# Are you measuring/testing what you intend?

This template is intended for use at the level of an individual assessment item. It is a way of looking at each assessment item in your exam or assessment task to ensure that overall, the items are allowing students to demonstrate specified performance levels, and measuring/testing what you want it to. It also allows you to consider if you are using the correct question type. An automatically marked question may not be the most suitable way to test.

## How can this template be used?

* Retrospectively to review how past assessment tasks could be improved
* As a forward planning tool as you think of assessment questions during the semester; add questions each week after class and then review them before the next semester of teaching so you have a well-balanced piece of assessment
* When there are a number of contributors to a piece of assessment so all questions are visible to each of the authors to assist with cohesion and peer review;
* As a means of reporting to accrediting bodies about the assessment in a program/course.

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| **Asks students to demonstrate** | **Question Type** | **Item** | **Module / Unit** |
| What knowledge, skill or attitude do you want the student to demonstrate? It is good practice to frame your question using a verb. | Different question types require students to demonstrate and perform different capabilities. | Write out the question or assessment item in this column | Record the content area in this column |
| *recall* anatomical regions | SAQ | **List** four (4) anatomical regions which are routinely assessed during OPG examination, other than dentition. | Radiology; Radiographic findings |
| *Recall* other imaging techniques  *Evaluate* appropriateness of other techniques in relation to the problem.  *Recommend* anything further that should be done for the patient. | SAQ (with stimulus) | Which further imaging would you consider to resolve the issue? | Radiology; Radiographic findings |
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