

2009 – 2010

JAMES S. RICKARDS

Semester Examination Guide

1. Exam items should test how well students understand the course material. Accordingly, your items should go beyond rote learning, definitions, and terminology.
2. Exam items should be difficult for students who don't know the material or have not studied, but they should be straightforward for those who do.
3. All exams should include a variety of questions; multiple choice, short response, and extended response. Mathematics and science examinations must include gridded response items as well. No more than 60% of your exam should be made up of multiple choice items. The remaining 40% should be divided among short response, gridded response, and at least one extended response question (essay, etc.).
4. Do not include matching and true/false question. Very rarely will students see these methods of assessments with rigorous instruction.
5. As with FCAT, multiple choice items should present good decoy answers. Each decoy (incorrect answer) should be a) plausible enough to be chosen, b) could possibly be argued as correct, and c) stands a reasonable chance of being selected by someone who does not know the material.
6. Make sure that all instructions are clear
7. Make copies of your exams at least 3-days before the session.
8. Students may only be exempted from exams in elective courses if the current grade is an "A", and permission has been granted by the parent. These forms will be distributed after the Thanksgiving break.
9. Exams for the same course/different teacher should be common and developed collaboratively.
10. Your exam should be saved to the T-Drive and a copy submitted to the Assistant Principal for Curriculum by Friday, December 11, 2009.

Multiple Choice	1-minute
Gridded Response	1.5-minutes
Short Response	3- to 5-minutes
Extended Response	10- to 15-minutes