

A KNOWLEDGE SURVEY on KNOWLEDGE SURVEY CONSTRUCTION

Mark a 3 if you can do this very well now in practice; mark a 2 if you have significant partial knowledge but would not be satisfied with that as your basis for a final response; Mark a 1 if this ability has not yet been given attention that is satisfying.

- 3 2 1 1. What is a knowledge survey?
- 3 2 1 2. I can explain how responsibility affects construction of a knowledge survey.
- 3 2 1 3. I can explain one difference between a goal and an outcome.
- 3 2 1 4. I know one practical use for pre-course knowledge survey ratings.
- 3 2 1 5. I can classify items on my knowledge surveys according to **Bloom Level**.
- 3 2 1 6. I understand the Bloom levels that my course mostly needs to address.
- 3 2 1 7. I can explain one difference between evaluation and assessment.
- 3 2 1 8. I can provide one reason why knowledge surveys should help students to learn.
- 3 2 1 9. I can explain one reason why knowledge surveys should help improve teaching.
- 3 2 1 10. I can explain the degree to which knowledge surveys should correlate with tests.
- 3 2 1 11. "Split halves is a measure of" A – validity, B – reliability, C – change, D – gain
- 3 2 1 12. The likely approximate reliability of my own tests is A - 0.9 to 1.0, B - 0.7, C - 0.3, D - beyond human understanding
- 3 2 1 13. The likely reliability of most knowledge surveys is A - 0.9 to 1.0, B - 0.7, C - 0.3, D - they have no reliability
- 3 2 1 14. If I correlate my knowledge surveys with my final grade averages, the result shows A - How good knowledge surveys are, B - How good my tests are, C - How much my knowledge surveys are like my tests, D - How well I teach
- 3 2 1 15. When I compare pre- and post- test scores on a concept test for my class as a whole, this is a measure of A – Assessment, B - My students' ability to succeed in life, C – Evaluation, D - How well I teach