

CADLearning®



Customer
Questions for Assessments
Guide

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TASK: Creating Questions for Assessment of User Knowledge and Skills

Write test questions and create necessary accompanying question assets, which are then included in assessments that test a user's knowledge and skilled use of the software.

OUTCOME: Validation of an Individual's Knowledge and Skills

Validating an individual's current, learned, and retained knowledge is an important part of completing any instruction or training. We intend to publish the most useful and successful training materials available anywhere. To that end, we must support our training with real assessments to accompany each product training video library. This allows our customers to assess the skills of both individuals and teams within their organizations, in order to identify strengths and weaknesses. Test candidates can complete the assessments before and/or after completing lessons within their goals.

DEFINITION: What is a Question for Assessment?

The questions for assessment are designed to test specific knowledge and skills a user may or may not have in their product skillset. The questions you create require an assessment type of "Overall" or "Skills", which therefore designates what knowledge or skills they assess.

All questions are to be created within the Customer Question Table Template, included within this packet of documentation.

Each question must be assigned to one of the following types:

1. **Overall Knowledge Assessment:** Covers concepts and knowledge contained within the lessons, across a workflow or topic, or general product knowledge.
2. **Skills Assessment:** Tests the ability to perform skills covered in the lessons.

WRITING PARAMETERS: Assessment Question Types

Overall Knowledge Assessment Questions

An Overall Knowledge Assessment consists of a set of multiple-choice questions that tests the candidates' knowledge of the concepts and procedures that they have learned from:

- a theme spanning the range of material presented in the entire library of lessons or across the goal
- the subject matter that spans across lessons, topics, badges, or medallions
- the specific content covered in just one lesson

These questions can be used to test the candidate's knowledge both BEFORE and AFTER viewing the Lesson.

IMPORTANT: Every lesson must have at least one question.

For some lessons, more than one question may be needed, depending on the content within each lesson. The more complicated the task within the lesson, the more comprehensive the questions need to be. It is your goal to ensure that each knowledge assessment question provides a comprehensive assessment of the information presented in the lesson.

Knowledge Assessment questions can be text-only, or they may incorporate images. (See [CREATION PARAMETERS: Including Images in Questions](#) for information about creating a good image.)

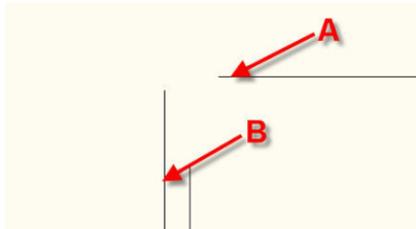
The following are some examples of typical knowledge assessment questions (as they appear to the candidate):

An example of a question in which the subject matter spans across a topic:

» If you set the Hatch Color, Hatch Background Color, or Hatch Transparency:

- you will no longer be able to change these properties after adding the hatch object.
- the hatch object will be created with the color, background color, or transparency you specify, rather than those of the layer on which the hatch object is created.
- the color, background color, or transparency of the layer on which the hatch object is created will be changed to match the property of the hatch object.
- the hatch object will NOT be created on the current layer.

» Using the Extend command, what mode must you set in order to extend both the line labeled "A" and the labeled "B" to the intersection where they meet in space?



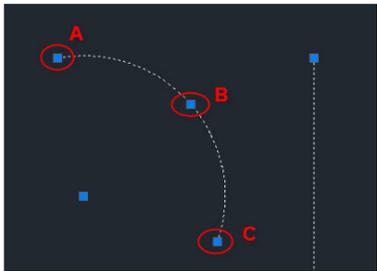
- Boundary Edge mode to o.
- Extend mode to Tri.
- Edge mode to Extend

An example of a question in which the subject matter covers only the specific content in just one lesson:

» What command allows you to convert existing lines into polylines?

- Convert
- Pline
- Pedit
- Explode

» You can use the grips labeled "A", "B", and "C" to do what to the arc?



- move the arc
- align the arc with the line
- change the size of the arc
- delete the arc

Skills Assessment Questions

The Skills Assessment consists of a set of performance-based or skill-based multiple-choice questions that test the candidate's ability to apply their knowledge of the use of the application. These questions can be used to test the candidate's ability to use the software both BEFORE and AFTER viewing the course.

In order to correctly answer a skills question, the candidate must first open or create a file, and then perform one or more tasks using the software. These files must be saved in a single ZIP file and uploaded into the CADLearning portal as an "Exercise File Download Assessment." The text of the question must then include the name of the file within the ZIP file that the candidate will open in order to perform task.

Developing a performance-based question requires you to first identify the knowledge and skills necessary to perform important job tasks. Job tasks are stated in terms of performance objectives, and every question must measure a single, specific performance. You should assume that all candidates will have fundamental product knowledge, such as Open, Save, Zoom, and Pan, and that they can use measurement tools, such as Distance, List, Properties, Area, and Volume.

Although Skills Assessment questions can be text-only, they should typically include images and should require the candidate to open an exercise file and work within it before they can answer the question. You would then include a Skills Exercise Zip file and/or an image as part of a question. (See [CREATION PARAMETERS: Including Images in Questions](#) for information about creating a good image.)

The following are some examples of skills questions (as they appear to the candidate). Note that the question stem includes the name of the exercise file that the candidate must open:

- » Open the drawing file Network_Surface.dwg. Create a surface based on the curves provided. The area of the new surface is:



- 50.3719
- 0
- 104,585
- 104.5853

- » Open the drawing file Layers.dwg. Turn OFF all layers that are red, green and cyan. There is one remaining text object in the drawing. What layer is this object on?

- NOTE
- DOORS
- DIMENSIONS
- RINFO

Skills Assessment Exercise Files

All skills-based questions require the candidate to use the software application to perform a task and then answer a question based on the results of that task. Therefore, all skills-based questions **must include an exercise file** that the candidate either **opens or creates**, and then uses as they are taking the test, in order to answer the questions correctly.

- **Open:** When a skill requires that an existing model is necessary to perform that skill, your exercise file must contain that model in the state it needs to be in, so that the task can be accomplished.
- **Create:** When a skill requires a new, blank drawing file or the creation of basic geometry, then you can instruct the candidate to open a new file and start from scratch to accomplish the required task and demonstrate the skill.

Individual exercise files must be saved in a single ZIP file, then uploaded as a resource at the Library level using the “Exercise File Download Assessment” resource type. The name of the actual file used for a particular question must then be included within the stem of the question.

WRITING PARAMETERS: Multiple-Choice Question Component Terminology

ALL questions must be written in multiple-choice format, with each question typically having four (4) possible answers. However, there is no restriction on the number of answers, so you could create a TRUE/FALSE question by providing just two (2) possible answers (TRUE and FALSE, or YES and NO). Within the table, you must indicate the correct answer by assigning it the Question Correct Answer style.

In order to write effective questions, it is important to understand the fundamental components of a multiple-choice type question.

Stem: This is the actual question. You may break the stem into multiple sentences. If it adds value to the question, consider writing an initial short paragraph explaining a scenario for the question. You may also include a screen capture of the application and refer to this image in the question. Add descriptive text at the conclusion of the stem. (See [WRITING PARAMETERS: The Stem](#))

Key: This is the correct answer. Identify the key in the table using a green fill color (Question Correct Answer style).

Distractor: This is an incorrect answer. Since questions will typically consist of four (4) possible answers, each question will typically have three (3) distractors. The distractors should appear in random order. (See [WRITING PARAMETERS: The Distractors](#))

WRITING PARAMETERS: General Style Concerns

Validating an individual’s current, learned, and retained knowledge is an important part of completing any instruction or training. Formulating good questions can be difficult. However, one of the easiest ways to do this is to re-read the introduction and conclusion of the lesson and then turn one of those thesis statements into a question. Remember that the introduction is where you defined the task and explained why it is important, and the conclusion is where you reiterated that. This is where you will find the most relevant part of the lesson—your objective—and is usually the most important thing you need to assess.

We recommend that you create a question for each lesson as soon as you finish outlining or recording it, when the lesson is fresh in your mind.

Each question *must* include a stem (the question itself) and two or more answers (typically four), with just one correct answer.

When writing each question, keep the following points in mind:

General Concerns: Assessment questions and the lesson content are NOT localized, so please avoid country/region-specific content. A generic unit for measurements should be used whenever possible.

Level of Difficulty: Each question should be at an appropriate level of difficulty so that the typical candidate is likely to know the correct answer, while a person unfamiliar with the objective or skill will miss the question.

Relevance:

- **Knowledge** Assessment questions should be written to test the knowledge and skills that most closely match the content covered within the library, within a topic, badge, or medallion, or within an individual lesson or lessons:
 - Do NOT write questions that require compound results or multiple tasks.
 - DO write questions that test understanding of concepts, theories, industry best practice, and general information (as covered in “Understanding,” “Introducing,” and PowerPoint lessons).
 - Questions:
 - CAN test information on only a single lesson.
 - CAN test information spanning multiple lessons.
 - CAN base knowledge questions on the assumption of previously learned material.
 - CAN test information of overall knowledge and concepts that span the entire library.
- **Skills** Assessment questions CAN test information spanning multiple lessons AND include having to perform multiple tasks in order to get the correct answer.

Writing Conventions: Well-written items adhere to certain rules. These rules begin with the correct usage of grammar, spelling, and punctuation. This includes consistent usage and formatting of technical phrases, commands, and sentence construction. For example, use initial caps for each question, command, or feature.

Question Construction: The question stem should be written clearly in either a question format (preferred), or in a sentence format in which the candidate must complete the sentence.

EXAMPLE: question format:

“Which of the following options is used to open a drawing file for viewing only partial data?”

EXAMPLE: sentence format:

“To open a drawing file for viewing only partial data, you must choose:”

Answer Construction: The answer options are made up of one (1) correct answer or “key,” and three (3) distractors that are plausible but wrong answers. Answer options for the sentence format should be written as if the sentence is continuing to its end. This means they will start with a lowercase word and end with a period, unless that answer is a direct reference to an interface term, in which case it should appear as it does in the interface.

Content Concerns

When writing questions, please adhere to the following rules concerning the content of each question:

1. Base each question on a specific piece of content, a short procedure, or a mental process (thesis statement of lesson/objective)
2. Keep the specific content of questions independent of one another
3. Avoid overly-specific and overly-general knowledge
4. For Overall Knowledge questions, focus each question on a single behavior instead of a chain of behaviors, which would be a Skills question
5. Avoid opinion-based questions
6. Avoid trick questions

Editorial Concerns

When writing questions, please adhere to the following rules concerning the style of each question:

1. Proof all questions for the correct answer; conduct a technical review, as necessary
2. Keep the vocabulary simple and at the appropriate level for the question
3. Check grammar, punctuation, and spelling
4. Minimize the amount of reading necessary for each question; be concise
5. Keep answers as brief as possible

WRITING PARAMETERS: The Stem

When writing the stem (the actual question), please adhere to the following rules:

1. Use either a question stem or a partial sentence. If you use a question stem, the key and the distractors will begin with an initial cap if it is a proper noun (most likely an interface element name) or a complete sentence. Otherwise, use a lowercase letter, as it is most likely a general term. If you use a partial sentence, the key and each distractor will begin as a continuation of the sentence.
2. Questions should be written in the active second person voice, to match the video narration standard.
3. Each question should test ONLY one task.
4. Ensure that the directions in the stem are clear; the candidate needs to understand the problem or task addressed in the question.
5. Include the central idea in the stem, NOT in the distractors.
6. Avoid excessive verbiage.
7. Word the stem positively and AVOID using “NOT” and “EXCEPT” whenever possible, since these tend to give away the correct answer or confuse the candidate.

8. When writing a TRUE/FALSE question, if your goal is to present three TRUE distractors, then the stem should ask the candidate to choose the FALSE answer. Conversely, if you are including three FALSE distractors, then ask for the TRUE answer. If you are presenting only two choices, it is better to ask the candidate to choose the TRUE answer.
9. Do not combine question types, such that if you are asking a TRUE/FALSE question, do not provide “All/None of the above” as a choice. This is very confusing to candidates.

WRITING PARAMETERS: The Distractors

There are two strategies for writing wrong answers or distractors. Common distractor methods are designed to include the correct interface component names and describe the wrong procedure, or use an incorrect or fictitious interface name with a correct procedure. The goal is to create a believable distractor. A skilled candidate will be able to determine the credibility of distractors because of factual clues based on their level of domain knowledge. We want to ensure that the question tests only the knowledge covered in the lessons. Although other variations may be used for creating distractors, the most common or typical distractors use the following format:

Answer = correct procedure + fictitious software interface element

OR

Answer = incorrect procedure + correct software interface element

When writing distractors, please adhere to the following rules:

1. Use a MINIMUM OF TWO (2) believable choices that could be mistaken for the correct answer
2. Use ONLY ONE (1) obviously wrong answer
3. Make sure ONLY ONE (1) answer is indeed correct
4. Vary the order of the correct answer
5. Place choices in a logical order
6. Keep choices independent of each other
7. Keep choices homogenous in content
8. Keep the length of choices approximately equal; options that are significantly longer or shorter often provide clues as to which is the correct response
9. Use none of the above or all of the above as one of the choices only when necessary
10. Phrase choices positively; avoid double-negatives
11. Avoid giving clues, such as always, never, or completely. Choices that are similar to the stem, grammatical inconsistencies, a conspicuous correct answer, an absurd response, pairs, and triplets are all potential tips that provide unwanted clues that isolate the correct response
12. Make all distractors plausible; DO NOT include absurd options
13. Base distractors on typical errors or mistakes that someone might make
14. Avoid humorous choices
15. When creating distractors that include ordered lists or numeric values, list the options in ascending or alphabetical order

WRITING PARAMETERS: Performance Objectives/Skills Question Concerns

The Skills Assessment questions require a different creation process from the Knowledge Assessment questions. A performance-based or skill-based question requires the candidate to use the software application to perform a task and then answer a question based on the result of the task. To write performance/skill-based questions, the first step is to clearly define a performance objective.

DEFINITION: A **performance objective** is an expression of a desired result of training and specifies the performance expected of a qualified candidate in a specific domain. Performance objectives differ from performance goals in that goals are a broad statement of a desired performance, whereas a performance objective states the desired performance in terms that are measurable.

A good performance objective has the following elements:

1. A statement of the condition; what the candidate is given to complete the task
2. A statement of the performance in action terms (an action verb)
3. A statement of the desired performance (what the candidate will do)
4. A statement of the criterion by which successful performance is measured (how you know the candidate successfully completed the performance)

Describe how well the learner should be able to carry out the performance. Make sure it is measurable! For example, the following performance/skills question incorporates all four elements:

Open the file OSNAP.DWG and move the desk so that the corner labeled “A” is at the intersection of the walls labeled “B”. What is the distance from the corner of the desk labeled “C” to the intersecting walls labeled “D” (accurate to 4 decimal places)?

Notice how the question incorporates each element:

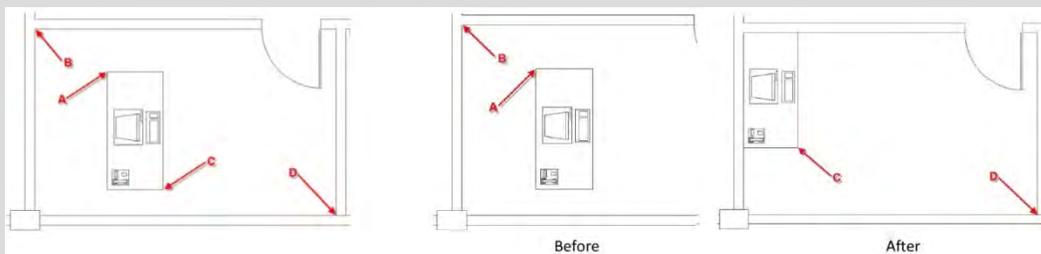
1. **Condition:** The drawing file (OSNAP.DWG) with the identified objects (the desk and intersecting walls)
2. **Action:** The candidate must use the Move command
3. **Performance:** Locate the desk at the intersecting location
4. **Criterion:** Identify the distance specified, accurate to 4 decimal places

Suggestions for Writing Performance Objectives

When writing performance objectives, please adhere to the following rules:

1. Keep the objective as brief and concise as possible.
2. Avoid vague language. Words and phrases such as understand, demonstrate familiarity with, or know should be avoided because they are not clearly measurable.
3. Avoid descriptions of criteria that are linked to external standards (for example, AIA standards), unless the specific standard is clearly defined and widely used.
4. Avoid lengthy laundry lists of the required equipment and other resources when describing the conditions of performance. List only the resources that would not be obvious to a reasonable person.

5. Wherever possible, use an image to support what the stem is referring to, and then include the image in the wording of the stem. For example, a question such as, “Which snaps option as shown in the image must be selected in order to complete a duct-to-air terminal connection?” would include an image of the drop-down that includes all of the possible snaps.
6. Wherever possible, include an exercise file that the candidate must open and work with, in order to answer the question. (See [WRITING PARAMETERS: Performance Objectives/Skills Question Concerns](#))
7. Write the question as clearly as possible.
8. Describe the task using the correct software terminology.
9. Use images and screen captures with clear labeling to show the result. You may also use an image to show the initial geometry before beginning the task.
10. Only one (1) image can be included per question. If you need to show a before/after situation, you must combine the images into a single image file. For example, you could provide a single image (as shown below on the left) or combine two screen captures to create a single before/after image (as shown below on the right).



11. DO NOT describe the necessary methods to obtain the results. For example, the following example is NOT acceptable:

Open the file OSNAP.DWG, set your object snap to endpoint and intersection, set your units accurate to 4 decimal places, and then select the objects using the Move command and move the desk from the endpoint labeled “A” to the intersection of the wall labeled “B”. Using the Dist command, what is the distance from the corner of the desk labeled “C” to the intersecting walls labeled “D”?

Notice how this is different from the previous example. In both examples, the candidate would need to know how to use the Distance command to determine the distance from point C to point D. But this incorrect example tells the candidate which actions to perform and how to perform those actions. Whereas, the correct example shown previously tests whether the candidate knows which actions need to be performed and how to perform those actions.

CREATION PARAMETERS: The 4D Question Table Template

A specially-designed Word template has been provided to help you develop questions, the 4D Question Table Template. It contains specific styles that must be applied to all the parts of the document. For guidance on how to use styles in Word, search the Microsoft Office [Support for Word](#).

A typical question document may look like this:

Getting Started - Review

1.

Question slug	acad18c0001t0005 (Switching Workspaces)
Question	To change workspaces, you must:
Image	N/A
Choice 1	click Workspace Switching on the Status bar.
Choice 2	right-click and choose from the shortcut menu.
Choice 3	click Switch Windows in the View ribbon.
Choice 4	type the workspace name in the command line.
Reference	acad18c0001t0005; acad18c0001t0007

2.

Question slug	acad18c0001t0007 (Using the Quick Access Toolbar)
Question	The component of the AutoCAD interface labeled as shown in the image is known as the:
Image	acad18c0001t0007.jpg
Choice 1	Command menu.
Choice 2	Application menu.
Choice 3	Status bar.
Choice 4	Quick Access Toolbar.
Reference	acad16c0001t0003; acad16c0001t0007



Using the Question Table Document

The following are some guidelines to help you when using the Customer Question Table Template:

- Choose one of these knowledge assessment file creation options:
 1. Create one Overall Knowledge Assessment document to identify it, for example, abcd20_overall.docx. Use subheaders to separate questions by topic or badge.
 2. Create a separate Word document for each topic or badge within the Overall Knowledge Assessment (recommended). Name these files to identify each, for example, abcd20t0001.docx, abcd20t0002.docx, abcd20t0003.docx, etc.
 3. Create a separate Word document for each lesson within the Overall Knowledge Assessment. This file can be named the same as the lesson ID, for example, 12345.docx, and saved in the assessment folder in SharePoint.

- Create a separate Word document for the Skills Assessment. Name this file to identify it, for example, [abcd20_skills.docx](#).
- In each document, each question must be contained within a separate table.
- The paragraph before each table must be assigned the Question Number style. This will cause each question to be automatically numbered.
- The paragraph after each table must be assigned the Question Image style. If the question includes an image, insert a small copy of the image in this paragraph. If the question does not include an image, leave this paragraph blank. Do not omit this paragraph.
- All text in the left-most column of the table must be assigned the Question Heading style.
- All other cells in the table must be assigned the Question Content style, EXCEPT the cell containing the correct answer, which must be assigned the Question Correct Answer style.
- Disable automatic capitalization in the table cells:
 - Word **Options > Proofing > AutoCorrect Options > AutoCorrect > DESELECT Capitalize first letter in table cells**

You can copy one of the empty tables and then paste copies of the table back into the Word document to create the number of tables necessary to accommodate the number of questions in the document.

The samples within the [Customer Question Table Template](#) include instructions and sample text. Be sure to delete those instructions and samples before uploading your question document.

Fields Used in the Question Table

Title	Applied to the first line in the file. This line contains the product name followed by “Knowledge Assessment” or “Skills Assessment”.
Question Number*	Applied to the second line in the file (the line preceding the first table) and then the line preceding each successive table. It will automatically number each question in the question document.
Question Heading	Applied to the text in the first (left-most) column of cells in the table.
Question Content	Applied to the text in all other cells in the table EXCEPT for the cell containing the correct answer.
Question Correct Answer	Applied to the text in the cell containing the correct answer.
Question Image*	Applied to the paragraph immediately following the table. If a question includes an image, that image should be inserted into this paragraph. If the question does not include an image, you must still include this paragraph with its paragraph, but the paragraph will be left blank.

*Click Show/Hide to see the nonprinting (hidden) characters, to view the paragraph marks for these styles. Ensure that every table has a number preceding it and an image or image place marker after it.

Populating Each Table Cell

The following section describes what information is to be filled into each cell of the question table in the Word document. Refer to the image below. Fill in all of the following fields for each question (except as noted):

- Labels Column**..... The cells in this column simply identify the information. Do not alter these. These labels **must** be assigned the **Question Heading** paragraph.
- Question Key** This indicates the lesson within the topic that corresponds to the knowledge you are assessing. It is also the lesson key. This allows for easy internal tracking and matching of each question to the appropriate content and lesson. **You may have more than one question with the SAME question key if you have created more than one question for a lesson.** It is helpful to include the lesson name for ease in selecting the lesson later.
- Question** This is the “stem” that is either a question or partial sentence, completed by the “key” or “distractor.” Skills questions describe a performance task, followed by a question to validate the task.
- Image** If the question includes an image, then the image filename must appear in this cell. If the question does not include an image, then enter “N/A” in this cell. **These images may be JPEG (.jpg) or PNG (.png) files.**
- Choice 1,2,3,4**..... These four cells contain the “key” (the correct answer) and the three “distractors” (the wrong answers). **Only one** cell can be the correct answer. The cell containing the correct answer must be assigned the **Question Correct Answer** style, which will automatically add a green background to the text in that cell. This allows for easy identification of the correct answer. **DO NOT** change the color assigned to the cell itself. Although questions incorporating “EXCEPT” or “NOT” should be avoided, if you do create questions using this form, remember that the single, wrong answer is the answer that is to be identified as the correct answer.
- Reference Key(s)** This is a list of the lesson names that correspond to the lesson(s) in which a candidate would find information related to the knowledge or skill assessed by the question and/or the distractors. If the candidate gets the particular question wrong, the testing software will display the list of lessons so that the candidate can watch those lessons in order to review the material again. You must include at least one lesson key in this table cell. If the information relates to multiple lessons, include all related lessons, with **each separated using a semi-colon (;).**

When the question includes an image, paste a copy of the image below the table (before the start of the next question) in the paragraph that uses the **Question Image**. You can reduce the size of the image within the Word document so that it fits onto the page. You should still include the image filename in the proper cell in the table. If the question does not include an image, leave this paragraph blank. **Do not eliminate the Question Image paragraph.** Turn ON your **Show/Hide** command to ensure that you can see the paragraph mark (¶) that designates the Question Image.

CREATION PARAMETERS: Including Images in Questions

As previously mentioned, you have the option of including an image as part of any question. Skills questions should include an image to help the candidate better understand the task they need to perform in order to answer the question. Wherever possible, include an image to support your questions so that candidates can better understand what the question is asking. If the question refers specifically to an element in the program interface (particularly when describing the color or shape of a UI element), you **must** include an image.

Images should adhere to the following requirements:

- Images must be saved in either the .jpg (JPEG) or .png (PNG) file format.
- For best results, limit images to a maximum of 800x600 whenever possible.

Here are some suggestions for capturing images:

- You may use any image capture software. We recommend using [Snagit® by TechSmith®](#).
- Images should be captured with a white background whenever possible.
- If only a portion of the screen is required for identifying the task, capture only that portion of the screen.
- When creating images for performance objectives in which geometry will be manipulated, be sure the image clearly displays the final outcome and is labeled appropriately for validating the completion of the task.
- Use appropriate indicators, such as red arrows to point to locations, and circles or ellipses that enclose details. Also, use simple text to label locations for manipulation, creation, and verification of the task.
- You should save image files using filenames that match the lesson key associated with the question. This makes it easier to see at a glance that the image is associated with the proper question, which in turn is associated with the proper lesson.
- In the Word document, be sure to place images below the table in the template. **DO NOT place any images within the fields of the table.** There is no capability at present to include a separate image with each possible multi-choice answer.

Question Style Guide

As with writing any type of document, when you adhere to certain conventions, your work is more easily understood. The same is true with writing good questions. The information below is a question writing style guide, and like most style guides, this section will likely evolve. As the rest of the copy editing and production teams review your work, they may point out aspects of your questions that might need to be changed, or let you know of things that you did particularly well that we will want to incorporate into future guides.

- Interface terminology follows the standards as set forth in the *Narration Standards Guide*, including letter case. For example, tool names are capitalized but “tool” is not, such as, “the Convert tool”.
- Questions written in statement format, in which the candidate provides the final word of a sentence, should end in a colon. For example, “To change the Priority of the Concentric Constraints shown below, you would:”.

- The answers to questions in statement format are written in all lowercase (but see exceptions in previous bullets). In the example in the previous point, the answer to this question would be written, “right-click to change the value or number.”.
- The answers to questions in statement format always end with a period.
- Generic interface terms are written in lowercase, such as “ribbon”, “window”, “tool”, “dialog box”, etc. (See the Microsoft Manual of Style, Fourth Edition).
- If the use of negative words is unavoidable, then write them in all caps, for example, “EXCEPT” and “NOT”.
- Use eight underscore characters (_____) for a fill-in-the-blank type question, and if more than one is used, ensure they are the same length (_____ and _____).
- If you must use the words “TRUE” and “FALSE” within your question, write them in all caps.
- When writing a TRUE/FALSE (or YES/NO) question, format your question beginning with “TRUE or FALSE:” and then write it as a statement:

TRUE or FALSE: A new dimension style that is based on an existing dimension style can ONLY be created using the New button in the Style and Standard Editor.

TRUE

FALSE

Question Creation Checklist

Please refer to this Question Creation Checklist to ensure that you meet all of the requirements for creating questions. (You may wish to print this page and keep it handy as a reference.)

- You have created one Overall Knowledge question for every lesson you have created or updated
- For any Skills questions you have created, an accompanying exercise file has been created
- In the Word document, the question name, image name, and at least one (1) reference key all match for a given question.
- Images are in JPEG (.jpg) or PNG (.png) file format.
- Image files are named correctly.
- In the Word document, the correct answer is indicated by applying the Question Correct Answer paragraph, not by changing the cell background color.
- Only ONE answer is tagged as the correct answer (and assigned 100 percent credit).
- There must be at least two choices (for TRUE/FALSE or YES/NO questions). Other questions can have three or more choices, with four choices being most typical.
- References are listed for BOTH question and valid interface elements within the correct answers.
- Exercise files are uploaded as a resource for the question with which they are associated.

Questions? Contact support@cadlearning.com.