Investigating Live Worksheets as Assessment Tool for Senior High School Students

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Abstract. Live Worksheets, a technology-based tool that helps educators in assessing student performance, is one of the tools that facilitate teachers in designing electronic worksheets or known as E-LKPD. Live Worksheets allows teachers to easily create and manage electronic worksheets (E-LKPD) that are more interactive and dynamic compared to conventional E-LKPD which are usually printed and less flexible in terms of interactivity and content updates. In addition, the objectives of this study are to discover (1) the implementation of using Live Worksheets, (2) the perceptions of the teacher and students of Live Worksheets as assessment tool, and (3) the difficulties experienced by teacher when using Live Worksheets as an assessment tool. The method used is descriptive quantitative method by conducting observations, distributing questionnaires, and conducting semi-structured interviews. The participants in this study were one teacher and class XI IPS III which totaled 34 students. The results of this study showed that the implementation of Live Worksheets by teacher is done by distributing the available worksheets to students. The teacher's perspective on Live Worksheets is very positive because this tool is considered easy to use, effective, has good question quality, offers flexibility, facilitates grade management, is efficient, and provides good feedback. The majority of students also had a positive view of the tool. The perceptions are divided into three categories, familiarity and ease of use, learning experience and motivation, also effectiveness and skill improvement. The challenges are academic dishonesty, managing the behavior of very active students, and also designing her own worksheets. It is suggested that teachers utilize Live Worksheets' features to create tailored materials, and students engage with integrity to optimize learning.

Keywords: Live Worksheets, E-LKPD, assessment tool, perception

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Introduction

Technology has been growing rapidly this time (Rohmana, 2022). It is used almost in every field, including the field of education. Incorporating technology into the learning process is essential (Rohmana & Amalia, 2022). Andri (2017) states that educational goals can be achieved with the help of technology, which improves the quality of education, effectiveness, and efficiency of teaching and learning process. Numerous media technologies can be found, those media are helpful in making the process of learning with the students more interactive and meaningful.

Assessment activities, which are also part of a series of teaching and learning activities, are going to be made easier by incorporating technology, especially through the use of *Lembar Kerja Peserta Didik berbasis Elektronik* (E-LKPD) or electronic based student worksheets that allow teachers to provide instructions, questions and feedback more quickly, so that the learning process becomes more effective and structured. As the name implies, the electronic worksheet is presented electronically and stored on a computer system or the internet, and then the students are able to access it with their own smartphones or other devices (Annisa & Putri, 2023). According to Syafitri and Tressyalina (2020), E-LKPD can be an interesting tool when students' interest in learning is reduced. Students are able to access subject matter online, participate in technology-based learning activities, and may even collaborate with fellow students in a digital network.

Live Worksheets is among the many assessment tools to create student worksheets. On this website, teachers are able to design interactive worksheets or find ones that are shared by other teachers that also use this platform (Ha Le & Prabjandee, 2023). Interactive worksheets are created by converting PDF worksheets or image files (.jpg or .PNG) into captivating digital content, which is then delivered to students through online platforms. These interactive worksheets stand out due to their ability to incorporate learning activities that can only be experienced on computers, offering students a fresh and innovative challenge. By using Live Worksheets to generate interactive worksheets, educators have the option to seamlessly integrate audio, video, and hyperlinks, thereby elevating the learning experience beyond the confines of traditional printed materials.

The previous studies related to this tool reveal the perspective of the students when using Live Worksheet in their English learning experience. In the research conducted by Amalyasari, Rahmawati, and Jerina (2022), it has been found that Live Worksheet can increase students' learning motivation in learning narrative text. Then from research conducted by Yusuf and Ali (2022), it was found that the use of this tool as self-directed learning when learning listening made students feel happy and they could easily replay the video or audio that had been provided in their e-worksheet. In addition, with the automatic scoring feature, the score they get will immediately appear. This allows them to identify wrong answers. In another study conducted by Annisa and Putri (2023) which examined students' perceptions of the use of Live Worksheet, the results showed that students' responses to this tool were positive.

Based from several previous studies mentioned, research on Live Worksheets as assessment tool from both the teacher and student perspectives is uncommon. The researcher analyzed the use of Live Worksheets as an assessment

tool in teaching and learning English in this present study. Teacher's and students' perceptions on their teaching and learning experiences while utilizing this tool were also investigated. Furthermore, the difficulties that the teacher encounter when using Live Worksheets during teaching and learning activities were explored. The results of this research are expected to increase students' engagement in the learning process when the teacher use Live Worksheets as one of the tools to support students' learning experience with technology.

Method

The research employed a descriptive quantitative method based on the research questions, with findings presented through numerical data and descriptive narratives. This approach allowed for an in-depth examination of teachers' experiences, focusing on the practical difficulties and limitations encountered in real classroom settings. Data were collected through semi-structured interviews, questionnaires, and classroom observations, providing a rich, detailed understanding of the implementation, teacher's and students' perception, also the challenges faced by the teacher when using Live Worksheets. The participants were selected using purposive sampling, focusing on a language teacher who actively uses Live Worksheets in her assessment practices, along with her students who also became participants in this study.

Technique of Collecting Data

In this research, the researcher applied two instruments to collect data. According to Gay et al. (2012), an instrument is a tool for gathering data. The instruments used were observation, and interview.

1. Observation

   During the observation process, the researcher acted as a non-participant. At the beginning, the researcher observed the teaching and learning activities when the teacher applied Live Worksheets in the classroom as a non-participant. The researcher used checklist and notes on all phenomena discovered during the observation.

2. Questionnaire

   The questionnaire was adapted from the research by Utami et al. (2022). The questionnaire items are divided into three aspects which are cognitive, affective, and conation. The questionnaire utilized a five-point Likert scale, aimed to assess students' perceptions of Live Worksheets. The results categorized these perceptions into positive, negative, and neutral. Selection of interview participants (students) will be based on the outcomes of the questionnaire.

3. Interview

   The type of interview used in this research is semi-structured interview. According to Salim and Haidir (2019), when conducting a Semi-structured interview, the interviewer will first ask several structured questions, and then further questions will be asked to explore more deeply the necessary data. This interview was conducted with an English teacher and three students: one participant with a positive perspective, one with a negative perspective, and one with a neutral perspective, as determined by the findings of the questionnaires.

Technique of Analyzing the Data

The researcher split the analysis process of data gathered from observations,

questionnaires, and interviews into three phases: data reduction, data display, and conclusion drawing/verification (Matthew B & A Michael, 1994).

1. Data reduction

   The researcher recorded and transcribed the interview in stages, including editing, segmentation, coding, and memoing. After drafting the transcription of the interview, the researcher reduced it. The researcher successfully presented data from interview transcriptions.

2. Data display

   The process of presenting data can be done by displaying and making relationships between phenomena to interpret what actually happened and what needs to be followed up to achieve research objectives. After the researcher has reduced the data, the data from the interview, questionnaire, and observation will be organized systematically, and chronologically so that the data can be readily concluded. the researcher presented the data using tables and charts. The researcher used a basic statistical formula to assess data from participant-completed questionnaires. The frequency distribution table is created using the formula provided below.

$$P = \frac{F}{N} \times 100\%$$

   Notes: P = Percentage   F = Frequency   N = Number of sample

   The formula is used to calculate the percentage of responses in a 5-point Likert scale questionnaire. In this formula, P represents the percentage of respondents who selected a specific option, F is the frequency of that option, and N is the total number of respondents or the sample. By counting how many participants chose each response category (e.g., "Strongly Agree," "Agree," etc.) and applying the formula, the researcher can determine the proportion of respondents expressing their perception toward Live Worksheets.

3. Conclusion drawing

   This stage is a process to obtain data evidence. This process is carried out by drawing conclusions based on the findings and verifying the data. At this phase, the researcher will review over the data several times before reporting the entire research findings in descriptive form.

Findings and Discussion

The results and discussion of the research are presenting below. The primary objective is to address the research questions regarding the implementation of Live Worksheets as an assessment tool in English language learning. Specifically, it examines the perceptions of both the teacher and the students, and explores the challenges encountered by the teacher in utilizing Live Worksheets for assessment purposes.

1. The Implementation of Live Worksheets

In the Live Worksheets, teachers are able to design their own worksheets using the many features offered by the platform. According to Maysara et al. (2023), the variety of problem presentation and solution options provided by Live Worksheets attracts students' interest in solving the difficulties in the student worksheets presented. Live Worksheets also offers many pre-designed worksheets.

This is supported by the findings of Farman et al.'s (2021) research, which found that e-student worksheets based on live worksheets are valid, useful, and effective. In this case, the teacher utilized the existing worksheets and then distributed them to the students. As said by Ha Le and Prabjandee (2023), Live Worksheets provides many ready-to-use student worksheets, but teachers can also create their own worksheets. According to Rusdan and Mulya's (2023) paper, Live Worksheets includes readily available worksheet designs as well as the ability for teachers to create their own.

Once students receive the worksheets, they start working on the questions independently. Live Worksheets allows students to work on assignments more interactively, such as through drag-and-drop or filling in answers directly on the platform. This is supported by the findings of Pulungan et al. (2022), who discovered that using Live Worksheets made students happier, more interested in studying, and easier to understand the subject matter. Whilst students are working on the task, the teacher can monitor their progress in real-time, provide assistance if needed, and ensure that students stay focused on the task. Costadena and Suniasih (2022) also stated that interactive student worksheets overcome students' lack of interest in understanding subject matter by providing ideal learning variations that capture students' attention, are innovative and enjoyable, and actively involve students in learning activities.

Once all students have completed the worksheet, Live Worksheets automatically scores their answers and displays the results to the teacher. According to Konoplianyk and Pryshupa (2023), Live Worksheets offers automatic scoring for a number of questions. Rusdan and Mulya (2023) also stated that Live Worksheets can automatically correct students's worksheets, saving both time and paper. This allows the teacher to immediately see how each student is performing and identify areas that require improvement. The teacher can then use these results to discuss the problems, provide feedback, and explain the correct answers. This discussion not only helps students understand the material better, but also corrects any mistakes they may have made during the assignment.

Researcher noted that this process not only improved the efficiency of the assessment, but also supported more responsive and adaptive learning. With quick and specific feedback, students can immediately know their strengths and weaknesses, while teachers can adjust their teaching strategies based on the data obtained. This makes Live Worksheets a very useful tool in English learning, helping to create a more effective and enjoyable learning experience for students.

2. Teacher's and Students' Perception
Teacher's Perception

In this study, teacher's responses to the use of Live Worksheets as an assessment tool in English learning showed positive results. The teacher appreciates the flexibility and interactive features offered by this tool because Live Worksheets provides various features that make it easier for her to design worksheets that suit her learning needs. According to Yusuf and Ali (2022), Liveworksheet's website-based nature supports ease of use by offering educators an intuitive platform to create and utilize interactive worksheets. The accessibility of these worksheets online means that both teachers and students can easily navigate and interact with the content from any device with internet access (Maysara et al., 2023). This simplicity in design and accessibility ensures that

educators can efficiently implement and manage digital worksheets without requiring extensive technical skills. Features such as drag-and-drop, multiple choice and short fill-in allow teacher to create a variety of interesting and challenging questions for students. Therefore, the quality of questions in Live worksheets is good due to the features and the ability to allow teachers to design their own worksheets.

In addition, the existence of pre-designed worksheets also helps teacher who have limited time in preparing materials. This finding is in line with Faradisa et al. (2023), who stated that teachers can upload a wide variety of materials into LKPD using Live Worksheet, including learning videos, links, audio, multiple choice, short answer, short fill, drop-down, and other types of questions. This flexibility in content creation allows educators to cater to diverse learning styles and needs, thus improving student engagement and understanding (Maysara et al., 2023). In addition, the interactive nature of the worksheets can foster a more dynamic and participatory classroom environment. As a result, the teacher finds the Live Worksheets as a valuable tool in modernizing and enriching their teaching practices.

One of the main advantages recognized by the teacher is Live Worksheets' ability to automatically grade students' answers and provide real-time results. This is in line with what Lathifah et al. (2021) said in their research, which state that student worksheets that have been submitted will automatically process student scores as a result, the teacher does not have to manually correct student answers. Konoplianyk and Pryshupa (2023) also said that Live Worksheets provides automatic scoring for some question types. This goes a long way in reducing teacher's administrative burden related to assessment, allowing them to focus more on the teaching and learning aspects. She appreciated the real-time monitoring feature that allows her to monitor students' progress throughout the process. Additionally, it is time-saving and efficient.

The teacher observed that the use of Live Worksheets increased students' engagement and participation in learning. This is in line with the finding from Silalahi et al. (2023), who stated that Live Worksheets are interactive, motivate students, and contain expected learning content that aims to improve student engagement and student learning outcomes. Firtsanianta and Khofifah (2019) also said that one of the advantages of Live Worksheets is that it makes students more active in the learning process because they do not only listen to explanations from the teacher. The interactivity offered by this platform makes students more interested and motivated to complete the tasks. Teacher has also noted that students tend to be more enthusiastic in discussing the results and answers after the worksheet session.

In terms of Live Worksheet's feedback and evaluation, its capabilities are integral to its effectiveness as an educational tool. The platform allows for immediate, automated feedback on student responses (Ha Le & Prabjandee, 2023), which is crucial for reinforcing learning and identifying areas that need improvement. This instant feedback helps students understand their mistakes in real-time, promoting active learning and self-correction. Furthermore, Live Worksheets enables teacher to track student progress through detailed reports and analytics, providing insights into individual and class performance. These features support formative assessment (Ha Le & Prabjandee, 2023), ensuring that educators

can continuously monitor and evaluate student understanding and adapt their teaching strategies accordingly (Kılıçkaya, 2017). The combination of timely feedback and comprehensive evaluation tools makes Live Worksheets an effective instrument for enhancing educational outcomes.

Students' Perception

The majority of students also responded positively to the Live Worksheets just like the teacher. There were 23 questionnaire items that finished by the students. The result of the questionnaire aimed to discover students' perspective on the use of Live Worksheets as a tool tool to complete their worksheets.

Table 1. Questionnaire Result of Students' Perception

No.	Variables	SA	A	N	D	SD
1.	I am familiar with the use of Live Worksheets as an assessment tool in English classes.	11.4%	54.3%	31.4%	2.9%	0%
2.	Live Worksheets is one type of assessment tool that has complete and flexible features.	11.4%	54.3%	31.4%	2.9%	0%
3.	The utilization of Live Worksheets as an assessment tool makes me gain new experience in the learning process in English class.	31.4%	51.4%	17.15%	0%	0%
4.	Most of the materials in English learning can be integrated well using Live Worksheets as an assessment tool.	17.1%	40%	34.3%	8.6%	0%
5.	Working on questions in Live Worksheets can improve my reading speed in class when learning English.	17,1%	40%	40%	2,9%	0%
6.	I do not experience problems when using Live Worksheets due to the internet network.	17,1%	34,3%	40%	8,6%	0%
7.	Live Worksheets are effective as an assessment tool not only during the pandemic, but also in	20%	40%	37,1%	2,9%	0%

No.	Statement					
	English learning in general.					
8.	I can understand English subject matter better through Live Worksheets.	11,4%	42,9%	37,1%	8,6%	0%
9.	I feel motivated to learn in English class using Live Worksheets because the time limit feature helps improve my focus and concentration.	14,3%	40%	40%	5,7%	0%
10.	Using Live Worksheets does not consume a lot of internet quota.	14,3%	40%	42,9%	2,9%	0%
11.	The variety of features in Live Worksheets makes me more focused in doing the exercises.	2,9%	42,9%	48,6%	5,7%	0%
12.	The use of Live Worksheets as an assessment tool in English class can save my time because I no longer need to write questions.	42,9%	31,4%	25,7%	0%	0%
13.	My English grades improved when learning through Live Worksheets.	11,4%	42,9%	45,7%	0%	0%
14.	Using Live Worksheets allows me to receive feedback on my English work faster than the teacher.	8,6%	37,1%	48,6%	5,7%	0%
15.	I like the time limit on Live Worksheets because it helps improve focus and efficiency, even though the difficulty of the questions varies.	5,7%	37,1%	51,4%	2,9%	2,9%
16.	I feel more motivated to do English assignments using Live Worksheets.	8,6%	37,1%	54,3%	0%	0%
17.	Working on problems through Live Worksheets increases	11,4%	54,3%	31,4%	2,	

	my curiosity to pay close attention to learning.				9%	
18.	I feel that Live Worksheets can improve my critical thinking skills.	11,4%	40%	45,7%	2,9%	0%
19.	I like using Live Worksheets because it can reduce cheating in class.	8,6%	42,9%	40%	5,7%	2,9%
20.	I like using Live Worksheets because of the 'show errors' feature that helps me see the wrong answers.	28,6%	34,3%	34,3%	2,9%	0%
21.	I think the interactive capabilities of Live Worksheets make learning English more interesting and fun.	17,1%	42,9%	37,1%	2,9%	0%
22.	Despite the tension of time pressure, Live Worksheets can make the class atmosphere more energetic.	8,6%	42,9%	45,7%	2,9%	0%
23.	I would like to use Live Worksheets more in the future.	11,4%	40%	45,7%	2,9%	0%

Based on Table 1, it can be concluded that the 23 questionnaire items can be divided into three aspects: cognitive, affective, and conation. The cognitive aspect covers elements related to students' understanding of the tool and convenience in using it. The affective aspect covers the emotional impact and motivation students feel while using Live Worksheets as an assessment tool. Meanwhile, the conation aspect evaluates the extent to which Live Worksheets help in improving students' English language skills and its effectiveness as an assessment tool in a learning context.

The average student agreed with the statements of each questionnaire item. The questionnaire results show that students who are familiar with the use of Live Worksheets tend to feel more comfortable and confident in using it. According to Zucker and Fisch (2019), initial contacts with new technology might cause significant levels of anxiety, which will likely reduce as you become more comfortable with the technology. This familiarity not only affects comfort in use, but also accelerates students' adaptation to this assessment tool. In addition, the ease of use of Live Worksheets greatly affects the effectiveness of learning. Supriatna et al. (2022) stated that The use of the Live Worksheets website is highly

advantageous, as it is able to produce interactive e-student worksheets that are easy for students to use. In addition, students who do not experience technical problems, such as internet network interruptions or high quota consumption, are more likely to use the tool consistently. The ease of access and intuitive use also reduces technical barriers, allowing students to focus more on the learning content.

Students' learning experience and motivation shows the significant role of Live Worksheets in influencing students' engagement and interest in English learning. The data obtained shows that most students feel motivated to learn by using Live Worksheets, especially because of the interactive features that help improve their focus and concentration. In addition, the new experiences offered by the platform, such as the ease of accessing materials and completing assignments digitally, contributed to the students' increased curiosity and engagement in the learning process. Puspita and Dewi (2021) said that e-LKPD has the ability to change the process of student learning activities to be more enjoyable and not boring, making students more motivated to continue learning. In another study conducted by Hartanto et al. (2023), they found that the use of interactive student worksheets with Live Worksheets had an effect on students' learning activities, because it could arouse students' interest and enthusiasm in the learning process. In research that has been conducted by Amalyasari et al. (2022), student responses to the use of Live Worksheets to learn narrative text were 90.15% which showed that the response was positive and increased student learning motivation. However, it is important to note that this motivation can vary between students, depending on their individual preferences for digital learning methods and their ability to adapt to technology. Therefore, while Live Worksheets can be an effective tool in increasing learning motivation, a personalized approach may be needed to maximize its benefits for each student.

The use of Live Worksheets as an assessment tool contributed significantly to the development of students' English language skills. This finding indicates that the interactive features and flexibility of Live Worksheets allow students to be more focused and efficient in completing tasks, which in turn has a positive impact on their understanding of the subject matter and improvement in their academic grades. According to Ghaisani and Setyasto (2023), Live worksheets are convenient for students since they can be accessed at any time and from any location. The previous statement in line with Rusmiati et al. (2024), they stated that with Live Worksheets, students can access the learner worksheet from anywhere. In addition, the quick feedback feature helps students identify errors and correct them immediately, which supports the development of critical thinking skills. Thus, Live Worksheets serves not only as an evaluation tool, but also as an effective learning instrument in improving the overall quality of student learning.

3. Challenges Encountered by the Teacher

Based on the results of the interview, the teacher mentioned three things that she thought were challenges in implementing Live Worksheets as an assessment tool. One significant issue was the potential for academic dishonesty, as students could easily share answers or find solutions online. Additionally, managing the classroom became more difficult because the students were very active and sometimes distracted by their smartphone notification. Lastly, the teacher found it challenging to design worksheets on her own, as it required substantial time and effort to create engaging and effective materials.

One of the main challenges faced by teacher is monitoring students' honesty when doing assignments on Live Worksheets. In a study conducted by Kurniati et al. (2023) on the challenges faced by teachers in online assessment, academic dishonesty is ranked second highest. Given the easy access to technology, students may be tempted to look up answers on the internet or ask for help from their friends. Cheating has been a big problem for a long for teachers in giving virtual assessments (García-morales et al., 2021). In the present study, the teacher gave the assessment directly by utilizing the online assessment tool. However, academic dishonesty is still one of the challenges faced. To overcome this, teacher must develop effective supervision strategies and build a culture of honesty in the classroom. The use of time monitoring features and access restrictions during work can help, but are not always effective in preventing cheating.

Secondly, dynamic classroom conditions and highly active students are also a challenge in using Live Worksheets. Wilson (2016) stated that students with high levels of energy often struggle with maintaining attention, as their need for movement and stimulation. Energetic students often find it difficult to stay focused on assignments given through digital platforms. The teacher needs to find new approaches to create a conducive learning environment. The study that conducted by Chen et al. (2021), emphasized that high-energy students often require tailored strategies to help them channel their energy productively and maintain focus in classroom settings. For example, the teacher can combine the use of Live Worksheets with other interactive teaching methods, such as group discussions or kinesthetic activities, to keep students' attention and engagement.

Another significant challenge is designing worksheets that suit students' abilities and needs. Live Worksheets offers a wide range of features to design worksheets. According to Aniñon (2024), many teachers still struggle to integrate technology into their classrooms and question whether it is the right move for them. Koehler et al. in Gao and Zhang (2020) also stated that some teachers find it difficult to educate students utilizing technology due to social and contextual factors. The teacher needs to have a good understanding of the material and students' ability levels to utilize them optimally. Effective use of technology in the classroom requires teachers to be competent in its application (Hilmun & Fitriah, 2021). This process requires extra time and effort to ensure that the questions created can measure students' abilities appropriately and support the achievement of learning objectives.

The use of Live Worksheets as an assessment tool in English language learning offers various advantages, but also presents some challenges that teacher needs to overcome. With the right supervision strategy, appropriate worksheet design and good integration with other learning methods, the teacher can optimize the use of this technology to enhance the learning process. This research highlights the importance of training and support for teacher in implementing educational technology so that the teacher is able to overcome these challenges and maximize the benefits offered by Live Worksheets.

Conclusion

The teacher implements Live Worksheets by exploring the platform for the worksheets that are available. The teacher sharing the link of the worksheet with the students in order to assess their comprehension of the subject matter which is

narrative text. The student worksheet uses the drag and drop question model. This sort of question assesses students' ability to organize multiple random sentences into a coherent paragraph. The tool records the students' scores when they have completed their worksheets, allowing the teacher to assess their performance easily.

Since this tool makes it easier for teacher to evaluate students, teacher perception of Live Worksheets is positive. The quality of questions in Live Worksheets is often high, providing a range of difficulty levels that cater to different learning needs. The ease of use simplifies the process of assigning and managing student work, making it accessible. In addition, it simplifies the assessment process and provides immediate data on student progress. This user-friendly interface enhances the effectiveness of learning. She appreciates the efficiency and flexibility offered by the platform, especially in saving time on manual grading. Moreover, the instant feedback and evaluation provided by these worksheets are crucial in assessing English learning, helping students understand their mistakes and improve in real-time.

On the other hand, students' perceptions of Live Worksheets vary depending on their experience with the technology and subject matter. Many students feel that the platform makes learning more interesting and interactive, thus increasing their engagement. Interactive features such as drag-and-drop and live answer filling help them understand the material in a more dynamic way than conventional methods. However, some students face technical difficulties or feel anxious about automated grading, which may affect their perception negatively. However, the majority of students responded favorably to the use of Live Worksheets in English learning. A comparison between teacher and student responses shows that both parties are positive towards the use of Live Worksheets in English language learning as the assessment tool. Teacher appreciates the efficiency and convenience offered by this platform, while students enjoy the interactivity and additional motivation that results from using this technology. Both parties also agree that Live Worksheets help to improve understanding and engagement in the learning process.

Although there are many advantages that a teacher can get when using Live Worksheets, of course there are still some challenges that must be faced. The first challenge is ensuring students' honesty when doing assignments on this platform, as easy access to external resources could tempt them to cheat. The second challenge is conditioning an active class to stay focused and engaged while using this technology, as energetic students are often easily distracted. The third challenge is designing questions that are appropriate for the students' ability levels to keep their interest and support the achievement of learning objectives.

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