Georgia Southern University

Georgia Southern Commons

Spring 2015

Chapter 7 Quiz Analysis Activity

Judith Longfield
Georgia Southern University, jlongfield@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/teaching-academy

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, and the Higher Education Commons

Recommended Citation

Name _____

Analysis of Chapter 7 Quiz

Task 1. Fill in the *Table of Specifications* below. You may find it easier if you write each question number in any appropriate space and then convert to percentages. Do not include Question 10 in your analysis.

	Knowledge	Comprehension	Application	Total %
Teaching Metacognitive Skills				
Assessing Task				
Identifying Personal Strengths/Weaknesses				
Planning				
Self-Monitoring				
Modifying Approach				
Total %				

Task 2. Using the *Checklist for Reviewing Multiple-Choice Items* as your guide, rate each of the questions on a scale of 1-5, with 5 indicating a well-written question and 1 indicating a poor question.

1. All of the following are metacognitive learning skills instructors need to teach . . .	5	4	3	2	1
2. When compared to most experts, students tend to spend _____ time planning.	5	4	3	2	1
3. Which of these statements related to identifying strengths and weakness is MOST accurate?	5	4	3	2	1
4. To help students learn how to assess the task, instructors should . . .	5	4	3	2	1
5. Given that students can easily misassess the learning tasks instructors need to . . .	5	4	3	2	1
6. To teach students how to plan appropriate approaches . . .	5	4	3	2	1
7. Which of the following help students learn to self-monitor:	5	4	3	2	1
8. In order to help students modify their learning approaches and switch to more effective metacognitive strategies . . .	5	4	3	2	1
9. Students tend not to apply metacognitive skills as well or as often as they should. To help students overcome their . . .	5	4	3	2	1

Task 3. Select the three most poorly written questions and re-write them below using the Checklist recommendations.

Extension. If you missed one of the questions you identified as poorly written on either the individual or group quiz, briefly explain why you think you missed it. Was it due to lack or comprehension, lack of careful reading or a poorly constructed question? What would have increased your ability to demonstrate your mastery of the question's content?