

Developing and using tests effectively - a guide for faculty

Jossey-Bass Publishers - CiteSeerX — Citation Query Developing and using tests effectively: A guide for faculty.

"To engage students in thinking about campus accessibility, I ask them to conduct an accessibility mapping activity inside the classroom. I begin by asking students what accessibility means to them, recording their answers on the whiteboard. They often come up with things like wheelchair ramps, Braille signs, or the proximity of bathrooms. Then, I describe the design features of the room that we are in: the width of the doorway, the placement of desks and chairs, windows, overhead lighting, and electrical outlets. I give them a few minutes to observe the room on their own, encouraging them to notice the design decisions that shaped the space. We take a few minutes to share what we noticed about the space, and then redesign the room to increase access. Sometimes this involves removing barriers or distractions, while in other cases the students will completely re-imagine the classroom structure, including how we share space and comport our bodies, the technologies that we use, and what is considered to be a normal or predictable way to behave."

*Aimi Hamraie, Assistant Professor of Medicine, Health and Society at Vanderbilt University

Description: -

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

- WPA series evidence and experience in psychiatry -- v. 2

Victoria and Albert Museum handbooks

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

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Possible ex library copy, will have the markings and stickers associated from the library. Authentic Assessment: Students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Fortunately, you do not have to develop an authentic assessment from scratch. Open-book tests are gaining favour among educators for a variety of reasons.

How Do You Create Authentic Assessments? (Authentic Assessment Toolbox)

Have students answered questions like this before, or will this be new to them? When students are under time pressure, they may make mistakes that have nothing to do with the extent of their learning.

How Do You Create Authentic Assessments? (Authentic Assessment Toolbox)

These issues can be brought to team discussions or professional teaching communities in order to facilitate a non-judgmental conversation about improving classroom practice. For example, a student might need to demonstrate mastery of 8 lesson level objectives in order to demonstrate mastery of one course level objective.

ERIC

Avoid complex and convoluted sentence constructions, double negatives, and idiomatic language that may be difficult for students, especially international students, to understand.

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Identify which course objectives the exam addresses e.

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