| **Strategy: Exams as Evaluation Tools** |
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Giving exams is an opportunity to not only measure student learning but also to help students evaluate themselves and provide feedback to the instructor about the course.

| **Origin** |
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Ambrose, S., Bridges, M. W., Lovett, M., DiPietro, M., & Normal, M. K. (2010). *How learning works: 7 research-based principles for smart teaching.* San Francisco, California: Jossey-Bass.

Coffman, S. (2010). *Teaching strategies that help students learn how to learn.* Retreived from http://www.facultyfocus.com/articles/effective-teaching-strategies/teaching-strategies-that-help-students-learn-how-to-learn/.

Davis, B. D. (2009). *Tools for Teaching.* San Francisco, California: Jossey-Bass.

Weimer, M. W., Parrett, J. L., & Kerns, M. M. (1988). *How am I teaching? Forms and activities for acquiring instructional input.* Madison, Wisconsin: Magna-Atwood.

| **Application** |
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**Exam Wrapper:**

Help students consider more than just their grade when you return an exam. This handout can be shared with students when the exam is returned. Instruct students to review and analyze their performance and the instructor's feedback with the goal of improving their future learning.

- Approximately how much time did you spend preparing for this exam?
- What percentage of your preparation time was spent on these activities (reading the textbook, rereading the textbook, reviewing homework, doing practice problems, reviewing notes, looking at the course website, etc.)?
- After looking over the exam, estimate the percentage of points lost due to each of the following (actual content, errors, lacking understanding of the concept, not knowing how to do the problem, careless mistakes, etc.)?
- Based on your responses to the above, name at least three specific things you plan to do differently on the next exam.
- What can I do to support your learning and preparation for the next exam?

Collect the wrappers and do the following:
- Identify themes in the wrappers and share with students. Highlight best practices.
- Return wrappers to students and debrief as a class.

**Exam Evaluation:**

Have students create an evaluation of the exam based on the following questions:

- Give a letter grade to the fairness of the test.

- Give a letter grade to the clarity of the questions.
- Identify questions that you didn't expect to see on the test.
- Were the questions clear enough that even though you did not know the answer, you knew what was being asked?
- What questions confused you?
- What did you do well on and why?
- What did you do poorly on and why?
- What can you do to improve the next exam?

## How Am I Teaching?

Ask students to answer yes or no to each question and provide additional comments when possible:
"This exam…"
- Contains content consistent with course objectives—in other words, I am evaluating you on what you are expected to know
- Contains items written so that the intent of the questions is clear and consistent
- Uses clearly understandable questions
- Covers manageable amounts of material in terms of time allocated for studying for it
- Is too long given the amount of time available
- Requires application and analysis of content as opposed to memorization of details

## Memo from Students

Have students write you a memo after the first quiz or exam that covers:
- Was this harder than you expected? Why or why not?
- Were any questions a complete surprise? If so, which ones?
- Were there any questions that you didn't understand or found confusing? If so, rewrite them using your own words.
- What are you going to change when studying for the next quiz/exam?
- What study strategy that you used worked well?

## Reflection

- How does this compare to what you are already doing?

- What other types of student feedback would you like to gather about exams and assessments?

- How could you adapt this activity to other assignments?