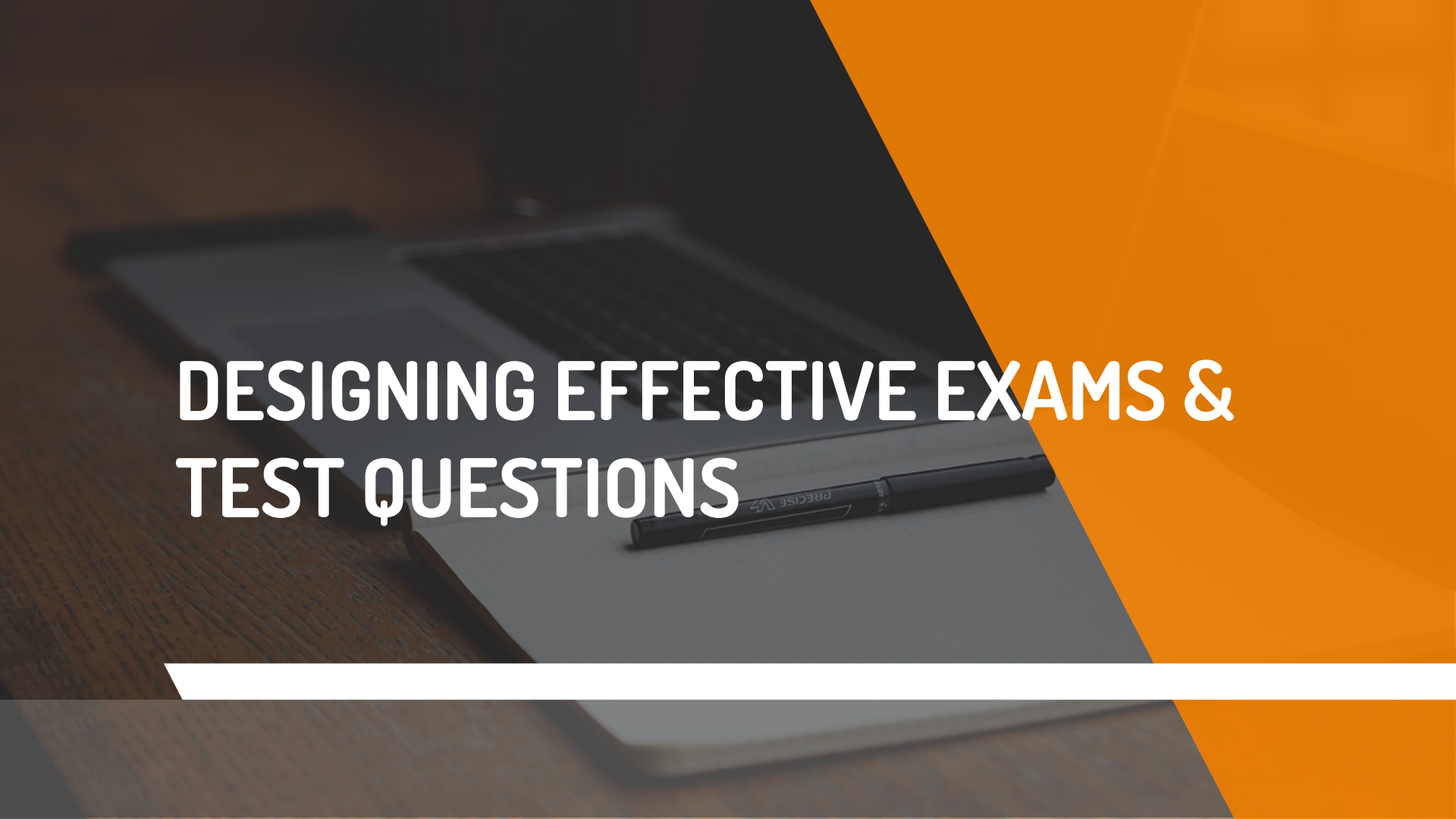
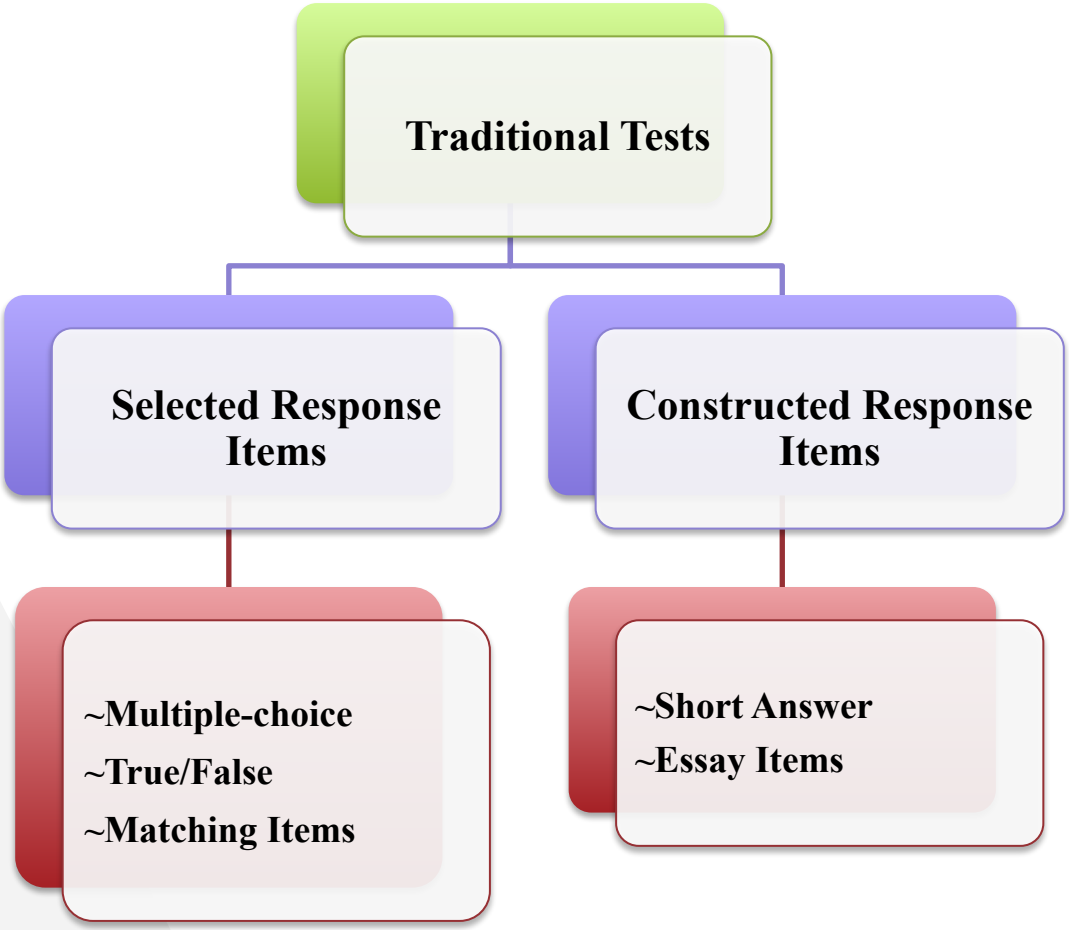
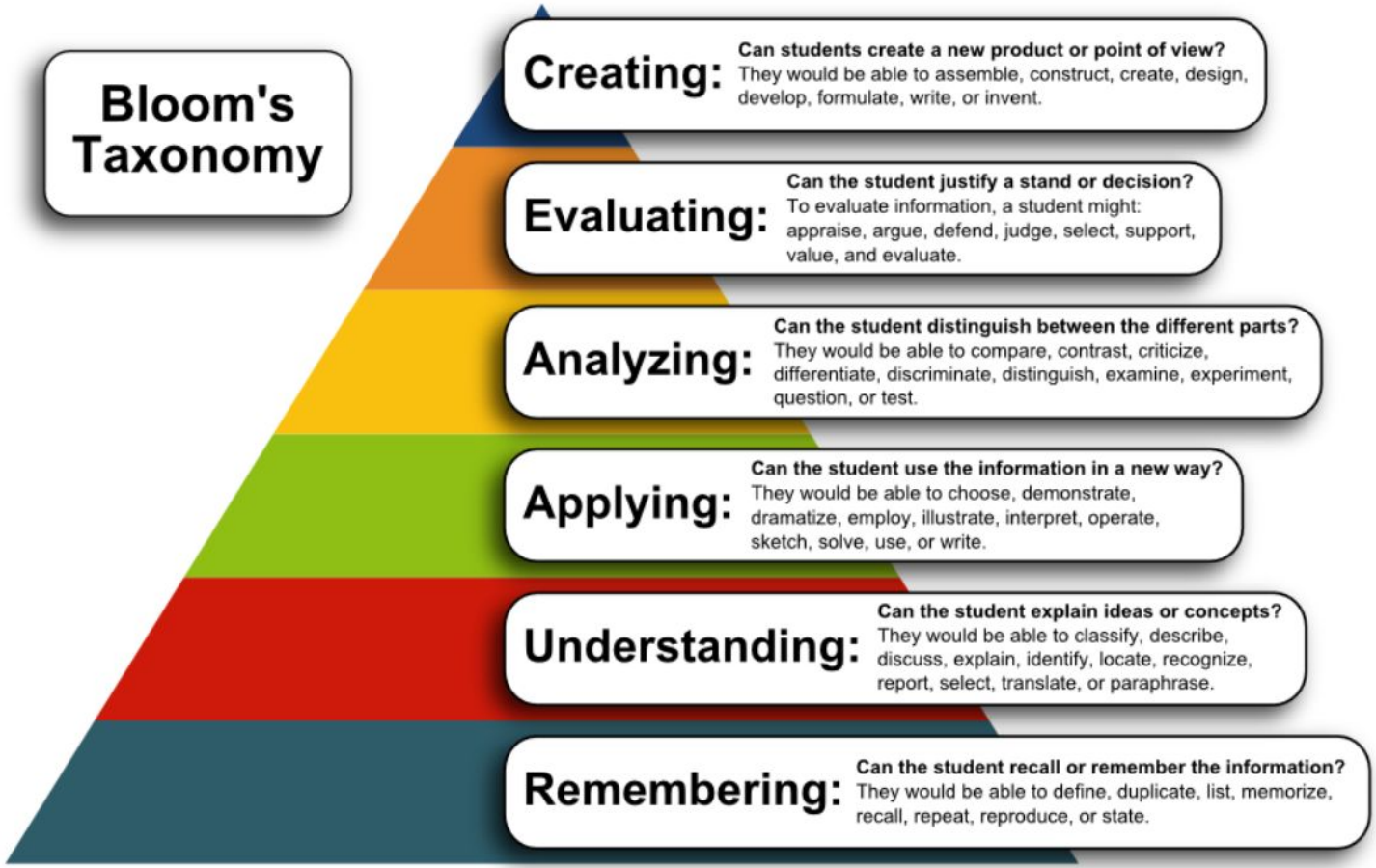


DESIGNING EFFECTIVE EXAMS & TEST QUESTIONS

Preinstruction	During instruction (formative assessment)	Postinstruction (summative assessment)
Do my students have the prerequisite knowledge and skills to be successful?	Are students paying attention to me?	How much have my students learned?
What will interest my students?	Are students understanding the material?	What should I do next?
What will motivate my students?	To which students should I direct questions?	Do I need to review anything the class didn't understand?
How long should I plan to cover each unit?	What type of questions should I ask?	What grades should I give?
What teaching strategies should I use?	How should I respond to student questions?	What should I tell my students?
How should I grade students?	When should I stop lecturing?	How should I change my instruction next time?
What type of group learning should I use?	Which students need extra help?	Do the test scores really reflect what my students know and can do?
What are my learning objectives or targets?	Which students should be left alone?	Is there anything that students misunderstood?

Integrating instruction and assessment in terms of three timeframes: pre-instruction, during instruction (formative), and post-instruction (summative)


Traditional Tests
Selected Response Items
Constructed Response Items
~Multiple-choice
~True/False
~Matching Items
~Short Answer
~Essay Items


Bloom's Taxonomy
Creating:
Can students create a new product or point of view?
They would be able to assemble, construct, create, design, develop, formulate, write, or invent.
Evaluating:
Can the student justify a stand or decision?
To evaluate information, a student might: appraise, argue, defend, judge, select, support, value, and evaluate.
Analyzing:
Can the student distinguish between the different parts?
They would be able to compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, or test.
Applying:
Can the student use the information in a new way?
They would be able to choose, demonstrate, dramatize, employ, illustrate, interpret, operate, sketch, solve, use, or write.
Understanding:
Can the student explain ideas or concepts?
They would be able to classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, or paraphrase.
Remembering:
Can the student recall or remember the information?
They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.