**Post-Assessment Toolkit: Types, Tips, and Templates**

Post-assessments (also referred to as post-tests) are a set of questions that aim to evaluate the effectiveness of training by assessing the learner’s knowledge of the presented topic after they have completed the course. Post-assessments are most effective when questions are varied in nature and are **directly related to the objectives of the course**. This resource was developed to provide you with guidance as you work toward the development of relevant, effective post-assessment questions for your training course.

***Simple Tips for ALL Post-Assessments!***

* ***Design to Align!*** Make sure your post-assessment questions align with your learner objectives. In other words, the Assessment questions should show whether or not the learner met the objectives.
* ***Mix it Up!*** Use a variety of True/False, multiple choice, fill-in-the-blank and when possible, narrative-based and matching type questions to keep the learner on their toes and to avoid any redundancy during the assessment process.
* ***Show your Stuff!*** Ensure that all question content was both ***verbally and visually presented*** at least 2-3 times during the training. This allows all types of learners the best opportunities to retain the information.

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***Reinforce Important Content with the Right Questions***

As discussed in previous tools, the majority of training content is presented to serve one of three intended purposes: to **define** terms/concepts, to convey a **primary message**, or to advise the learner regarding what **action to take**. Note that certain types of questions are more effective at reinforcing these different categories of information. The following tips will help you use the right questions to reinforce different types of content.

**Primary Message –** Use multiple-choice, fill-in-the-blank, or true/false questions to reinforce the learner’s understanding of the overall message pertaining to a particular objective.

**PRIMARY MESSAGE**

**Define** – Use multiple choice, true/false, or fill-in-the-blank questions to assess the learner’s ability to define an important term. To test knowledge regarding a full list of terms, use a matching activity.

**DEFINE**

**Action to Take** – Use multiple choice, fill-in-the blank, and true/false questions to assess the learner’s knowledge regarding what action should be taken given a certain situation.

**ACTION TO TAKE**

***TRUE/FALSE Questions***

True/False “questions” are actually statements and are very versatile. A true/false statement can reinforce knowledge regarding a **primary message**, a **definition**, as well as an **action to take**. The learner simply reads the statement and determines whether it is true or false. General guidelines for the use of these questions follow:

* When using True/False questions, avoid using negatives in the provided statement (i.e., “You are not allowed…”)
* Avoid using ambiguous language in True/False questions. Your goal is not to “trick” the learner, but to reinforce the content. The statement should clearly be either True or False.



**Suggested Template/Examples:**

Assess the learner’s understanding of basic terms or concepts by simply writing a definition as a statement:

**“(Insert basic term/concept) is the… (insert definition).”** *This will result in a “True” response.*

Examples follow:

(Customer service) is the (information and assistance provided by an organization to those people who buy or use its products or services).

For a “*False*” result, use a term (or definition) that makes the statement *incorrect*.

*(Risk Management)* is the (information and assistance provided by an organization to those people who buy or use its products or services).

***MULTIPLE CHOICE Questions***

These questions require the learner to read a question and choose the best answer from a pre-determined list. General guidelines for using multiple choice questions follow:

* Multiple choice questions can be used to assess the learner’s ability to distinguish between right and wrong choices or **actions to take**. These questions can also confirm knowledge of a term’s **definition,** or to reinforce components of a **primary message.**
* Use Multiple Choice questions when assessing for more complex knowledge, as the learner can be directed to pick the “best” answer out of several answers that might be perceived as options;
* Most multiple choice questions offer at least four possible answers; be sure to include *“All of the above”* as an option when all answer choices are correct.

**Suggested Templates/Examples:**

Assess the learner’s ability to distinguish between right and wrong choices or actions by providing a scenario and allowing the learner to choose the correct response:

**Q:**  **(Describe case scenario or hypothetical situation). Which of the following would be the best action to take?”**

**A: (List four responses, one of which is correct)**

Examples follow:

Darla is assisting an irate customer. Although she has tried to resolve the problem to the customer’s satisfaction, the customer is demanding that further action is taken. Given this situation, which of the following forms should Darla provide to the customer?

1. Complaint Resolution Form

***This question addresses an* ACTION TO TAKE**

1. Data Request Form
2. Travel Reimbursement Form
3. Direct Deposit Form

You may also use multiple choice questions to assess the learner’s ability to identify an outlier within a group of correct options: “Which of the following is NOT \_\_\_\_\_\_\_\_\_\_\_\_?” *An example follows:*

Which of the following is NOT a DOH Core Value?

1. Innovation

***This question reinforces a***

**PRIMARY MESSAGE**

1. Collaboration
2. Accountability
3. **Regulation**
4. Excellence

A similar technique using “all of the above” confirms the learner’s retention of knowledge and can also serve to reinforce information presented in the training.

Which of the following are DOH Core Values?

***This question reinforces a***

**PRIMARY MESSAGE**

1. Innovation
2. Collaboration
3. Accountability
4. Responsiveness
5. **All of the above**

***FILL IN THE BLANK Questions***

When testing electronically, fill-in-the-blank questions are generally followed by a multiple choice menu of answers, which makes electronic scoring feasible. The learner reads a statement that is missing a word or term (replaced by “\_\_\_\_\_\_\_\_\_”) and then chooses the best answer to fill the blank. Some general guidance on use of these questions follow:

* + - * Fill-in-the-blank questions are a great way to reinforce content that seeks to **define** important terms
			* Reinforce components of a **primary message** by using a fill-in-the-blank question that is missing a key word or portion of a primary message.
			* Fill-in-the blank questions can assess for the learner’s knowledge of the “next step” of the **action to take**.
			* These questions are also useful when wanting to confirm that the learner can readily identify which specific bits of content fit best in context that has been provided.
			* To best reinforce the information, these questions should have one clear answer. Do not use “All of the above” answer options for a fill-in-the-blank question.



 **Suggested Templates/Formats:**

Assess the learner’s correct use of a term or concept by asking them to identify the appropriate word to fill the blank. *An example follows:*

While discussing the customer’s complaint, the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ demonstrates your understanding of the client’s perspective and aids in the gathering of pertinent data.

1. Time Management

***This question seeks to***

**DEFINE**

1. **Reflective Listening**
2. Deflection
3. Interruption

***MATCHING Questions***

Recent advances in software programming now allow the option of using matching questions during the post-assessment process

* Matching questions can reinforce **definitions** of numerous terms/concepts by asking the learner to match these terms/concepts with definitions on a corresponding list.
* Due to their unique structure, matching exercises are **not** typically used to reinforce primary messages or actions to take.



**Suggested Template/Format:**

Assess the learner’s ability to match terms with definitions. *An example follows:*

C Innovation A. We achieve our mission by serving our customers & engaging our partners.

 E Collaboration B. We promote quality outcomes through learning & continuous performance improvement.

 D Accountability C. We search for creative solutions and manage resources wisely.

***This question seeks to***

**DEFINE**

 A Responsiveness D. We perform with integrity & respect.

 B Excellence E. We use teamwork to achieve common goals & solve problems.

**Post-Assessment Question Development Matrix**

Now that you have a better understanding of the types of questions that can be utilized, you’ll want to ensure that your questions align with your objectives and that questioning is evenly balanced with the content that you presented. The Post-Assessment Development Matrix on the following page can be used to develop post-assessment questions that are both relevant and varied, providing a more accurate assessment of the learner’s level of knowledge upon completion of the training. Some general guidelines follow:

1. Identify your **learner objectives** and enter them into the matrix.
2. Develop at least three questions per training objective. While concentrating on each objective, use different types of questions to ask about the objective’s primary message, any related definitions, and expected responses/actions to assess the learner’s comprehension from different perspectives. The additional columns on the matrix will help ensure you’ve adequately covered your intended content by tracking the types of questions as well as the category of content each question addresses.
3. The ***Type***column helps ensure that you’ve chosen a variety of questions that assess understanding of the content from various angles. Learn about *types* of questions (True/False, Multiple Choice, Fill-in-the-blank) by reviewing the previous pages in this document.
4. As discussed in previous tools, there are three categories of content messaging for which you can develop questions and reinforce content. Use the ***category*** column to track these categories of content:
	1. **Primary Message -** These questions assess the learner’s understanding of the overall message that you want to teach for a particular objective.
	2. **Define** – These questions assess the learner’s understanding of the definition of a term or concept.
	3. **Action to Take** – These questions assess the learner’s knowledge regarding what action should be taken given the content they’ve learned.

5. Finally, use the **Content Check** column to ensure that you have provided the answer to the question both visually and verbally within the presentation by notating which slides provide the information necessary to answer the question.

**EXAMPLE:** *The first row of the matrix on the following page provides you with an example of how the matrix can be utilized by using an objective from a training on Customer Service.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | **Question** | **Content Category** | **Question Type** | **Content Check** |
| **EXAMPLE OBJECTIVE:** *By the end of this training, participants will be able to identify the four key components of excellent customer service.* |  |
| E1 | *The DOH values of Responsiveness and Accountability align with our need to provide excellent customer service to all internal and external customers.* | *Primary Message* | *True / False* | *Slide 3* |
| E2 | *(Customer Service) is a series of activities designed to enhance the level of customer satisfaction and the perception that a product or service has met the customer’s expectation.* | *Definition* | *Fill in the Blank* | *Slides 5-6* |
| E3 | *Match each of the four components of customer service with the sample behavior that reflects each component. (****Efficiency*** *– Answer calls by second ring,* ***Engagement*** *– Use non-verbal listening cues and maintain appropriate eye contact,* ***Empathy*** *– Consider the customer’s perspective while discussing complaints,* ***Effectiveness –*** *Ensure that the resolution directly addresses the customer’s issue.)* | *Action to Take* | *Matching* | *Slides 7-10* |
| **OBJECTIVE 1:**  |  |
| 1 |   |  |  |  |
| 2 |   |  |  |  |
| 3 |   |  |  |  |
| **OBJECTIVE 2:** |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |   |  |  |  |
| **OBJECTIVE 3:** |  |
| 7 |   |  |  |  |
| 8 |   |  |  |  |
| 9 |   |  |  |  |
| **OBJECTIVE 4:** |  |
| 10 |   |  |  |  |
| 11 |   |  |  |  |
| 12 |   |  |  |  |