

Checklist for written and oral exams

- This checklist serves as a source of inspiration for the preparation of written and oral examinations and for the discussion about examinations with colleagues (marked green).
- This checklist, in combination with the ECTS-sheet, examination and correction key, allows the examination committee to give feedback on the examination.

TIP: Before setting up an exam and before discussing an exam with a colleague, go back to the learning outcomes and the learning goals you want to evaluate with this exam ...

Formulating questions	
<p>For all question types</p> <ul style="list-style-type: none"> - Are information and questions clearly separated? - Is the most direct "instruction" used (give, describe, sum, draw, calculate ...)? - Are complicated sentence structures avoided? - Are there no double negatives? - Is everything written in full? - Are the question parts clearly distinguishable from each other? <p>Specific for open-ended questions</p> <ul style="list-style-type: none"> - Does the question contain sufficient information on the desired length (and form) of the answer? - Are open questions restricted?¹ <p>Specific for multiple choice questions</p> <ul style="list-style-type: none"> - Is it clear to the student whether it is a multiple choice question or not? - Are the wrong answer possibilities plausible? - Are the answer options about the same length? - Are the correct answers spread across all response options? - Is there an appropriate number of alternatives (4/5)? 	

TIP: Have a colleague solve the questions to check whether the formulating of the questions is unambiguous.

Drawing up the exam	
<ul style="list-style-type: none"> - Does the form of evaluation correspond to what is included in the ECTS sheet? - Is the examination representative of what is intended with this course unit (in line with the learning objective(s))? - Is the degree of difficulty of the whole exam acceptable? - Do I ask independent questions in my exam?² - Have I prepared a correction key for each question? - Have I specified the maximum number of marks for each question? - Have I specified a scoring principle for each question? - Have I taken into account the time available for students to solve the question when designing my exam? - Have I taken into account the time available for correcting when designing my exam? 	

TIP: Have a colleague evaluate an exam (using the correction key and scoring principles) and see if he/she gets the same score.

¹ Not: Compare the culture of the Dutch and Belgians. But: Compare the culture of the Dutch and the Belgians. Give three differences OR Give three similarities

² If the answer to the first question is needed to solve the second, then students who answer the first question incorrectly will have no more chances at the second question.