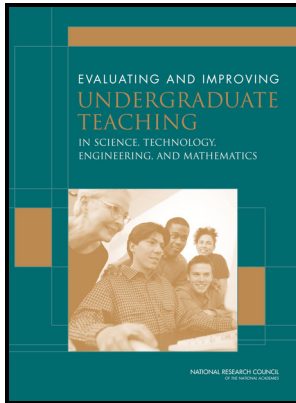


Developing and using tests effectively - a guide for faculty

Jossey-Bass Publishers - How Do Teachers Improve Instruction Using Test Data?



Description: -

- Universities and colleges -- United States -- Examinations -- Design and construction. Developing and using tests effectively - a guide for faculty

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The Jossey-Bass higher and adult education series Developing and using tests effectively - a guide for faculty

Notes: Includes bibliographical references (p. 219-227) and index.

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It has been concluded that: 1 the chemistry teaching program consists of laboratory activities, classroom activities, products-making activities, presentations, mind map activities and written tests. Do your students have a solid foundation in much of the terminology and processes you will be working on your course? AUTHENTIC TASKS 3 What does good performance on this task look like? University-Industry Collaboration UIC creates highly skilled and productive business graduates for meeting demand of industry, globalization, knowledge economy, and job market at home and abroad.

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Have students answered questions like this before, or will this be new to them? Finally, alternative assessment procedures such as portfolios, journals, and peer testing are described.

How Do Teachers Improve Instruction Using Test Data?

You may only have 3-5 course level objectives. Spine is in good condition.

CiteSeerX — Citation Query Developing and using tests effectively: A guide for faculty.

Monica Fuglei is a graduate of the University of Nebraska in Omaha and a current adjunct faculty member of Arapahoe Community College in Colorado, where she teaches composition and creative writing. These experiments demonstrate that the testing effect occurs with both open-and closedbook tests, and that subjects fail to predict the effectiveness of testing relative to studying in enhancing later recall. However, students in network-based learning environments may need additional guidance and assistance when they encounter problems in learning certain concepts.

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While administrators use that information to address curricular or teaching insufficiency, teachers can use knowledge gap information to identify

subjects where they might need to devote additional teaching time, and to create individual assessments.

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