


Student-Generated Assessment Questions


The Journey so Far

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Photo: <https://unsplash.com/photos/FHnnjk1Yj7Y>



Student-Generated Assessment Questions Inspiration

CMPT 363 Fall 2013 Final Exam (5 pages, 320 points)

Closed Book, Time: 3 hours

Student Name: _____

Student #: _____

PLEASE READ FIRST

Time allocation is important in this exam. I recommend that you briefly review the entire exam before you begin. No time extensions will be given.

Answer **Part A** (short answers) in the space provided after each question, and **Part B** (usability assessment) and **Part C** (design challenge) in the supplied exam booklet. Please write clearly and concisely.

Part A: Short Answer (8 questions, for a total of 64 points)

1. List and describe in one sentence each, the five measurements of usability as defined by Jakob Nielsen. (10 points)

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Letting Your Students Do the Work: Student-Generated Exam Questions – Veronica Kitchen



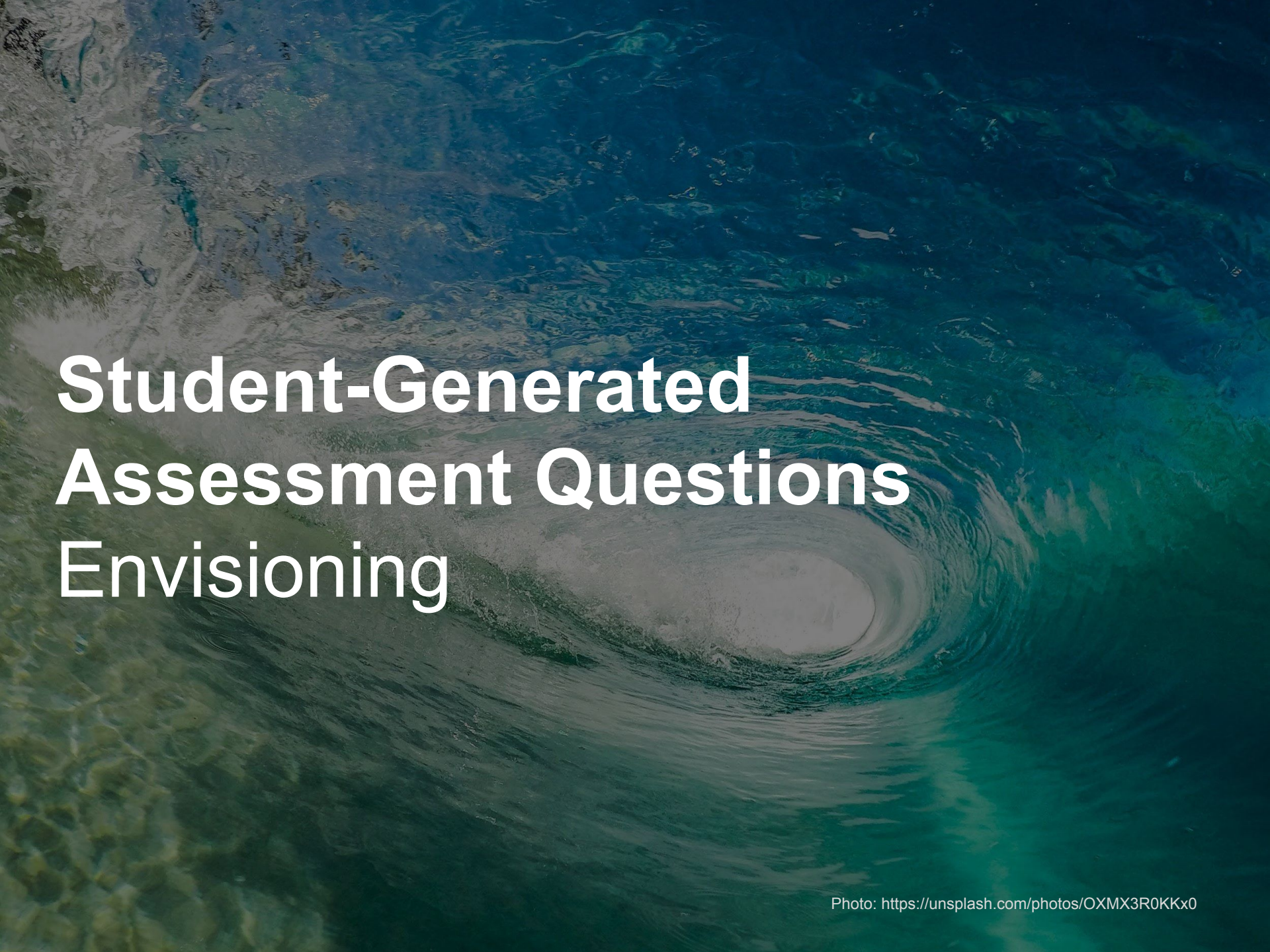
My first year at Waterloo was also my first year teaching my own courses. In mid-November I found myself overwhelmed by the task of writing exams for my large second-year political science course. Since I'd never

taught the course before, I had no question bank, no old exams to adapt, and not a whole lot of spare time. I struggled to write enough questions to populate my exam, plus a make-up or two. I mentioned this demoralizing state of affairs to Nicola Simmons at a CTE event.

Why don't you get your students to write the exam?" she suggested. Surely this was wrong, I thought. I'm the teacher, and writing the exam is my job. Surely letting my students write the exam would be tantamount to giving them the answers beforehand. But then I thought about it a little more, and decided it was worth a try. At the very least, writing exam questions would be a good review for stu-

Student Generated Exam Questions

- Student-Generated Exam Questions
 - cte-blog.uwaterloo.ca/?p=686
- Asking Students to Create Exam Questions
 - avandeursen.com/2016/07/24/asking-students-to-create-exam-questions
- Teaching and Evaluating All at Once: Asking Students to Write Their Own Questions
 - cft.vanderbilt.edu/2010/07/teaching-and-evaluating-all-at-once-asking-students-to-write-their-own-questions
- The Student-Developed Quiz (or Exam)
 - nactateachers.org/images/The_Student-Developed_Quiz_or_Exam-Scaffolding_Higher-Order_Thinking.pdf

An aerial photograph of a sandy beach and the ocean. A large, circular sand pit is visible in the water, with sand being pulled into it from the beach. The water is a deep blue-green color, and the sand is a light tan color. The text is overlaid on the left side of the image.

Student-Generated Assessment Questions Envisioning

- UX Techniques Guide
 - Assignments
 - Quizzes**
 - All Readings
 - Discussions
 - UX News
 - Contact Paul or Hamid
 - Grades
 - People
 - Files
 - Syllabus
 - Collaborations
 - Announcements
 - Pages
 - Outcomes
 - Settings
- Account
 - Dashboard
 - Courses
 - Calendar
 - Inbox
 - Commons
 - Canvas Spaces
 - Help

Closed | Due May 16, 2018 at 10am | 6 pts | 6 Questions

▼ Surveys

- Reading Quiz #1 (for week 3 required reading)**
Closed | Due May 23, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #2 (for week 4 required reading)**
Closed | Due May 30, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #3 (for week 5 required reading)**
Closed | Due Jun 6, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #4 (for week 6 required reading)**
Closed | Due Jun 13, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #5 (for week 7 required reading)**
Closed | Due Jun 20, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #6 (for week 8 required reading)**
Closed | Due Jun 27, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #7 (for week 10 required reading)**
Closed | Due Jul 11, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #8 (for week 11 required reading)**
Closed | Due Jul 18, 2018 at 10am | 4 pts | 6 Questions
- Reading Quiz #9 (for week 12 required reading)**
Closed | Due Jul 25, 2018 at 10am | 4 pts | 6 Questions

Bloom's Taxonomy

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state



Different Types of Questions based on Bloom's Taxonomy

Lower Order

Knowledge (Remembering)

These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept.

Key Words: Memorize, Define, Identify, Repeat, Recall, State, Write, List & Name

Examples of questions:

- "What is...?"
- "How would you describe...?"
- "Why did...?"
- "How would your show...?"

Comprehension (Understanding)

These questions test the students' ability to summarize and describe in their own words without necessarily relating it to anything.

Key Words: Describe, Distinguish, Explain, Interpret, Predict, Recognize & Summarize

Examples of questions:

Creating Good Exam Questions

- Different Types of Questions based on Bloom's Taxonomy
 - faculty.academyart.edu/faculty/teaching-topics/teaching-curriculum/enhancing-teacher-student-interaction/different-types-questions-blooms-taxonomy.html#/p=686
- Writing multiple choice questions using Bloom's Taxonomy
 - gradehub.com/blog/using-multiple-choice-questions-using-blooms-taxonomy
- Asking Good Test Questions
 - teaching.cornell.edu/teaching-resources/assessment-evaluation/asking-good-test-questions
- Exam Questions: Types, Characteristics, and Suggestions
 - uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/exams/questions-types-characteristics-suggestions



Draft CMPT-363 Final Exam Questions Rubric

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Final Exam Question and Answer Rubric


	Exceptional	Excellent	Good	Fair	Poor
Relevance					
Level					
Clarity					

By Paul Hibbitts (hibbittsdesign.org)



Time for Questions & Discussion

■ Inspiration

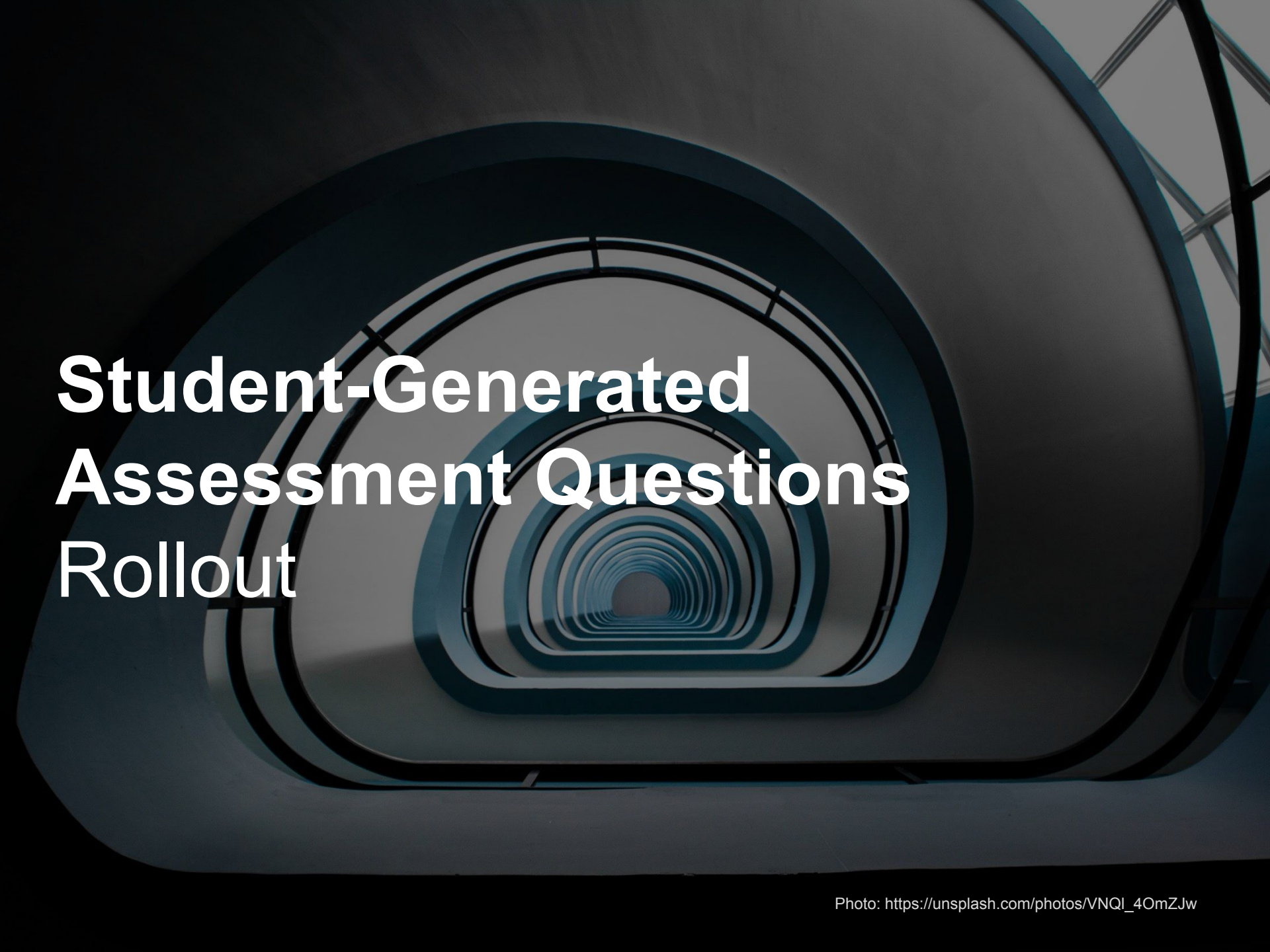
- Previous CMPT-363 final exams
- BCCampus OpenEd (and ETUG!) 
- Research on student-generated exam questions

■ Envisioning

- Use of weekly quizzes in CMPT 363
- Leveraging Bloom's Taxonomy
- Research on creating good exam questions
- Draft exam question assessment guide (i.e. rubric)

■ Coming up

- Roll-out



Student-Generated Assessment Questions Rollout

Initial CMPT-363 Final Exam Questions Rubric

File Edit View Insert Format Tools Add-ons Help Last edit was yesterday at 3:46 PM

Share

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Final Exam Question and Answer Rubric

	Exceptional	Excellent	Good	Fair	Poor
Relevance	Extremely strong linkages to course learning objectives and this week's course materials. Extremely relevant to the creation of effective user interfaces.	Very strong linkages to course learning objectives and this week's course materials. Very relevant to the creation of effective user interfaces.	Moderately strong linkages to course learning objectives and this week's course materials. Moderately relevant to the creation of effective user interfaces.	Somewhat strong linkages to course learning objectives and this week's course materials. Somewhat relevant to the creation of effective user interfaces.	Vague linkages to course learning objectives and this week's course materials. Slightly relevant to the creation of effective user interfaces.
Level	Question contains the aspect of <i>evaluation or creation</i> . Question provides a very meaningful intellectual challenge.	Question contains the aspect of <i>application or analysis</i> . Question provides a moderately intellectual meaningful challenge.	Question contains the aspect of <i>remembering or understanding</i> . Question provides a somewhat meaningful intellectual challenge.	Question contains the aspect of <i>remembering or understanding</i> . Question provides a limited meaningful intellectual challenge.	Question contains the aspect of <i>remembering or understanding</i> . Question provides very little or no meaningful intellectual challenge.
Clarity	Question and correct answer is very clear and not ambiguous. Writing is exceptionally clear, concise, and well organized.	Question and correct answer is moderately clear and not ambiguous. Writing is very clear, concise, and well organized.	Question and correct answer is mostly clear and not ambiguous. Writing is mostly clear, concise, and well organized.	Question and correct answer is somewhat clear and somewhat ambiguous. Writing is somewhat clear, concise, and well organized.	Question and correct answer is unclear and is ambiguous. Writing is unclear or disorganized.

By Paul Hibbitts (hibbittsdesign.org)

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Canvas Spaces



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- Fall 2019
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- UX Techniques Guide
- Weekly Readings
- UX News
- Assignments**
- Discussions
- Grades
- Syllabus
- Contact Paul or TAs
- People
- Files

This assignment does not count toward the final grade.

Practice Weekly Review Quiz Week 1 (Sep 3 - 9)

Due Sep 6 by 11:59pm **Points** 25
Submitting a text entry box or a file upload **File Types** pdf, doc, and docx
Available Sep 3 at 5:30pm - Sep 6 at 11:59pm 3 days

This assignment was locked Sep 6 at 11:59pm.

BACKGROUND

The creation of course assessment questions is a valuable learning exercise for students, as it moves beyond the simple recollection of facts to a deeper analysis of course material.

MATERIALS

Review both the class slides discussed [Introduction to UX](#) and required reading [Usability 101: Introduction to Usability](#) for this week. Create one potential question using a multiple-choice or short answer format, with the correct answer, to test student understanding of that material.

- [Asking Good Test Questions](#)
- [Exam Questions: Types, Characteristics, and Suggestions](#) (tips on creating good multiple choice and short answer questions) NEW
- [Writing multiple choice questions using Bloom's Taxonomy](#) (includes examples of multiple choice questions to assess different levels of learning)

Submission

× **Not Submitted!**

[Submission Details](#)

Grade: 0 (25 pts possible)

Graded Anonymously: no

[View Rubric Evaluation](#)

Comments:
No Comments

Grade Summary

Revolution: To Sign or Not to Sign

Grader

Accept Grades

Jessica Doe

Accept

Ranjit Chauhan

Accept

Release Grades

Post to Students

Student	Jessica Doe	Ranjit Chauhan	Final Grade
Nora Sanderson	25	-	-
Jane Smith	20	-	-
Bruce Jones	23	-	-
Joe Rogers	19	-	-
Max Johnson	22	-	-



Fall 2019

Home

- Modules
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- Resources
- UX Techniques Guide
- Weekly Readings
- UX News
- Assignments
- Discussions
- Grades
- Syllabus
- Contact Paul or TAs
- People
- Files

CMPT363 E100 User Interface Design

Important Reminders

- ✓ Instructor User Research Plan Meetings Oct 8th and 9th
- ✓ GoSFU and mySchedule will be unavailable Oct 11 - 15
- ✓ User Research Report assignment due Oct 21

Weekly Review Quiz due Oct 14



Image: chocogato, Flickr.com

Oct 15th Preparations

Slides to be Discussed

[Conceptual Models and Design](#)

Upcoming Required Reading

[We Think Therefore It Is – Conceptual Modelling for Mobile Applications](#)

[View Course Stream](#)

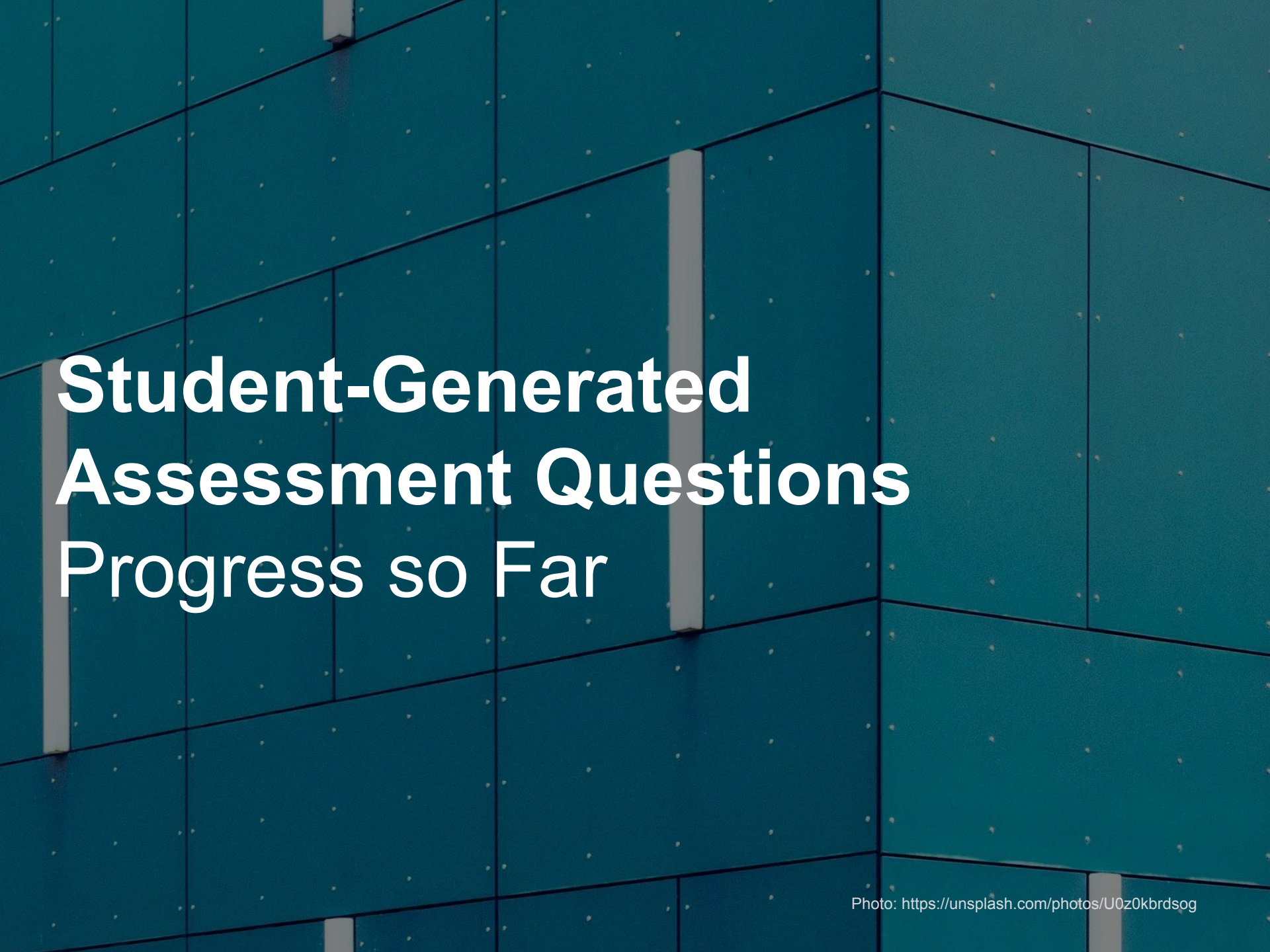
[View Course Calendar](#)

To Do

- [Weekly Review Quiz Week...](#) 25 points | Oct 14 at 11:59pm
- [Oct 15 Class One-Minute S...](#) 1 points | Oct 15 at 11:59pm

Reset Student

Leave Student View



Student-Generated Assessment Questions Progress so Far

Final Exam Question and Answer Rubric

	Outstanding	Very Good	Good	Fair	Poor
Relevance	Exceptionally strong linkages to course learning objectives and this week's course materials. Exceptionally relevant to the creation of effective user interfaces.	Very strong linkages to course learning objectives and this week's course materials. Very relevant to the creation of effective user interfaces.	Moderately strong linkages to course learning objectives and this week's course materials. Moderately relevant to the creation of effective user interfaces.	Somewhat strong linkages to course learning objectives and this week's course materials. Somewhat relevant to the creation of effective user interfaces.	Vague linkages to course learning objectives and this week's course materials. Slightly relevant to the creation of effective user interfaces.
Level	Question contains the aspect of <i>evaluation or creation</i> . Question provides an exceptionally meaningful intellectual challenge.	Question contains the aspect of <i>application or analysis</i> . Question provides a very meaningful intellectual challenge.	Question contains the aspect of <i>remembering or understanding</i> . Question provides a moderately meaningful intellectual challenge.	Question contains the aspect of <i>remembering or understanding</i> . Question provides a limited meaningful intellectual challenge.	Question contains the aspect of <i>remembering or understanding</i> . Question provides very little or no meaningful intellectual challenge.
Clarity	Question and correct answer is exceptionally clear and concise. Exceptional grammar, spelling and punctuation.	Question and correct answer is very clear. Very good grammar, spelling and punctuation.	Question and correct answer is moderately clear. Good grammar, spelling and punctuation.	The question and correct answer is somewhat clear. Somewhat good grammar, spelling and punctuation.	Question and correct answer is unclear. Poor grammar, spelling and punctuation.

“I feel like the most current iteration of the rubric is very clear and fair.”

— CMPT 363 Student

Handling Quiz Remarking Requests

Requests for re-marking weekly review quizzes must include a written case for the re-marking and be submitted via email to me (Paul) within 2 days.

Quizzes will be re-marked in their entirety and may result in a higher, unchanged, or lower mark overall which will be final.

Suggestions for improving or clarifying the marking rubric always welcome!



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Contact Paul or TAs

- People
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Contact in Canvas LMS

Comment or question for Paul?

I am not available right now, but please send me a message below.

Type your name

Type your email

Type your message

SEND

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Course Facilitators

Paul Hibbitts
 ✉ paulh@sfu.ca
 🐦 @hibbittsdesign

In-person office hours:
 Tuesdays 4:00-5:10pm HC
 2148

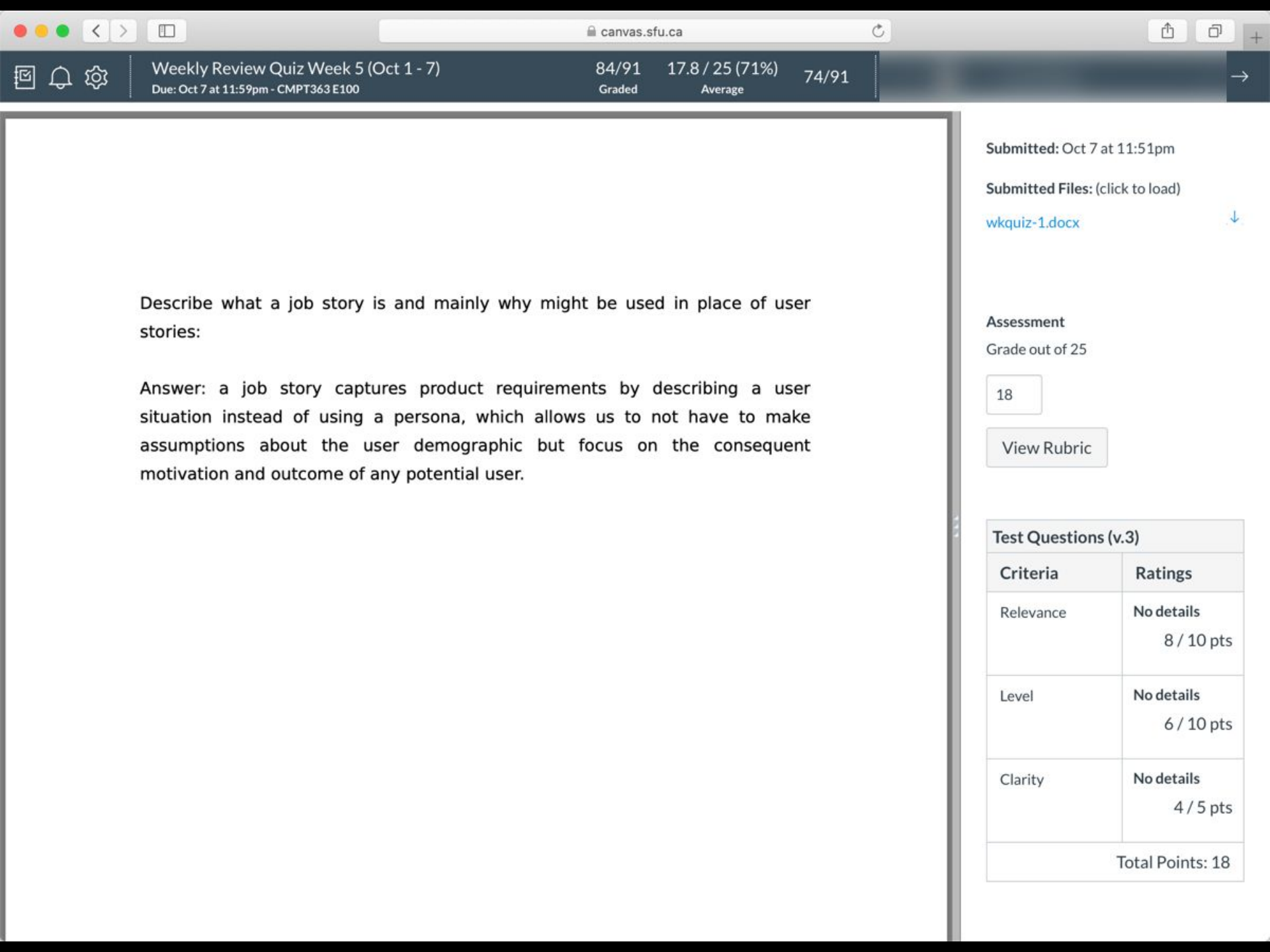
Virtual office hours chat:
 Thursdays 12:00-1:00pm

Suggestion or complaint?
 🗣️ [Anonymous Course Feedback](#)

Teaching Assistants
 ✉ mohsen_kamalzadeh@sfu.ca
 ✉ gayatri_ganapathy@sfu.ca

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Describe what a job story is and mainly why might be used in place of user stories:

Answer: a job story captures product requirements by describing a user situation instead of using a persona, which allows us to not have to make assumptions about the user demographic but focus on the consequent motivation and outcome of any potential user.

Submitted: Oct 7 at 11:51pm

Submitted Files: (click to load)

[wkquiz-1.docx](#)

Assessment

Grade out of 25

18

View Rubric

Test Questions (v.3)	
Criteria	Ratings
Relevance	No details 8 / 10 pts
Level	No details 6 / 10 pts
Clarity	No details 4 / 5 pts
Total Points: 18	

Question:

Recall that we discussed ways to represent stories of usage in class. For this question we will be focusing on Scenarios and User Stories. Describe these two concepts and provide an example for each to show how Scenarios and User Stories represent stories of usage differently.

Answer:

A scenario is a description of people and their activities, including reaching their primary goal. As such, a scenario would look like:

"John, a student in CMPT 363, needs to find group partners for the project portion of the course. Using Canvas' discussion board, he determines that he can create a post there in order to find a group."

User stories explicitly describes a role, goal/desire and a benefit of accomplishing that goal/desire in the following format:

"As a student in CMPT 363, I want to create a post on Canvas' discussion board so that I can find a group for the project."

Submitted: Oct 5 at 3:31pm
Submitted Files: (click to load)

Assessment
Grade out of 25

19

View Rubric

Test Questions (v.3)	
Criteria	Ratings
Relevance	No details 7 / 10 pts
Level	No details 7 / 10 pts
Clarity	Full Marks 5 / 5 pts
Total Points: 19	

Assignment Comments

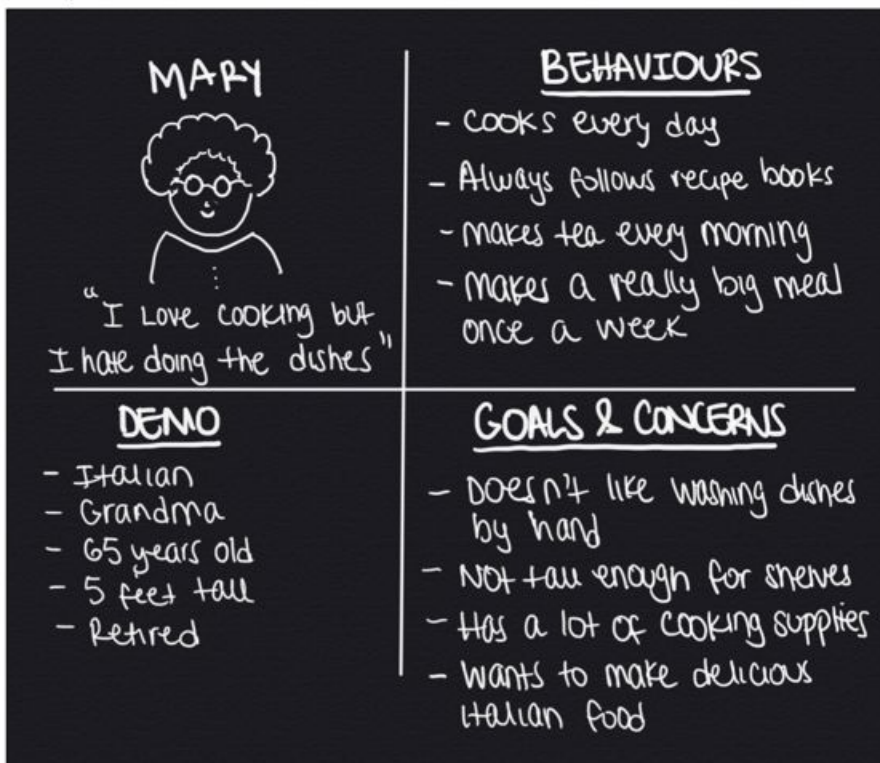
Question

In class, we learned about Proto-Personas when we were talking about user research. The 4 elements of a this diagram are: name/image/quote, demographics, behaviours, goals/concerns. Create a Proto-Persona diagram with the 4 elements mentioned. Include at least 4 points for goals/concerns, demographics, and behaviours.

Mary is a retired Italian grandmother. She is 5 feet tall and 65 years of age. Cooking is an essential part of her life, but she does not like washing dishes. She begins her day with tea every morning and cooks 3 meals everyday for her and her husband. On Saturday nights, her daughter and three grandchildren come to visit for a large dinner feast and special desserts all prepared by Mary. She always makes sure to follow her recipe books precisely. She possesses many baking ingredients, recipe books, and cooking supplies to keep up with her busy cooking lifestyle.

Answer

- One possible solution would be



Submission to view:

Oct 7 at 10:15pm (grade: 21) ▼

Submitted Files: (click to load)

[oct7-cmpt363-1.pdf](#) ↓

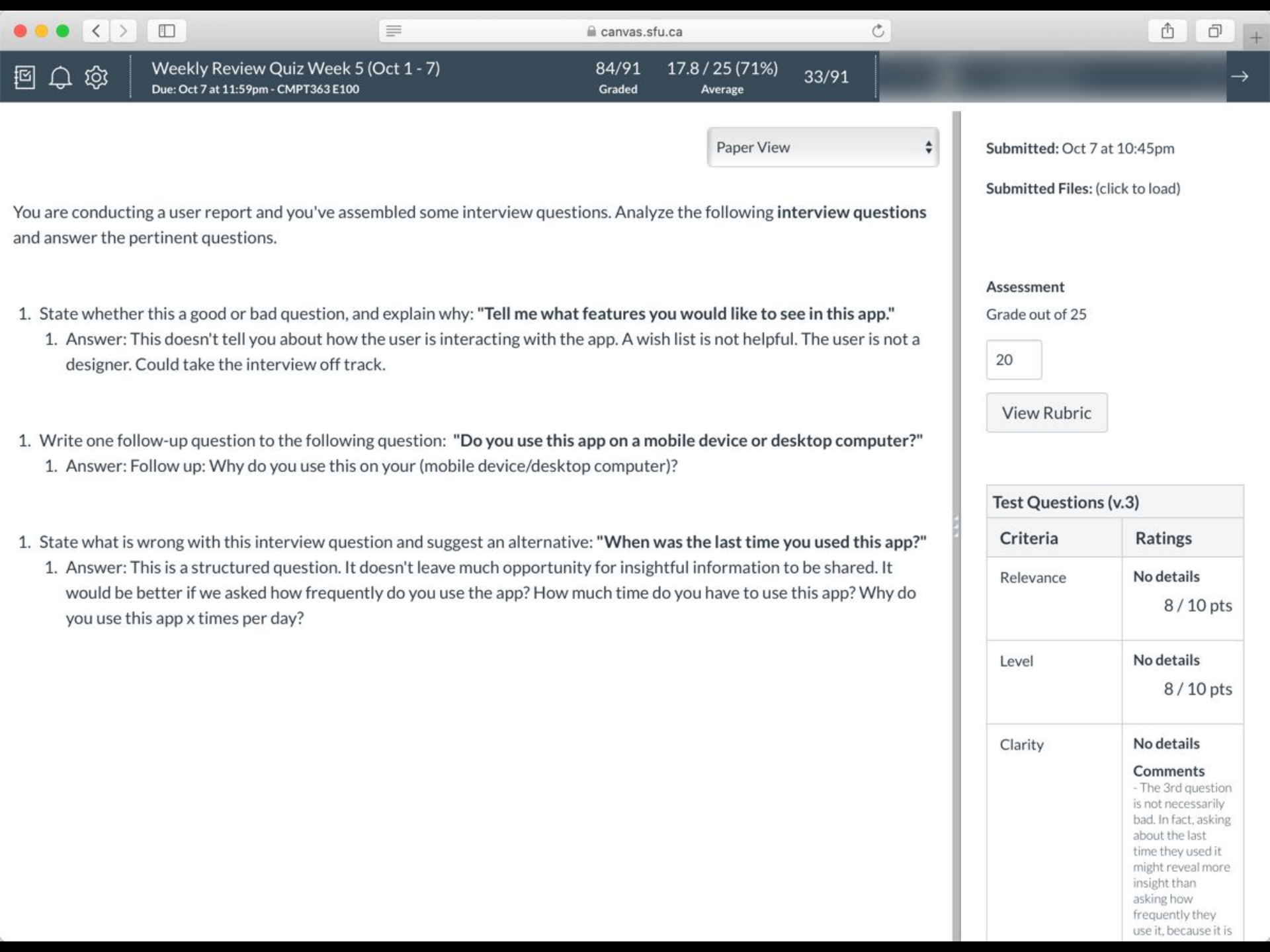
Assessment

Grade out of 25

21

[View Rubric](#)

Test Questions (v.3)	
Criteria	Ratings
Relevance	No details 8 / 10 pts
Level	No details 8 / 10 pts
Clarity	Full Marks 5 / 5 pts
Total Points: 21	



Paper View

Submitted: Oct 7 at 10:45pm

Submitted Files: (click to load)

Assessment

Grade out of 25

20

[View Rubric](#)

Test Questions (v.3)

Criteria	Ratings
Relevance	No details 8 / 10 pts
Level	No details 8 / 10 pts
Clarity	No details Comments - The 3rd question is not necessarily bad. In fact, asking about the last time they used it might reveal more insight than asking how frequently they use it, because it is

You are conducting a user report and you've assembled some interview questions. Analyze the following **interview questions** and answer the pertinent questions.

1. State whether this a good or bad question, and explain why: **"Tell me what features you would like to see in this app."**
 1. Answer: This doesn't tell you about how the user is interacting with the app. A wish list is not helpful. The user is not a designer. Could take the interview off track.
1. Write one follow-up question to the following question: **"Do you use this app on a mobile device or desktop computer?"**
 1. Answer: Follow up: Why do you use this on your (mobile device/desktop computer)?
1. State what is wrong with this interview question and suggest an alternative: **"When was the last time you used this app?"**
 1. Answer: This is a structured question. It doesn't leave much opportunity for insightful information to be shared. It would be better if we asked how frequently do you use the app? How much time do you have to use this app? Why do you use this app x times per day?

“Having to review the notes to come up with good questions helps students retain more information as we have to put in practice what we learned.”


— CMPT 363 Student

Time for Questions & Discussion

■ Roll-out

- Initial assessment guide (rubric)
- First quiz is a practice quiz (not part of grades)
- Use of moderated assignment feature for TA calibration
- Highly visible reminder for weekly review quizzes

■ Progress so Far

- Rubric clarifications
- Handling quiz remarking requests
- Supporting anonymous feedback (thanks OpenETC! )
- Examples of student submissions

■ Coming up

- What's Next?

Student-Generated Assessment Questions What's Next?

What's Next?

- Continue weekly review quizzes until end of term
- First round final exam question picks
- Review choices with course teaching assistants
- Edit and revise choices as needed
- Prepare the actual final exam! 🎉

Thank You! Questions & Discussion

Contact Info

- Blog: hibbittsdesign.org
- Twitter: [@hibbittsdesign](https://twitter.com/hibbittsdesign)
- Email: paul@hibbittsdesign.org

CMPT-363 User Interface Design

- Multi-device Site: paulhibbitts.net/cmpt-363/193/home
- Canvas Course: canvas.sfu.ca/courses/47119
- Final Exam Question Rubric:
docs.google.com/document/d/19xpRcQhsQfVc2ARENdUxsTuvub5WrHiNEt0HVJjPjPI/edit?usp=sharing