

Student Generated Test Questions (CAT 25)

This technique assesses at least three aspects of student learning:

1. What students consider to be the most important content
2. What they understand as fair and useful questions
3. How well students can answer the questions they create

Technique:

Ask students to submit two or three test questions (with solutions) for an exam. Explain what you want students to do and how their questions will be used. Some faculty will use revised student questions on the exam. Others will use the questions to create a study sheet.

The assessment should be administered two or three weeks before a major exam to allow time to provide feedback to the class.

Using the Data:

Review the range of topics submitted by the students. Are some important topics overlooked? Are some overrepresented? Create a checklist to help you track the relevance of the topic, difficulty level of the question and clarity of the question. Look for good and poor examples to share with the class and provide feedback.

Benefits:

- Alerts the instructor when students have inaccurate expectations about an upcoming exam
- When students receive feedback on the questions they have written, they have a better understanding of the instructor's plans for the test

(For more information see page 240 of *Classroom Assessment Techniques* by Angelo and Cross available in the campus libraries)

Prepared by members of the Assessment Advisory Group