University of North Texas Health Science Center **UNTHSC Scholarly Repository**

Test Item Writing Assessment

2-11-2011

Higher Order Thinking Item Formats

Christine Savi UNTHSC, christine.savi@unthsc.edu

Follow this and additional works at: http://digitalcommons.hsc.unt.edu/test_items



Part of the Educational Assessment, Evaluation, and Research Commons

Recommended Citation

Savi, Christine, "Higher Order Thinking Item Formats" (2011). Test Item Writing. Paper 7. http://digitalcommons.hsc.unt.edu/test_items/7

This Article is brought to you for free and open access by the Assessment at UNTHSC Scholarly Repository. It has been accepted for inclusion in Test Item Writing by an authorized administrator of UNTHSC Scholarly Repository. For more information, please contact Danelle.Orange@unthsc.edu.

Leveled Question Format Examples

Remembering factual knowledge:

- Write the question as a factual statement.
- Offer similar, but discernable options
- Ask: Provide the answer using a series of words or phrases (select)

Understanding conceptual knowledge:

- Write the question as a factual statement.
- Ask: Provide the answer using fill-in-the-blank. (identify)

• Applying procedural knowledge:

- Provide a diagram or data set and ask for application
- Ask: Given the following chart, which of the following is most likely to occur next?
 (predict)

Analyzing conceptual knowledge

- Provide a diagram or data set and ask for analysis.
- Ask: Given the following data, which illustrates a significant savings? (calculate)

• Evaluating procedural knowledge

- Provide a case study, scenario, or current event situation
- Ask: Which of the following would have been a better plan of action? (compare/contrast)

Creating a solution

- Provide a case study, scenario, or current event situation
- Ask: Develop a plan to resolve this problem. (create)