



Teacher Tutorial #14

from

Marcia:

How to Write and Administer Good Quizzes



How to Write and Administer Good Quizzes

If you've read **Teacher Tutorial #9: How to Deal with Homework**, you know how I feel about putting students in charge of their own learning. I would suggest you read **Teacher Tutorial #9** first and then come back to this Tutorial.

Basically, one of the best ways to make students take responsibility for their own learning is to **NOT** collect and grade their homework at all, except for lab write-ups and other such "formal" work that needs your perusal.

Instead, **give Effort**

Points and rely on quizzes and tests to measure what each student has actually learned for themselves! Of course, by setting up a truly active learning environment, you make it easy for students to learn in spite of themselves!

But the **KEY** is to write great quizzes and tests that do a good measuring job and also prevent cheating or any other manipulating of a test to artificially raise a grade.

After a lifetime of studying and writing quizzes and tests, **here's what I know to be true**

about WRITING QUIZZES, meaning it worked for me!

(1) **ALWAYS write more than one version of each quiz!** You write one quiz and then copy and paste to the next page of the same document and then change some small part of the quiz, such as numbers or even just change the answer choices. Write **at least TWO** but **preferably FOUR** different quizzes for each Friday Quiz. Label them, such as 1A, 1B, 1C, and 1D.



Marcia's Science Teaching Ideas was founded by Marcia Krech, a retired Earth Science Teacher from Missouri, who believes passionately in passing on what she knows about good science teaching. I encourage teachers to use the active learning model including team games and foldables which puts the student to work and assigns the teacher the role of facilitator.

Email me with questions!

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(2) **ALWAYS** put a different little image at the top of each Quiz. This is how you tell them apart by a quick glance **BUT** more importantly, how your students can tell at a glance that their quiz is **NOT** the same as any neighbor's quiz!

(3) **ALWAYS** tell your students that you have four different quizzes so don't bother glancing around! And believe it or not, they won't all believe you on this and will still copy! Then when you can even tell them WHICH quiz they copied and why they are getting a zero for the copying, they will pass the word!

(4) **ALWAYS** have in mind a distribution system for passing out the quizzes. I would go down a row and pass out A, B, C, D repeatedly. Then the row behind would get C, D, A, B.

Plan a grid in your mind that might look like this:

C D A B C D A B C D A B
A B C D A B C D A B C D

If you look at any letter, you can see they can't see their own letter at any adjoining or catty-corner desk.

(5) **Write your quizzes so they are only a half-sheet of paper.** This makes it a lot easier to pass out and grade and gives it the proper "weight" in the minds of your students.

(6) **Organize the four quizzes by turning B and D sideways in a stack of the four half-page quizzes which makes it easier to pass them out.** You can pass out A and B and then put that pair pile in back and then pass out C and D and move them to the back.

(7) **Tell students they may begin when they receive the quiz or if you like, place them upside-down and don't let anyone start until everyone has a quiz.** Try both to see which method you like better. The first method means some will be done before you finish handing out the quizzes! Which is okay, of course.

(8) **I always had students turn quizzes over when they were done.** Then have them pass forward to you or go around and collect them yourself, which has its advantages because you can organize by rows, which makes passing back much easier!

(9) **Quizzes should only be worth a small amount of points, perhaps 10 points, if your daily homework is 10 points per page.** This means in a 10 week period, 10 Friday Quizzes would have the weight of one Unit Test of 100 points. This is about the right weight, in my opinion. After all, the main purpose of a quiz is to encourage students to learn as they go, not wait till the Unit Test to learn it all, and also gives you a good idea as to who is "with" you and who is "out to lunch" during your class.

(10) **Answers should NOT all be multiple choice!** At least one question should require a written answer that will be different for each student!

(11) **Be sure to emphasize proper test-taking procedure!** Eyes forward at all times. Keep body "square" to table. No talking is permitted. (Even to borrow something. Ask the teacher!) Turn Quizzes over and wait quietly. Walk up to the teacher with questions about the quiz. You must be sure that nothing is showing from your notebook!

Cheaters get zeros!

Goodies for the Teacher:

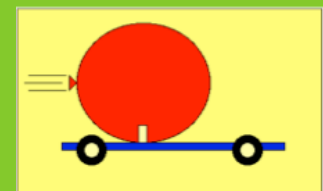


Example of Four-Version Quiz: H-R Diagram Quizzes



[Click here for a peak!](#)

Another Example of a Four-Version Quiz: Newton's Laws Quizzes



[Click here for a peak!](#)

Test-Taking Classroom Procedure Handout

(Could be projected on SmartBoard.)



[Click here for a peak!](#)