**Subject: XXXXXX Topic: XXXXXXXXXXXXXX Writer: XXXXXXXXX Reviewer: XXXXXX**

**Summary: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX**

☺ = well done!

Letters (A, C, O…) = you can improve this - see the guidance below.

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| **Criteria** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |  |  |
| **IQA1: Is it clear what the question is assessing?**  (Is it relevant to the key unit competences?Could it be answered through general knowledge? Is the information it will give useful for formative feedback?) |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA2: Are the instructions to the student clear?**  (Are they worded in the simplest language and use simple sentences where possible? Are they as brief as possible and avoid irrelevant information? Are they precise in what they want the student to do? Are there any words that are ambiguous?) |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA3: Is the level of difficulty appropriate?**  (Will nearly all or nearly none of the students be able to answer? Are the higher-level competences represented?) |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA4: Is the question format the best for what is being assessed?**  (eg. open questions for answers that require students to explain or justify something, multiple choice for where there is a clear single answer) |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA5: Is the question presented clearly?**  (e.g. starting new line to separate an introductory statement from the question) |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA6: Is the answer required clear (and reflected in the marking guide)?**  (e.g. In multiple choice are the distractors plausible but not correct? In true or false questions are the statements definitely true or false? In open questions are all the possible correct responses included in the marking guide? Are any invalid responses included?) |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA7: Is there any bias? Can all students access the question equally?**  (Does the question show any social status or gender bias? Does it include anything that students might find upsetting or distracting?) |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA8: Is the mark allocation appropriate?**  Does the mark allocation reflect the amount of things that the student is required to do? |  |  |  |  |  |  |  |  |  |  |  |  |
| **IQA9: have you done a final check of the question and added the correct tags?** |  |  |  |  |  |  |  |  |  |  |  |  |

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| Code | Explanation |
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**Test quality assurance checklist**

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| --- | --- |
| **Criteria** | **Yes/No** |
| **TQA1:** Are the most important parts of the unit covered? |  |
| **TQA2:** Are a range of competences relevant to the unit covered by the test? (ie. from the lower, middle and higher bands) |  |
| **TQA3:** Is the test balanced? There should be more questions/ marks on the most important parts of the unit or where there are more learning objectives related to a particular area. |  |
| **TQA4:** Does the test cover the assessment criteria for the unit? |  |
| **TQA5:** Are all the questions distinct? Are there any that assess very similar things? |  |
| **TQA6:** Are there a range of question formats? |  |
| **TQA7:** Is there a range of difficulty across the questions in the test? |  |
| **TQA8:** Does the demand of the questions increase through the test (ie. starts with easier questions and ends with more difficult ones)? |  |
| **TQA9:** Are there any questions which may give away the answer to another one? |  |
| **TQA10:** Is the time allocation enough for students to complete the questions? |  |
| **TQA11:** Is the test in line with the values and attitudes of the Rwandan curriculum? |  |