

6-2-2015

Test Question Editing Workshop - Improve Your Test Item Writing Skills Through Editing

Jennifer Mathews

St. John Fisher College, jmathews@sjfc.edu

Jane M. Souza

University of Rochester, janemariesouza@gmail.com

[How has open access to Fisher Digital Publications benefited you?](#)

Follow this and additional works at: http://fisherpub.sjfc.edu/pharmacy_facpub

 Part of the [Pharmacy and Pharmaceutical Sciences Commons](#)

Publication Information

Mathews, Jennifer and Souza, Jane M., "Test Question Editing Workshop - Improve Your Test Item Writing Skills Through Editing" (2015). *Pharmacy Faculty Publications*. Paper 76.

http://fisherpub.sjfc.edu/pharmacy_facpub/76

Please note that the Publication Information provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit <http://libguides.sjfc.edu/citations>.

This document is posted at http://fisherpub.sjfc.edu/pharmacy_facpub/76 and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.

Test Question Editing Workshop - Improve Your Test Item Writing Skills Through Editing

Abstract

This workshop will be 75% hands-on editing of test questions. After an overview of learning objectives for the session and instruction on identifying common errors, participants will be provided a list of test questions containing errors frequently found in exams. They will be asked to edit the questions to improve the overall quality of the test items. Edited questions will be shared with all attendees. Through this process, participants will hone their skills at both writing and editing items.

Disciplines

Pharmacy and Pharmaceutical Sciences

Comments

Presented at the Association for Assessment of Learning in Higher Education (AALHE) Conference in Lexington, Kentucky, June 2, 2015.

TEST QUESTION EDITING WORKSHOP – IMPROVE YOUR TEST ITEM WRITING SKILLS THROUGH EDITING

AALHE

JUNE 2, 2015

Jennifer L. Mathews, Ph.D.

Jane M. Souza, Ph.D.



UNIVERSITY of
ROCHESTER

OVERVIEW: THE ASSESSMENT LOOP

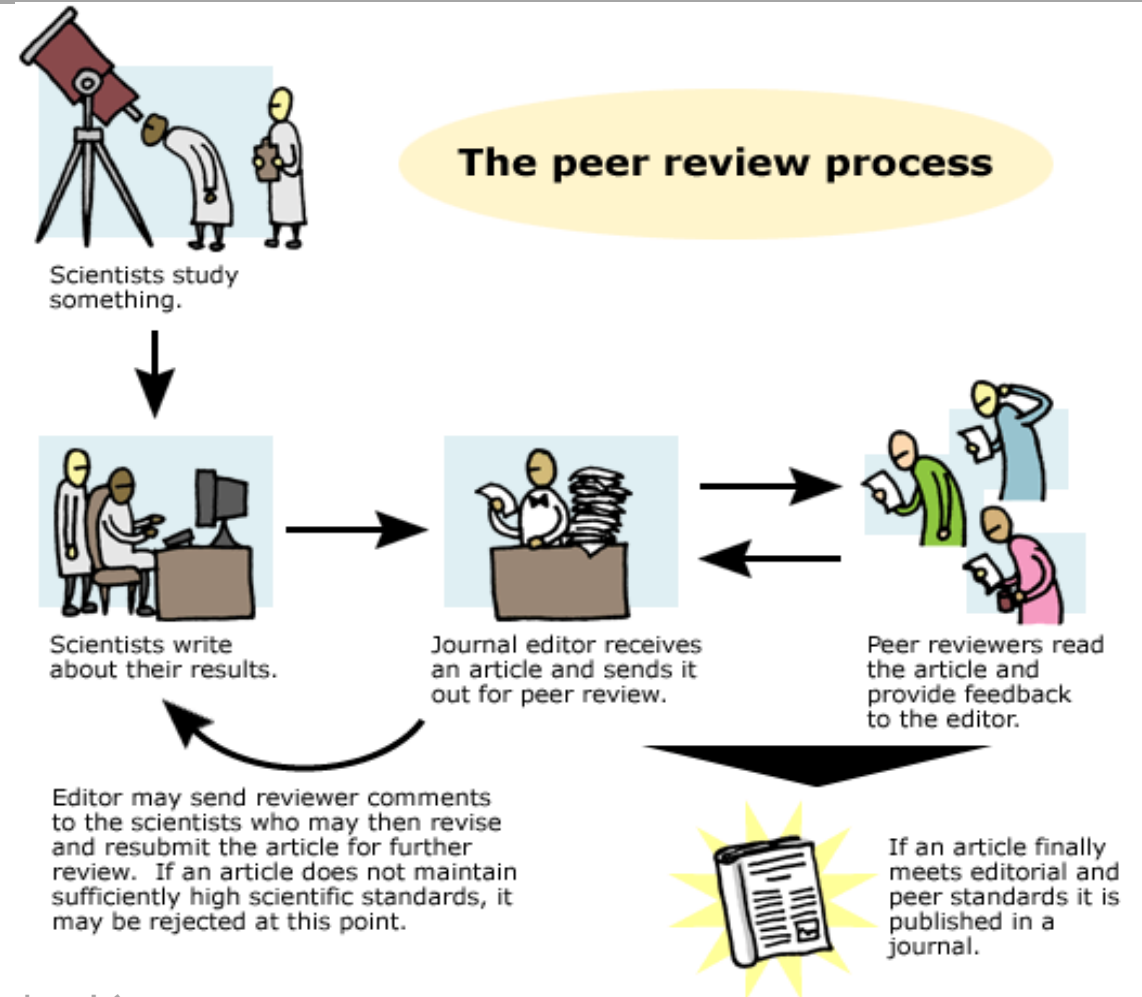
- Develop clearly articulated written statements of learning outcomes
- Design experiences that provide opportunities to achieve learning outcomes
- **Assess student achievement of learning outcomes**
- **Use results of assessments to improve teaching and learning**

ASSESSING STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

- We rely heavily on exam data to make informed decisions about our courses, our curriculum, and our students.
- How do we ensure the quality of that exam data?
- Where are your exams “housed”?
- Who sees them?

THE PEER REVIEW PROCESS

- “Peer-reviewed articles provide a **trusted** form of scientific communication.”
- “Even if you are unfamiliar with the topic or the scientists who authored a particular study, you can trust peer-reviewed work to **meet certain standards of scientific quality.**”



PEER REVIEW: NOT JUST FOR SCIENCE

- *The process of peer review is generally considered essential to academic quality and is widely viewed as fair and equitable.*
- *Pragmatically, peer review refers to the work done during the screening of submitted manuscripts, funding applications, promotional portfolios, and awards. The process provides for confirmation of meeting accepted standards and confirming the quality.*

PEER REVIEW

- As academics we place value in the peer review process.
- We should also place value in writing high quality, peer-reviewed assessments that truly reflect student learning.
- For the student assessment data to be valuable, exams must be well written and the data must be analyzed.
- Close the assessment loop!

ONE EXAMPLE OF A PEER-REVIEW PROCESS (WSOP)

- This is a voluntary process for faculty who want to participate
- 2-3 reviewers/exam
- Faculty are invested in the process
- Reviewers **DO NOT** make changes to exams, and item writers can choose not to make suggested changes
- Student data is more reflective of what was learned versus what could be deciphered by the students

QUALITY OF QUESTIONS: PEER REVIEWED TEST ITEM

		YES	NO	Comments/ Suggestions
1	Is the question clear to the reader?			
2.	Are there typographical errors?			
3.	Is the question coded to the appropriate level of Bloom's Taxonomy?			
4.	Is the question coded appropriately to the learning outcome(s)?			
5.	If the question has a history, did it perform well in the past?			
6.	Is the content level appropriate for the course?			
7.	Other considerations: "positive" language, jargon free, limited abbreviations, double-jeopardy, exam time			

PRTI: PEER REVIEWED TEST ITEMS

(PRTI) ECG Waves

ID: 3075 Rev 3; Creator: Lull, Melinda

Title: (PRTI) ECG Waves

Folder: Exam 4

Group: n/a

Status: Approved

Categories


Add Category 

- S01.05 Arrhythmias
- B01 Anatomy and Physiology
- S01 Cardiovascular
- B01.01 structure-function of major body systems...
- BT2. Application

Options

Weight: 1.0
Character Limit: NO LIMIT

Next 

Create Question 

Essay Question

(Short answer; 1 point; partial credit)

EV is a 54 year-old female who has an arrhythmia resulting from impaired repolarization of the atria. Briefly describe why this arrhythmia would be difficult to analyze using an ECG.

EXPAND QUESTION

Community

Cancel

Duplicate

Create New Revision/Edit

Options

Weight: 1.0
Character Limit: NO LIMIT

Attachments

No attachments have been applied to this question.

Rationale

n/a

Internal Comments

Submit

HOW TO LEARN FROM OTHERS


- Problem areas:

1. FITB questions
2. Short answer/essay (character limits)
3. K-type questions
4. Select all that apply questions
5. In short – any question can potentially be problematic!


Weight: 1.0

Multiple Answers:


Partial Credit

Attachments 

No attachments have been applied to this question.

Rationale 

n/a

Internal Comments 

04-13-2014 jmathews@sjfc.edu: Theoretically, the way this question is structured, a student could put articaine twice (blank 1 and 2) and you would have no way to know. ☹

04-13-2014 sanand@sjfc.edu: Thanks Jenn. That's a great catch. I will revise the question to the short answer format. ☹

Fill in the Blank/Matching Question

(FITB; 1 point; 0.5 point for each blank; **ensure correct spelling**)

From the given drug bank, identify **two** anesthetics that find application in dentistry.

(Drug Bank: Articaine, Bupivacaine, Cocaine, Levobupivacaine, Lidocaine, Prilocaine, Procaine, Tetracaine)

1

2

Number Correct Answer

1 Articaine|Lidocaine|Prilocaine|Procaine|Tetracaine)

2 Articaine|Lidocaine|Prilocaine|Procaine|Tetracaine)

Cancel

Duplicate

Create New Revision/Edit

(PRTI) ECG Waves

ID: 3075 Rev 3; Creator: Lull, Melinda

Title: (PRTI) ECG Waves

Folder: Exam 4

Group: n/a

Status: Approved

Categories

Add Category 

S01.05 Arrhythmias

B01 Anatomy and Physiology

S01 Cardiovascular

B01.01 structure-function of major body systems...

BT2. Application

Options

Weight: 1.0

Character Limit: NO LIMIT

Essay Question

(Short answer; 1 point; partial credit)

EV is a 54 year-old female who has an arrhythmia resulting from impaired repolarization of the atria. Briefly describe why this arrhythmia would be difficult to analyze using an ECG.

Options

Weight: 1.0

Character Limit: NO LIMIT


Attachments

No attachments have been applied to this question.


Rationale

n/a

Internal Comments

JM: Please indicate if partial credit will be given on this question. ML: Revision made 

Submit

Next 

Create Question 

Community

ID: 844; Posts: 1

Name: Exam 3 Systems IV Spring 2014

Type: Exam

Creator: Lull, Melinda

Folder: Exams

Blueprint

Category:	#	%
LO PHAR4244 Systems Pharmacology IV	27	100.00%
Jennifer Mathews	18	66.67%
S05 Neurolog		
S05.06 Pain		
B09 Pharmac		
4. MOA, Effect		
B09.01 mecha		
BT1. Knowled		
WSOP 1b.		
BT2. Application	11	40.74%

Pre-Assessment Notices

ID	Title	Type
1	Systems Exams	Modified

Scoring

Maximum Points 40.0 points

Default weights

Assign evenly to all

Assign proportionally

Custom

Display Scores on Exit

Percentage

Raw Score

Order	Question Title
1	(PRTI) Diabetes LO#4 MOA of DM Drugs
2	(PRTI) Diabetes LO#4 Treatments for Insulin Resistance
3	(PRTI) Diabetes LO#5 Med Chem of Insulin Preparations
4	(PRTI) Diabetes LO#5 Insulin Action Profiles
5	(PRTI) Diabetes LO#5 Adjunct Treatment for T2DM
6	(PRTI) Diabetes LO#5 Insulin: Brand/Generic
7	(PRTI) Diabetes LO#5 Insulin Regimens
8	(PRTI) Diabetes LO#4 Drug Targets
9	
10	
11	
12	
13	
14	
15	(PRTI) Pharmacology of Codeine: Treatment of Pain LO
16	(PRTI) Pharmacology of Methadone: Treatment of Pain LO
17	(PRTI) Nucynta and Ultram: Treatment of Pain LO
18	(PRTI) Opioid antagonist: Treatment of Pain LO
19	(PRTI) Inflammation vascular permeability: Inflammation LO1, LO2
20	(PRTI) Opioid AE and formulation: Treatment of Pain LO
21	(PRTI) Nociceptive pain: Pain Processing LO 4
22	(PRTI) Pain Modulation: Pain Processing LO1
23	(PRTI) Pseudoaddiction: Treatment of Pain LO
24	(PRTI) Opioid Contraindications: Treatment of Pain LO
25	(PRTI) Opioid Pharmacology: Treatment of Pain LO
26	(PRTI) Opioid Alternatives: Treatment of Pain LO
27	(PRTI) Neutrophils: Pathophysiology of Inflammation LO3

• We now have a validated test bank.

• Over 2300 questions have been peer-reviewed!

WHAT DOES ASSESSMENT DATA TELL US?

- High quality exams allow us to make data-driven decisions without second-guessing the quality of the input.
 - We can perform interventions to help students with content deficiencies.
- Didactic exams can give us many different pieces of information:
 - What was the quality of my exam questions?
 - How did the students perform?
 - Did they learn the material the way I thought they would?
 - Are there areas where I can improve my teaching?

EXAM MAP: DO I HAVE AREAS OF CONCERN?

Course learning outcome: Based on the site and mechanism of action, predict the therapeutic and side effects associated with pharmacological agents used to treat various disease states.	Course Activity	Lecture LO	Knowledge	Application	Synthesis	Assessment Results (upper, lower)
Lecture 2 (9.11.12 – 9.13.12) APPE lectures	Lecture, TP, patient scenario					
EPO REMS • pg. ; Bank question 1420 (MC)		Anemia Outcome 4		I		80%; 29.17% P = 0.55 *time was an issue; app. level
Iron + Vitamin C • pg. 9; Bank question 1525 (FIB)		Anemia Outcome 4	I			96%; 87.5% P = 0.91
Anemia from RBC destruction • pg. ; Bank question 1527 (SA)		Anemia Outcome 1, 2, 3			I	52.5%; 12.5% P = 0.29 *patient scenario, student missed key points.

INSTRUCTOR REFLECTION

- Exam Statistics
 - Class average (high and low score)
 - Upper and lower 27%
 - KR20
 - P value for individual items
- Do I need to make changes to questions/items which were unclear?
- Are there concepts I felt were well covered but students still don't understand?
- Were poor exam results due to the students' work, my work, or a combination?

INSTRUCTOR REFLECTION

- If I have identified areas of weakness, what I am doing about it?
- Follow-up plan:
 - Revise questions which are ambiguous
 - Revise course materials for future use
 - Clarify handouts, supplemental learning tools
 - Review concepts again with current students
- This is a great example of using data to make positive change in your course
- Put the information in an exam/course map
 - Reference for future semesters
 - Reference to pass to others
- DOCUMENT, DOCUMENT, DOCUMENT!

STUDENT PERSPECTIVE

- They notice the quality of exams!
- Shouldn't have to spend time deciphering a question
- Shouldn't have to guess at an answer based on who wrote the exam item
- Students have a lot of investment in the quality of an exam
- “Your examsoft tests never have errors which is really appreciated”

A QUICK REVIEW FOR WRITING HIGH-QUALITY TEST ITEMS

Fill-in-the-blank Questions

- Keep the blanks at the end or near the end of the statement.
- Be sure the correct response is a single objective answer without multiple options open for interpretation.

Open Response

- To learn specifically what the students know, ask them directly.
- Give clear guidance as to expectations for length of response.
- Have the ideal response drafted, but allow for creative solutions where appropriate.

A QUICK REVIEW FOR WRITING HIGH-QUALITY TEST ITEMS

Multiple Choice Items

- The stem should be a complete sentence. Do not take shortcuts!
- Avoid writing in negative terms.
- Watch the verbs, especially “is” and “are”.
- Don’t give away the response with “a” vs. “an”.
- Avoid using “all” and “except” in the same sentence.
- Do not overuse abbreviations.
- Avoid jargon.
- Keep the stem concise and clear of useless information.
- Avoid using “all of the above” and “none of the above.”
- Keep the responses close to the same length.
- Keep the responses in a logical order.
- Test higher order thinking skills by asking for the BEST of several viable options.
- Remember you are testing content knowledge, not speed reading ability.

(MC; 2 PTS.; PARTIAL CREDIT) WHICH OF THE FOLLOWING STATEMENT(S) IS(ARE) TRUE REGARDING MULTIPLE-CHOICE TEST ITEM DEVELOPMENT? SELECT ALL THAT APPLY.

- A. Each item stem should be as clear and concise as possible.*
- B. Vocabulary should be as difficult as possible.
- C. The stem should ask a complete question.*
- D. Careful attention should be paid to grammar and punctuation.*
- E. The use of negative terms should be avoided.*
- F. You do not need to have the same number of options for each question.*

**(Note that all options are complete sentences with correct punctuation.)*

THE QUESTION STEM SHOULD BE RELEVANT!

IRRELEVANT MATERIAL

Mitochondria evolved from free-living bacteria that could carry out oxidative phosphorylation. For this reason, they have circular genomes that reproduce independently of the nuclear genome. What characteristic is relatively constant in mitochondrial genomes across species?

- A. Content (i.e., types of genes)
- B. Organization
- C. Size

THE STEM SHOULD ASK A COMPLETE QUESTION

DNA_____.

- is found in the golgi bodies
- is found in mitochondria
- is found in ribosomes

In addition to the nucleus which of the following organelles contains DNA?

- golgi bodies
- mitochondria
- ribosomes

AVOID NEGATIVE PHRASING IN THE QUESTION STEM

NEGATIVE PHRASING

All of the following are true about mitochondria
except

- A. They contain DNA.
- B. They make some of their own proteins.
- C. They are static.

FOR ADDITIONAL RESOURCES ON CONSTRUCTING MC QUESTIONS

<http://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>

The screenshot shows the website for the Center for Teaching at Vanderbilt University. At the top, the Vanderbilt University logo is on the left, and navigation links for 'VANDERBILT HOME', 'NAVIGATE VU', 'TOOLS', and 'SEARCH VU' are on the right. Below this is a dark blue banner with the text 'CENTER for TEACHING' and a large 'CFT' logo. A secondary navigation bar contains links for 'CFT Home', 'Services', 'Programs', 'Orientations', 'Events', 'Guides', 'Library', 'Blog', and 'About', along with social media icons for Twitter, Facebook, Instagram, and RSS. The main content area features a breadcrumb trail: 'Home » All CFT Teaching Guides » Writing Good Multiple Choice Test Questions'. The title 'Writing Good Multiple Choice Test Questions' is prominently displayed. To the right of the title is a search box labeled 'SEARCH CFT' with a 'GO' button, and a link for 'All CFT Teaching Guides'.

FOR ADDITIONAL RESOURCES ON CONSTRUCTING ANY TYPE OF TEST QUESTIONS

Suskie, L. (2009). *Assessing student learning: a common sense guide*. (2nd ed.). San Francisco, CA: John Wiley & Sons.

(FITB; 1 PT.) WHEN WRITING FILL-IN-THE-BLANK QUESTIONS, IT IS BEST TO HAVE THE BLANK TOWARD THE _____ OF THE SENTENCE.

- A. middle
- B. beginning
- C. end*

(Note that these options are NOT capitalized since they appear within the sentence.)

(TRUE/FALSE; 1 PT.) STUDENTS LOVE POORLY CONSTRUCTED EXAMS.

- True
- False*

SAMPLE QUESTIONS: THEORY TO PRACTICE!

- We will go over a few quick tips on constructing different types of questions.
- Work in your groups to determine how you could improve each of the sample questions.
- We will spend about _____ minutes working.
- We will come back together to go over the questions and determine what the groups have suggested for revisions.

SAMPLE QUESTIONS FOR REVIEW

- How would your group improve each of the following questions?

ALL OF THE FOLLOWING WORDS ARE VERBS EXCEPT:

- A. Run
- B. Jump
- C. Talk
- D. Paper
- E. Write

(PRTI) ALL OF THE FOLLOWING WORDS ARE VERBS
EXCEPT:

- A. Run
- B. Jump
- C. Talk
- D. Paper
- E. Write

VIRUSES:

- A. are classified based on their genus and species.
- B. that are enveloped only possess RNA genomes.
- C. evade the immune response by increasing the host cell's expression of MHC class I.
- D. have no means to produce energy and express a few enzymes at most.

(PRTI) VIRUSES:

- A. are classified based on their genus and species.
- B. that are enveloped only possess RNA genomes.
- C. evade the immune response by increasing the host cell's expression of MHC class I.
- D. have no means to produce energy and express a few enzymes at most.

WHICH OF THE FOLLOWING ARE BONES IN THE HUMAN BODY?

- A. Femur
- B. Aorta
- C. Skin
- D. Eyes

(PRTI) WHICH OF THE FOLLOWING ARE BONES IN THE HUMAN BODY?

- A. Femur
- B. Aorta
- C. Skin
- D. Eyes

QUADRANGLE:

- A. A type of four wheeler
- B. A 4 sided shape
- C. A four egged bug
- D. Where college students hang out

(PRTI) QUADRANGLE:

- A. A type of four wheeler
- B. A 4 sided shape
- C. A four egged bug
- D. Where college students hang out

WHAT IS THE WORD FOR THIS MEANING: HAPPENED?

- A. Occurred
- B. Weird
- C. Seemed
- D. Tried

(PRTI) WHAT IS THE WORD FOR THIS MEANING:
HAPPENED?

- A. Occurred
- B. Weird
- C. Seemed
- D. Tried

WHAT IS THE MULTIPLICATION TRICK FOR 9?

- A. Purple
- B. All the digits equal nine example: $9 \times 9 = 81$ $8 + 1 = 9$
- C. $9 \times 1 = 1$
- D. All multiples of nine are prime numbers.

(PRTI) WHAT IS THE MULTIPLICATION TRICK FOR 9?

- A. Purple
- B. All the digits equal nine example: $9 \times 9 = 81$ $8 + 1 = 9$
- C. $9 \times 1 = 1$
- D. All multiples of nine are prime numbers.

THIS EXPENSIVE SPICE CONTAINS CROCIN AND GIVES A BEAUTIFUL GOLDEN YELLOW COLOR TO FOOD:

- A. Cayenne pepper
- B. Cumin
- C. Saffron
- D. ginger

(PRTI) THIS EXPENSIVE SPICE CONTAINS CROCIN AND GIVES A BEAUTIFUL GOLDEN YELLOW COLOR TO FOOD:

- A. Cayenne pepper
- B. Cumin
- C. Saffron
- D. ginger

IN WHICH COUNTRY DO YOU THINK YOU CAN FIND
THE 15TH CENTURY INCA SITE MACHU PICCHU?

- A. Peru
- B. Brazil
- C. Mexico
- D. Peru
- E. California

(PRTI) IN WHICH COUNTRY DO YOU THINK YOU CAN FIND THE 15TH CENTURY INCA SITE MACHU PICCHU?

- A. Peru
- B. Brazil
- C. Mexico
- D. Peru
- E. California

WHICH OF THE FOLLOWING IS NOT THE NUMERIC VALUE FOR THE ROMAN NUMERAL *XIX*?

- A. 16
- B. 12
- C. 21
- D. 19

(PRTI) WHICH OF THE FOLLOWING IS NOT THE NUMERIC VALUE FOR THE ROMAN NUMERAL XIX?

- A. 16
- B. 12
- C. 21
- D. 19

IN MED CHEM N-ALLYL SUBSTITUTIONS YIELD REDOX PRODUCTS.
WHICH SCOTTISH SCIENTIST DISCOVERED PENICILLIN IN 1928?

- A. Louis Pasteur.
- B. Isaac Newton.
- C. Marie Curie.
- D. Alexander Fleming.

(PRTI) IN MED CHEM N-ALLYL SUBSTITUTIONS YIELD REDOX PRODUCTS. WHICH SCOTTISH SCIENTIST DISCOVERED PENICILLIN IN 1928?

- A. Louis Pasteur.
- B. Isaac Newton.
- C. Marie Curie.
- D. Alexander Fleming.

KERMIT THE FROG:

- A. Was created by Jim Henson.
- B. Is part of the Simpsons.
- C. Was originally on the Punch and Judy Show.
- D. Appeared on Sesame Street.

(PRTI) KERMIT THE FROG:

- A. Was created by Jim Henson.
- B. Is part of the Simpsons.
- C. Was originally on the Punch and Judy Show.
- D. Appeared on Sesame Street.

ALL OF THE FOLLOWING ARE PALINDROMES EXCEPT:

- A. Hannah
- B. Eye
- C. Racecar
- D. Madam
- E. God

(PRTI) ALL OF THE FOLLOWING ARE PALINDROMES
EXCEPT:

- A. Hannah
- B. Eye
- C. Racecar
- D. Madam
- E. God

A 2 YO GETS INTO HER GRANDMOTHER'S BP MEDICINE AND SWALLOWS TWO PILLS. WHAT WOULD YOU DO?

- A. Call poison control.
- B. Induce vomiting.
- C. Go to the ED.
- D. Let her sleep it off.

(PRTI) A 2 YO GETS INTO HER GRANDMOTHER'S BP MEDICINE AND SWALLOWS TWO PILLS. WHAT WOULD YOU DO?

- A. Call poison control.
- B. Induce vomiting.
- C. Go to the ED.
- D. Let her sleep it off.

AALHE IS AN ASSESSMENT CONFERENCE IN KY 6/1 – 6/3 WHICH IS ATTENDED BY EDUCATORS FROM MSCHE, SACS, NEASC AND OTHER ACCREDITING BODIES. HOWEVER, YOU MAY ALSO MEET PEOPLE FROM THE USDOE, NILOA, AND AIR. WHAT VENDOR IS SPONSORING A CONFERENCE IMMEDIATELY FOLLOWING THIS ONE?

- A. Live Text
- B. Johnson & Johnson
- C. Pearson
- D. ExamSoft

(PRTI) AALHE IS AN ASSESSMENT CONFERENCE IN KY 6/1 – 6/3 WHICH IS ATTENDED BY EDUCATORS FROM MSCHE, SACS, NEASC AND OTHER ACCREDITING BODIES. HOWEVER, YOU MAY ALSO MEET PEOPLE FROM THE USDOE, NILOA, AND AIR. WHAT VENDOR IS SPONSORING A CONFERENCE IMMEDIATELY FOLLOWING THIS ONE?

- A. Live Text
- B. Johnson & Johnson
- C. Pearson
- D. ExamSoft

_____ IS A FLAG THAT IDENTIFIES A SHIPS CREW AS PIRATES?

- A. Excalibur
- B. Union Jack
- C. Black Bart
- D. Jolly Roger

(PRTI) _____ IS A FLAG THAT IDENTIFIES A SHIPS CREW AS PIRATES?

- A. Excalibur
- B. Union Jack
- C. Black Bart
- D. Jolly Roger

_____ WAS A LEGENDARY 16TH – CENTURY
ASTRONOMER.

- A. Albert Einstein
- B. Copernicus
- C. Mozart
- D. Obama

(PRTI) _____ WAS A LEGENDARY 16TH – CENTURY
ASTRONOMER.

- A. Albert Einstein
- B. Copernicus
- C. Mozart
- D. Obama

WHICH OF THE FOLLOWING ARE PRIMARY COLORS.
SELECT ALL THAT APPLY.

- A. Pink
- B. Orange
- C. Purple
- D. Green
- E. Gray
- F. Yellow

(PRTI) WHICH OF THE FOLLOWING ARE PRIMARY COLORS. SELECT ALL THAT APPLY.

- A. Pink
- B. Orange
- C. Purple
- D. Green
- E. Gray
- F. Yellow

WHICH OF THE FOLLOWING ARE PRIME NUMBERS.
SELECT ALL THAT APPLY

- A. 3
- B. 311
- C. 5
- D. 13
- E. 37
- F. 19

(PRTI) WHICH OF THE FOLLOWING ARE PRIME NUMBERS. SELECT ALL THAT APPLY

- A. 3
- B. 311
- C. 5
- D. 13
- E. 37
- F. 19

SUMMARY: BENEFITS OF PEER REVIEWING TEST ITEMS

- High-stakes external exams are always peer-reviewed.
- For administration
 - Assessment data reported is more reliable
 - Content coverage data is more reliable
- For faculty
 - A quality exam means assessing student knowledge is being assessed.
 - Content deficiencies are exposed and can be addressed.
 - Allows for data-driven decisions – with confidence.
- For students – these exams are high-stakes for them!
 - Quality exams test knowledge, not ability to do mental gymnastics.

THANK YOU.
QUESTIONS?

