportunity to fully demonstrate their learning.



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What are the qualities of a good exam?

- **Consistency** If you give the same exam twice to the same students, they should get a similar grade each time.
- **Validity** Make sure your questions address what you want to evaluate.
- **Realistic expectations** Your exam should contain questions that match the average student's ability level. It should also be possible to respond to all questions in the time allowed.



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What are the qualities of a good exam?

- **Uses multiple question types** Different students are better at different types of questions. In order to allow all students to demonstrate their abilities, exams should include a variety of types of questions. But this question types must be tried first in the class.
- **Offer multiple ways to obtain full marks** Exams can be highly stressful and artificial ways to demonstrate knowledge. In recognition of this, you may want to provide questions that allow multiple ways to obtain full marks. For example, ask students to list five of the seven benefits of multiple-choice questions.



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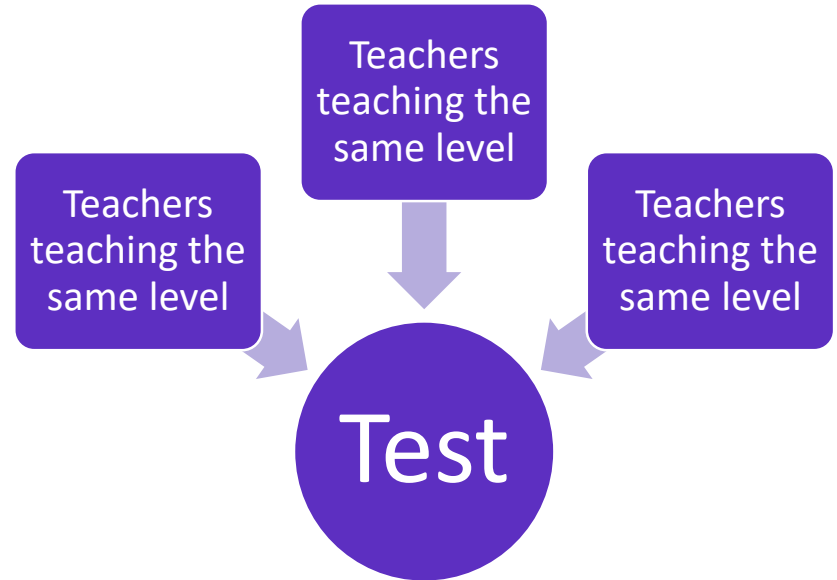
What are the qualities of a good exam?

- **Free of bias** Your students will differ in many ways including language proficiency, socio-economic background, physical disabilities, etc. When constructing an exam, you should keep student differences in mind.
- **Demanding** An exam that is too easy or too difficult does not accurately measure students' understanding of the material.
- **Accessible** For students with disabilities, exams must be amenable.



Who prepares the test?

- It should never be only you as a teacher to prepare the exam.
- It is a team work. It should be prepared by all the teachers teaching the same level to see different aspects and point of views.





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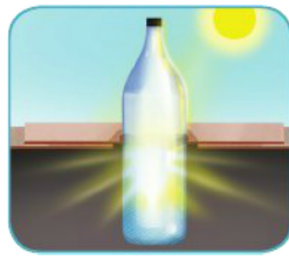
Level



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Let's get started!

This is such a simple idea! It's a light bulb that needs no electricity, no plugs, no cables and costs absolutely nothing to **run**. It wasn't invented by a famous scientist, but by a local man in Brazil more than ten years ago. In his hometown at the time, they had problems with electricity and people's homes and small businesses were often



left in the dark. One day, Alfredo Moser and his friends were talking about how they could create a signal in an emergency. One of them suggested using a bottle to reflect the light from the sun. This made Moser think. Why not use water to make light?

All you need is a clean plastic bottle. Fill it with water from the tap and close it with a black top. The black top attracts the sun. A drop of **bleach**, the kind you use to clean the house, is added to the water to keep it clean. Then a small hole is cut in the roof of the room where you want the light, and the bottle is pushed through the hole. While there's sunlight outside, the light will be carried through the water into the room below. And it's much stronger than the light from a candle!

Moser shared his idea with his neighbours and his light bottles were installed in the local supermarket. Ten years later, an organisation in the Philippines heard about Moser's idea. The MyShelter Foundation helps people in poor areas and **specialises** in building houses using recycled materials. Now there are Moser lamps in more than 140,000 homes throughout the Philippines and the idea has **spread** to a number of other countries, too. In India, the bottles are used in rural schools and to grow food. In Bangladesh, the lights are installed in small businesses. Moser has not made a lot of money from his invention, but his lamps have definitely made life easier for a lot of people!

Invention: ¹ *a light that works without electricity.*

Inventor: ² ..

Nationality of inventor: ³ ..

Reason for invention: In the inventor's town, they often didn't have ⁴ ...

How the invention works: You fill a plastic bottle with ⁵ .. and close it with ⁶ .. You put the bottle in a ⁷ .. in the ⁸ .. of the building.

Countries that use it: the Philippines, India and ⁹ ..

Places where people use it: local supermarkets, rural schools and ¹⁰ ..



- What is this task?
- What is expected from the students?



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What are we assessing with Table completion?



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In this particular question type, know that the answers would not always come in an order.

Table Completion

It assesses the ability to understand details such as detailed description, and related information presented and/or the main ideas of a section of the text.



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Key points when designing table completion activities



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1. Statements must have a clear, verifiable answer

Each statement which will fit into the table must be entirely true. There can be absolutely no room for doubt or debate.



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2. What you teach is your guide

It's a good idea to go through your learning materials and **highlight** the key elements.



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3. Link it to the learning objective

Every table completion activity/gaps should relate to the
core learning objectives.

Read the advertisement and the email.
Fill in the information in Sam's notes.

For questions 51 – 55, write the information on your answer sheet.

EASTON HALL
Concerts in the Park

17 June **MYRA**
Tickets: £12.50
 £11.00 students

24 June **SONEX**
Tickets: £10.00
 £8.50 students

From: Helena

To: Sam

Can you book two tickets – one each – for a concert at Easton Hall? I'm busy on 24 June - it'll have to be the weekend before. Remember we get in cheaper because we're at university. We won't need any food, but it may get cold so bring a jacket.

Changes in Industrial Britain

The spread of railways stimulated communication, and Rowland Hill's standardisation of postal charges in 1839 saw a boom in mail services. But this was nothing compared to the revolution of the telegraph. If you think the Internet is big then just imagine how much bigger it would seem if you had never before seen a computer or telephone. That's what the telegraph was to the Victorians. If rail travel shrank the country, the telegraph crushed it. It opened in the 1840s and soon went stratospheric – within ten years exchanging telegrams had become part of everyday life. By the mid-1860s London was connected with New York and ten years later messages could be exchanged between London and Bombay in minutes.

What are the differences and similarities of these two papers?

Sam's Notes
CONCERTS

Place: Easton Hall

Date: 51 _____

Name of band: 52 _____

Number of tickets: 53 _____

Price of my ticket: 54 £ _____

Take: 55 _____

NUMBER from the passage for each answer.

Events in Britain

_____ resulted in an increase in the

1840s	The beginning of the 2 _____ .
3 _____	You could send messages to 4 _____ .
5 _____	Only 6 _____ for messages to arrive from 7 _____



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Next ...

Cycling Courses

6



Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.

7



Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can't attend a morning course.

8



Ellie is nine and knows how to ride her bike, but isn't confident about starting and stopping. She'd love to meet other cyclists with a similar ability and have fun with them.

9



Leo can't cycle yet, and wants to learn from a teacher. He'd prefer a course with sessions also like some practical information about equipment.

10



Josh is eleven and a skilled cyclist. He's exciting cycling tricks in a safe environment people of a similar age.

A Two Wheels Good!

Mountains! Rivers! Forests!

Our 'off-road' course offers you the chance to get out of the city. You'll need very good cycling skills and confidence. You will be with others of the same ability. Expert advice on keeping your bike in good condition also included.

Mondays 2.00 pm–6.00 pm or Fridays 3.00 pm–7.00 pm.

C Fun and Games

Do you want some adventure? Find out how to do 'wheelies' (riding on one wheel), 'rampers' (cycling off low walls), 'spins' and much more... We offer a secure practice ground, excellent trainers and loads of fun equipment. Wear suitable clothes. Only for advanced cyclists.

(Age 11–12)
Saturdays 1.00 pm–4.00 pm.

E Cycling 4 U

Not a beginner, but need plenty of practice? This course offers practical

B On Your Bike!

Can't ride a bike yet, but really want to? Don't worry. Our beginners-only group (4–10 pupils per group) is just what you're looking for. Excellent teaching in safe surroundings. Makes learning to cycle fun, exciting and easy.

Mondays 9.00 am–11.00 am and
Thursdays 2.00 pm–4.00 pm.

D Pedal Power

A course for able cyclists. We specialise in teaching riders of all ages how to manage difficult situations in heavy traffic in towns and cities. We guarantee that by the end of the course, no roundabout or crossroads will worry you!

Saturdays 2.00 pm–4.00 pm.

F Bike Doctors

Have you been doing too many tricks on your bike? Taken it up mountains and

- What is this task?
- What is expected from the students?



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What are we assessing with Matching questions?

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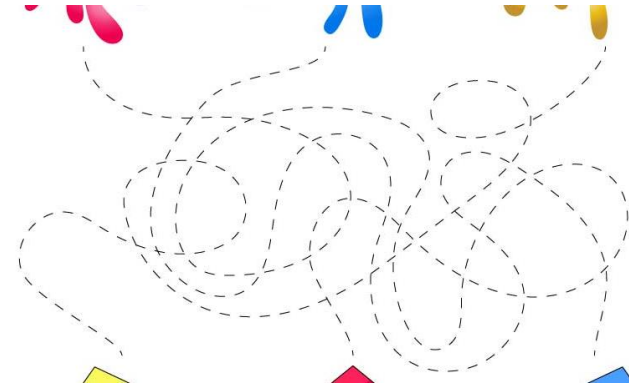


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► Matching

- Terms and Definitions
- Objects or Pictures and Labels
- Symbols and Proper Names or their meanings
- Causes and Effects
- Scenarios and Responses
- Dates and events
- Problems and solutions
- Principles and Scenarios to which they apply

They are effective when you need to measure the learner's ability to identify the relationship or association between similar items.





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Key points when Matching questions





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1. Write clear instruction

Let students know the basis on which items are to be paired, where to write answers, and whether a response may be used more than once.



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2. Do not mix different classes of items in a column

For example, column 1 might list events and column 2 might list dates, but do not combine events, dates, and names in a single column.



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Matching (what to do)



- **Check your objectives** to make sure this type of question is appropriate.
- **Give clear, short and straightforward** directions or instructions. Avoid unnecessary words.
- Use numbers to identify items in column A , capital letters to identify response in column B or vice-versa.
- Arrange items in column B in logical order or vice versa.
- Put the items with more words in column A.
- Keep the 2 sets of items homogeneous.
- Avoid using pattern in the correct answers.
- Do not get carried away adding additional items. Having 10-12 items between both columns (5-6 “question - answer” pairs) is the sweet spot.

THE CITY

When we talk about “the City of London” we do not mean London, the capital of England. We think of a small area east of the town center. It is an area of a long and exciting history, and it has a traditional role as a center of trade, law, finance and banking for the entire UK.

The city is one of the major banking centers of the world and you can find banks of many nations in it. Here is also The Bank of England, which issues banknotes, advises the government on financial matters and determines the bank rate.

Nearby is the Stock Exchange where you can buy or sell shares on the open market. there are also many insurance companies, among which Lloyd’s is the most famous.

During weekdays you can see gentlemen with their bowler hats, umbrellas and pin-striped suits. This is the symbol of the City, and you will not see anybody dressed like this outside this part of London.

From Monday to Friday the City teems with life. Half a million people work in this area, but only 5,000 live there. That is why at weekends it is deserted and uncannily silent.

nowadays, the City has to compete with cities which now have larger financial markets, such as Tokyo and New York.

Entire	parts of company’s capital belonging to a certain person
To determine	unpleasantly, spooky
Bank rate	complete, total
Banknote	paper money
To teem	to instruct , to define
Uncannily	to be full of
Shares	the value of currency for a certain date





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Next



A group of us in my class recently entered an art competition for teenagers. We had to create a sculpture, but the thing that made it unusual was that we could only use recycled materials to create our artwork. The organisers said we mustn't buy anything new, or use anything in our design that we had at home but still needed, like plates, books, or stuff like that. They also said we ought to check with our parents whether we were taking something broken that they planned to fix. We couldn't stick things together with glue or new tape, either, just old bits of ribbon or string that had already been used for something else. They said that we mustn't use anything sharp, like glass or nails, in case we hurt ourselves, and that we should be sensible and avoid taking anything we found in bins in public places.

We spent several days collecting lots of bits, without knowing what our sculpture would actually be or look like. Finally, we decided to make a horse pulling a cart – it was a photograph on the wall that gave us the idea. We followed all the competition instructions. When the organisers sent back our sculpture saying we had won! We used cardboard from cereal packets and so on for the cart, and all tied together with old bits of string, balloons and old magazines. We decorated the cart with sweet wrappers and old magazines. Though you could only just about see the horse and cart, we thought it was the best thing ever. We didn't win a prize, but we had a lot of fun doing it.

1. The teenagers had to mend some things their parents gave them. T / F
2. The teenagers chose everything they took from bins in the street very carefully. T / F
3. The group decided what to make after seeing a picture online. T / F

- What is this task?
- What is expected from the students?

sculpture was a horse and cart. T / F



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What are we assessing with True/False questions?

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*Each question must be clear
and to-the-point in order to
assess learner comprehension.*

True/False

The learner is simply being asked to declare whether or not the statement or assertion is based in truth.





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Key Points when designing True/False Questions



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1. Concentrate on one key idea or concept

Fact-based, rather than opinion-oriented, and are designed to quickly and efficiently test learner knowledge about a particular idea or concept.

For example, “**all employees must wear their approved uniforms and carry the sales handbook with them at all times**” should actually be broken up into two separate true or false questions. It covers two distinct topics and one might be true while the other is false.



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2. Statements must have a clear, verifiable answer

Each statement must be entirely true or false. There can be absolutely no room for doubt or debate.

To create True or False statements that are based in fact, it's a good idea to go through your learning materials and **highlight** the key elements.



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3. Link it to the learning objective

Every true or false question should relate to the **core learning objectives**.

If you want to determine if a learner grasps the key terminology, develop a series of true or false questions that consists of words and definitions. Ask your learners to determine whether the definitions are, in fact, accurate or inaccurate.



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4. The fewer words the better

Avoid using an abundance of words in your true or false question in order to make it more challenging.

You should also minimize your usage of complex words or jargon, unless you know for a certainty that your learners are familiar with the term.

A group of us in my class recently entered an art competition for teenagers. We had to create a sculpture, but the thing that made it unusual was that we could only use recycled materials to create our artwork. The organisers said we mustn't buy anything new, or use anything in our design that we had at home but still needed, like plates, books, or stuff like that. They also said we ought to check with our parents whether we were taking something broken that they planned to fix. We couldn't stick things together with glue or new tape, either, just old bits of ribbon or string that had already been used for something else. They said that we mustn't use anything sharp, like glass or nails, in case we hurt ourselves, and that we should be sensible and avoid taking anything we found in bins in public places.

We spent several days collecting lots of bits, without knowing what our sculpture would actually be or look like. Finally, we decided to make a horse pulling a cart – it was a photograph on the internet that gave us the idea. We followed all the competition instructions carefully, in case the organisers sent back our sculpture saying we'd broken the rules! We used cardboard from cereal packets and some old pieces of wood, all tied together with old bits of string, balloons and old (clean) socks. We decorated the cart with sweet wrappers and coloured paper from old magazines. Though you could only just about see it was a horse and cart, we thought it was the best thing ever. We didn't win a prize, but we had a lot of fun making it.

1. The teenagers had to mend some things their parents gave them. T / F
2. The teenagers chose everything they took from bins in the street very carefully. T / F
3. The group decided what to make after seeing a picture online. T / F
4. The competition organisers sent the sculpture back at first because the teenagers made a mistake. T / F
5. It wasn't very obvious that the sculpture was a horse and cart. T / F



True/False (what to do)



- State your questions as clearly and unambiguously as possible.
- Keep your questions short and to the point. Never try to cover multiple ideas or notions with a single true/false question.
- Every question must present itself as a statement that is unequivocally true or false, and that does not allow any exceptions.
- Avoid using negative constructions in questions.
- Common misconceptions make fine true/false questions (example: “The Great Wall of China is the only human-made object visible from the Moon: true or false?”). Use them to check the learners’ understanding of the material.
- Construct your questions in such a way as to make incorrect answers appear more tempting to learners who do not know the correct answer.
- Randomize the order in which questions based on true or false statements are presented.
- Do not introduce ambiguity to your questions by using words such as “sometimes”, “the majority”, “most likely”, “some”, “usually not”, “best”, “worst”, etc.



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Next

■ cambridge ■ universit ■ ess

Read a teenager called Jim's blog about moving away from the city to live in the countryside. For each question, choose the best answer, a, b or c.

A year ago, just before the summer holidays, my parents announced that they were planning to move out of the city to live in the countryside. They said they were tired of their stressful lives in the city, and the high prices. My mother's a writer, so if there's an internet connection, she can work wherever she is. My father's a musician, so it isn't that simple for him, but he explained that he hoped he could find work locally, teaching children to play the piano and the guitar.

Well, the news was completely unexpected, and of course my sister and I weren't interested in hearing about all the advantages of being out of the city – the open spaces, the wildlife, enjoying the changing seasons, no pollution, all that sort of thing. We didn't want to leave our friends, or all the facilities available to us. My sister's mad about skateboarding, and we both suddenly realised that our school wasn't too bad, despite all the homework!

Instead of listening to us and changing their minds, my parents insisted that it was a great idea. According to them, we were young enough to handle such a big change in our lives fairly easily, and they said they had dreamed of doing this for years. Even worse, they told us they had found a big house in a small village, and that they were selling the flat we lived in so they could buy it. My sister imagined it must be a ruin. After all, how could we possibly afford a house in the countryside? But actually, we could, because houses are reasonably cheap in the countryside compared to those in the city, and when they showed us pictures of the house we saw that, in fact, it looked pretty nice.

A month later, here we all are, in a tiny village thirty kilometres from the city. We'll have to get up early to catch a bus to school when the rain starts, which I'm definitely not looking forward to. My sister's taken up modelling with some of the local kids, so she's happy. I still miss my friends, but they're coming to stay next week, and I've made some new ones. My sister's into making animated films, and I've discovered that's really interesting. Who knows, maybe I'll be a famous film-maker one day!

1. Why had Jim's parents decided to leave the city?
 - a) They wanted to feel less worried and more relaxed.
 - b) They couldn't afford to live there any longer.
 - c) The jobs they did had changed.

2. How did Jim feel about moving?
 - a) surprised his parents hadn't asked him what he thought about it
 - b) worried about the way his life would change
 - c) grateful for the chance to go to a different school

3. Jim's parents said that Jim and his sister were
 - a) able to deal with the move.
 - b) right to be excited about the future.
 - c) lucky to have this opportunity.

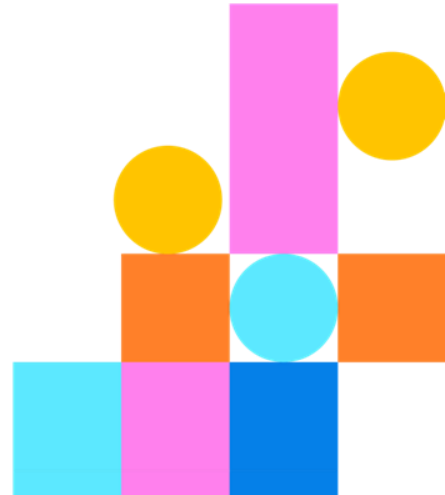
- What is this task?
- What is expected from the students?

c) He is going to visit his old friends soon.



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What are we assessing with Multiple Choice questions?



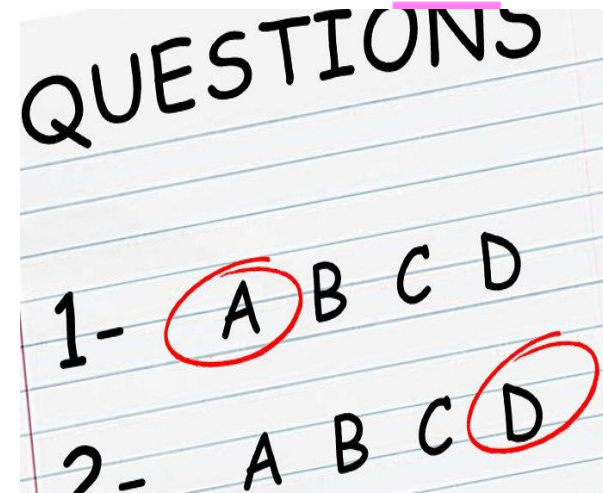


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Multiple choice

- They can be used to assess students' ability to:
- recall information;
- interpret graphs and diagrams;
- understand concepts;
- discriminate between fact and opinion;
- make inferences from data; and
- solve problems.

They assess students' ability to recognise a correct answer, rather than to construct an answer.





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Multiple choice

A multiple-choice question (MCQ) is composed of two parts:

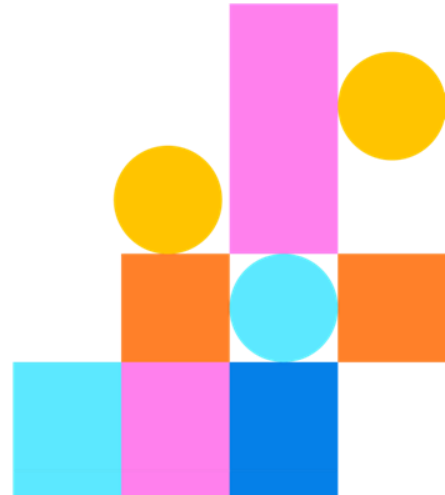
a stem that identifies the question or problem, and a set of alternatives or possible answers that contain a key that is the best answer to the question, and a number of distractors that are plausible but incorrect answers to the question.





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Key points when designing stems





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1. Express the full problem in the stem

When creating the item, ask yourself if the students would be able to answer the question without looking at the options. This makes the purpose of the question clear

Poor : Grading is

- A) Most often used to distinguish between students.
- B) A way of reporting students' progress.
- C) The only reason student study.
- D) Something teachers put off if they can.

Better :What is the main reason most universities use a letter-grading system?

- A) Convenience in reporting students' progress.
- B) Utility in keeping permanent records.
- C) Ease in distinguishing among students.
- D) Usefulness in motivating students to



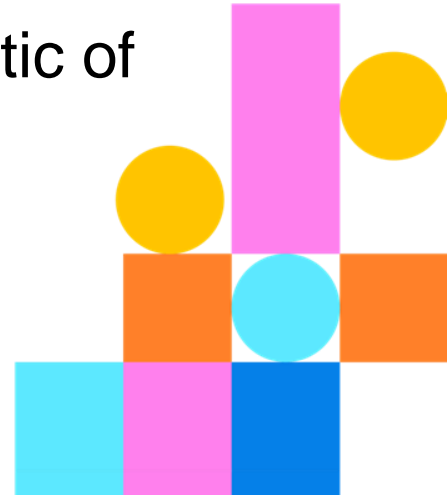
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2. Avoid negative wording

Negative wording often confuses students,

Poor : Which of the following is not a characteristic of Brutalism?

Better: Which of the following best distinguishes Brutalism from other architectural movements?



3. Eliminate excessive wording and irrelevant information from the stem

Irrelevant information in the stem confuses students and leads them to waste time:

A number of books have been published about the University of Waterloo. These books fall into various genres such as photographic histories, biographies of prominent people involved with the University, and accounts of the history of individual departments. Among them was a book whose author is known as "Simon the Troll". What is the title of this book?

- a.) *Dreaming in Technicolor*
- b.) *Water Under the Bridge*

Most of the stem is not necessary to answer the question. A better question would be:

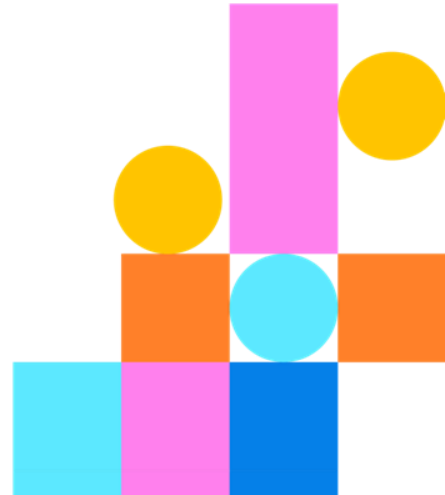
What is the title of the book about Waterloo written by "Simon the Troll"?

- e.) *Dreaming in Technicolor*
- f.) **Water Under the Bridge*
- g.) *Of Mud and Dreams*
- h.) *Images of Waterloo*



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Key points when designing alternatives

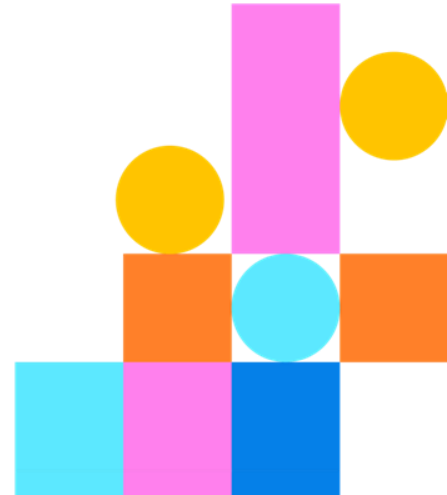




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1. Make sure there is only one answer

Avoid having two or more options that are correct. The distractors should be incorrect answers to the question posed in the stem.



2. Make the distractors appealing and plausible

If the distractors are farfetched, students will too easily locate the correct answer, even if they have little knowledge. When testing for recognition of key terms and ideas keep the distractors similar in length and type of language as the correct solution. When testing conceptual understanding, distractors should represent common mistakes made by students.

Waterloo Counselling Services provides workshops about:

- a.) cooking skills*
- b.) hockey refereeing*

It is unlikely that students would choose options a, b, or d, even if they didn't know the answer. A better question would have plausible links between the stem and the distractors:

Waterloo Counselling Services provides workshops about:

- a.) preparing for marriage*
- b.) presentation skills*
- c.) * study skills*
- d.) psychotherapy research*



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3. Avoid overlapping choices

Make the alternatives mutually exclusive. It should never be the case that if one of the distractors is true, another distractor must be true as well.

What is your age?

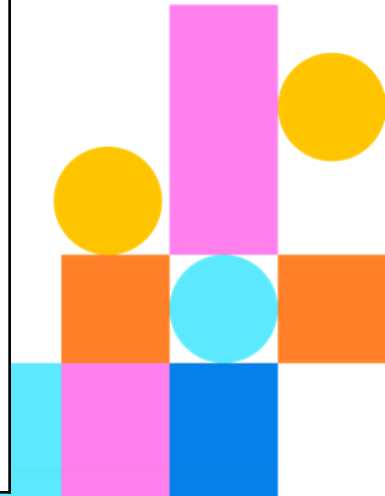
- A) Under 18
- B) 18 - 24
- C) 24 - 34
- D) Over 34

In this example, students will not know whether to select the former or the later answer choice.

Instead ...

What is your age?

- A) Under 18
- B) 18 - 24
- C) 25 - 34
- D) 35 or over

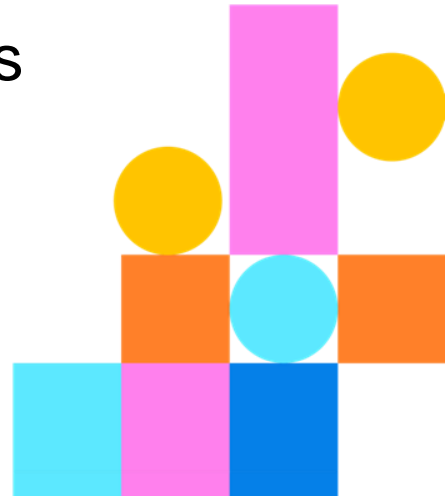




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4. Avoid questions of the form “Which of the following statements is correct?”

There is no clear question being asked, and the choices are often heterogeneous. Such questions are better presented in the form of True/False questions.



Read a teenager called Jim's blog about moving away from the city to live in the countryside. For each question, choose the best answer, a, b or c.

A year ago, just before the summer holidays, my parents announced that they were planning to move out of the city to live in the countryside. They said they were tired of their stressful lives in the city, and the high prices. My mother's a writer, so if there's an internet connection, she can work wherever she is. My father's a musician, so it isn't that simple for him, but he explained that he hoped he could find work locally, teaching children to play the piano and the guitar.

Well, the news was completely unexpected, and of course my sister and I weren't interested in hearing about all the advantages of being out of the city – the open spaces, the wildlife, enjoying the changing seasons, no pollution, all that sort of thing. We didn't want to leave our friends, or all the facilities available to us. My sister's mad about skateboarding, and we both suddenly realised that our school wasn't too bad, despite all the homework!

Instead of listening to us and changing their minds, my parents insisted that it was a great idea. According to them, we were young enough to handle such a big change in our lives fairly easily, and they said they had dreamed of doing this for years. Even worse, they told us they had found a big house in a small village, and that they were selling the flat we lived in so they could buy it. My sister and I imagined it must be a ruin. After all, how could we possibly afford a big house? But actually, we could, because houses are reasonably cheap in the countryside compared to those in the city, and when they showed us pictures of it online, we saw that, in fact, it looked pretty nice.

A month later, here we all are, in a tiny village thirty kilometres from the nearest town. We'll have to get up early to catch a bus to school when the new term starts, which I'm definitely not looking forward to. My sister's taken up mountain biking with some of the local kids, so she's happy. I still miss my friends, but some of them are coming to stay next week, and I've made some new ones, too. One of them's into making animated films, and I've discovered that's really interesting. Who knows, maybe I'll be a famous film-maker one day!

1. Why had Jim's parents decided to leave the city?

- a) They wanted to feel less worried and more relaxed.
- b) They couldn't afford to live there any longer.
- c) The jobs they did had changed.

2. How did Jim feel about moving?

- a) surprised his parents hadn't asked him what he thought about it
- b) worried about the way his life would change
- c) grateful for the chance to go to a different school

3. Jim's parents said that Jim and his sister were

- a) able to deal with the move.
- b) right to be excited about the future.
- c) lucky to have this opportunity.

4. What does Jim say about their new house?

- a) It was older than their flat in the city.
- b) It was better than he had expected.
- c) It was extremely expensive.

5. What is Jim pleased about now?

- a) He has found a new hobby.
- b) He lives fairly near his new school.
- c) He is going to visit his old friends soon.



Multiple Choice (What to do)

- Write the stem, either as a question or an incomplete statement. It should be written clearly and concisely, and contain as much of the relevant information as possible.
- Write distractors that are credible. It is better to provide less options than have obviously wrong alternatives. Providing they are credible, the more distractors, the less likely students can guess the correct answer.
- Make sure that the options are grammatically consistent with the stem.
- Check that there are no clues to the right answer.
- Avoid using keywords in the options.
- Avoid the use of words such as never, always, all, and only.
- Check only one correct answer is provided.
- Make sure the correct answer is randomly placed. Some people tend to place the correct answer in the middle.
- Keep vocabulary and sentence construction as simple as possible.
- Avoid double negatives.
- Make sure second question is not related with the content of the first one.





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Time to Create your own questions

You can use any text as long as it is relevant to your students' level.



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Which level is this text?

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious, I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.



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- **Multiple choice**
- **True False**
- **Matching**
- **Table completion**

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Peer-assessment





Preparing the Key

- How do you prepare the key?
- Who prepares the key?
- It should also be possible to respond to all questions in the time allowed. To check the exam, ask a teacher/s to take the test – if they can't complete it in *estimated time then the exam needs to be revised.
 - *Estimated time: 10 mins for a teacher is 40 mins. for a student.
- The key should be prepared by different teachers.



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Do you let your students write the exam?

- Why?
- Why not?
- How would the students feel if they saw their question/s in the exam?





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Let's test ourselves?



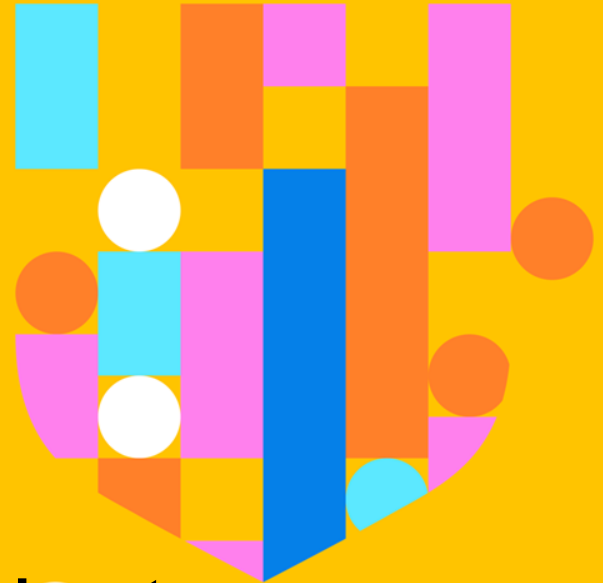
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Better

Learning