

## 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 ...

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

<b>Drawing up the exam</b>	
<ul style="list-style-type: none"> <li>- Does the form of evaluation correspond to what is included in the ECTS sheet?</li> <li>- Is the examination representative of what is intended with this course unit (in line with the learning objective(s))?</li> <li>- Is the degree of difficulty of the whole exam acceptable?</li> <li>- Do I ask independent questions in my exam?<sup>2</sup></li> <li>- Have I prepared a correction key for each question?</li> <li>- Have I specified the maximum number of marks for each question?</li> <li>- Have I specified a scoring principle for each question?</li> <li>- Have I taken into account the time available for students to solve the question when designing my exam?</li> <li>- Have I taken into account the time available for correcting when designing my exam?</li> </ul>	
<p><b>TIP:</b> Have a colleague evaluate an exam (using the correction key and scoring principles) and see if he/she gets the same score.</p>	

<sup>1</sup> 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

<sup>2</sup> 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.