

SHARING SESSION: PREPARATIONS OF EXAM QUESTIONS, MARKING SCHEME AND TOTs

KULLIYYAH OF ARCHITECTURE AND ENVIRONMENTAL DESIGN
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SPEAKER:

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To introduce myself....

- ❖ Educational background
- ❖ Teaching experience
- ❖ Current duties

What are our objectives today?

- To share ways to prepare ToTs
- To come up clearer exam questions with different levels of difficulties
- To minimize errors in preparations of papers and results



**DOCUMENTS
NEEDED**



**PREPARATIONS OF
PAPERS**



**MARKING AND
GRADING**

**Plan of
the Day**

**HOW DO YOU
USUALLY
SET YOUR PAPER?**

1. WHAT DOCUMENTS DO WE NEED OR SHOULD REFER TO?



1. ???

1. WHAT DOCUMENTS DO WE NEED OR SHOULD REFER TO?



1. COURSE OUTLINES (CO)
2. TEST SPECIFICATIONS (TOTS)
3. BLOOM'S TAXANOMY (LEVEL OF THINKING NEEDED)
4. IIUM ACTIVE VERB LIST OR GOOGLED TAXANOMY VERB LIST
5. TEXTBOOK /NOTES/ SLIDES
6. EXAM PAPER TEMPLATE
7. ANSWER KEY/ MARKING SCHEME

DOCUMENTS FOR CONSTRUCTION OF QUESTIONS

COURSE OUTLINES

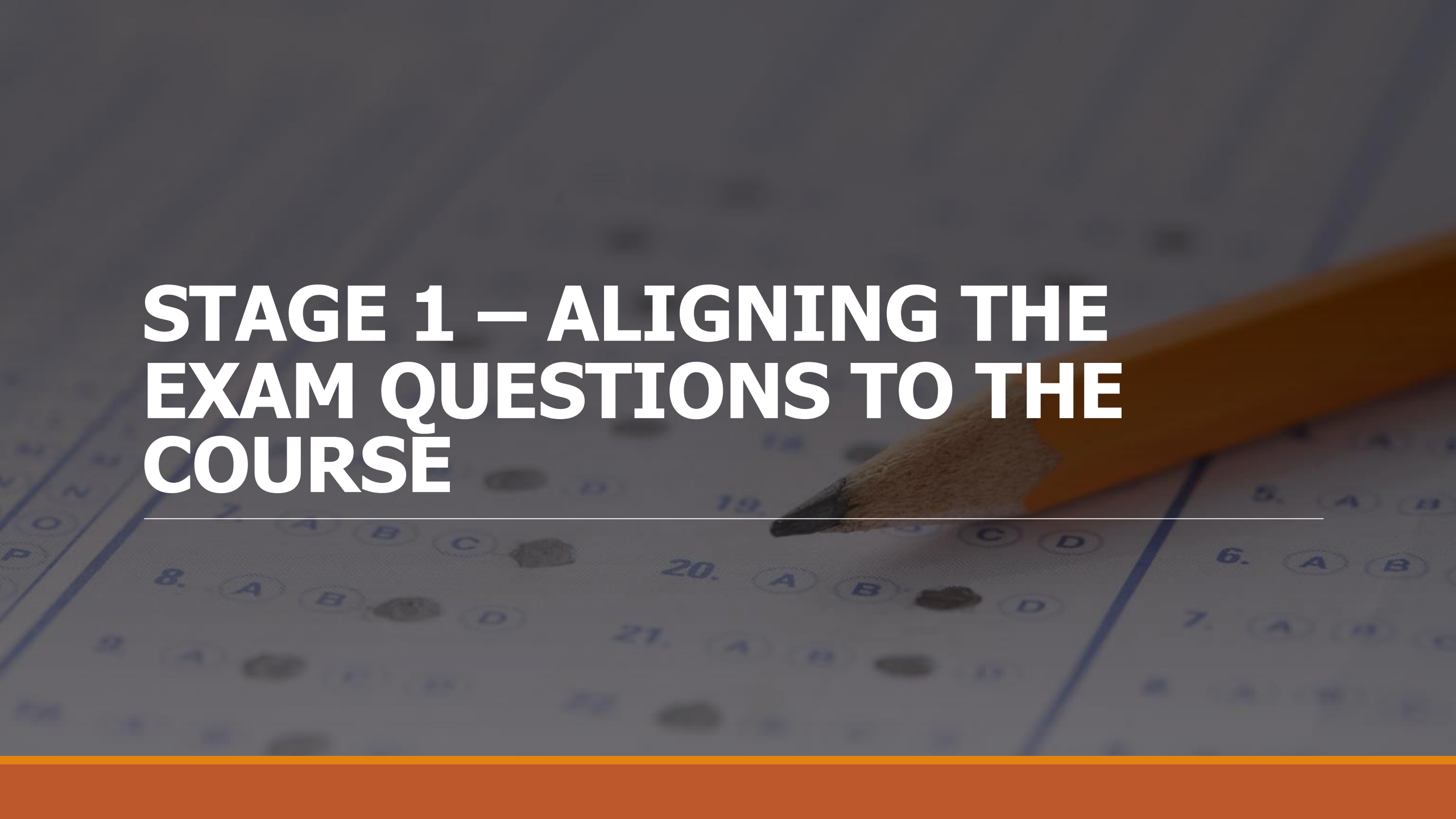
TOTS

[A Sample](#)

[A Template](#)

[A Sample](#)

STAGE 1 – ALIGNING THE EXAM QUESTIONS TO THE COURSE



ALIGNMENT



STEP 1 – REFRESH YOUR MEMORY ON THE COURSE OUTLINE (CO)

- ☐ Look at the **Course Synopsis**,
- ☐ Remind yourself the **Level of Study**,
- ☐ Look at the **Learning Outcomes**,
- ☐ Look at all the **Topics** and those that have been tested in **Course Assessments**,
- ☐ Decide which topics need to be tested on/can display **lower or higher order thinking based on the Bloom's Taxonomy.**
(Tip: choose higher order thinking, first)

ALIGNMENT



STEP 2 – UNDERSTAND THE TOTS

- ☐ Understand ALL PARTS.
- ☐ You can determine the psychometric according to course or level of the programme
- ☐ Change the psychometric distributions if needed

ALIGNMENT



STEP 3 – WORKING ON THE TOTs

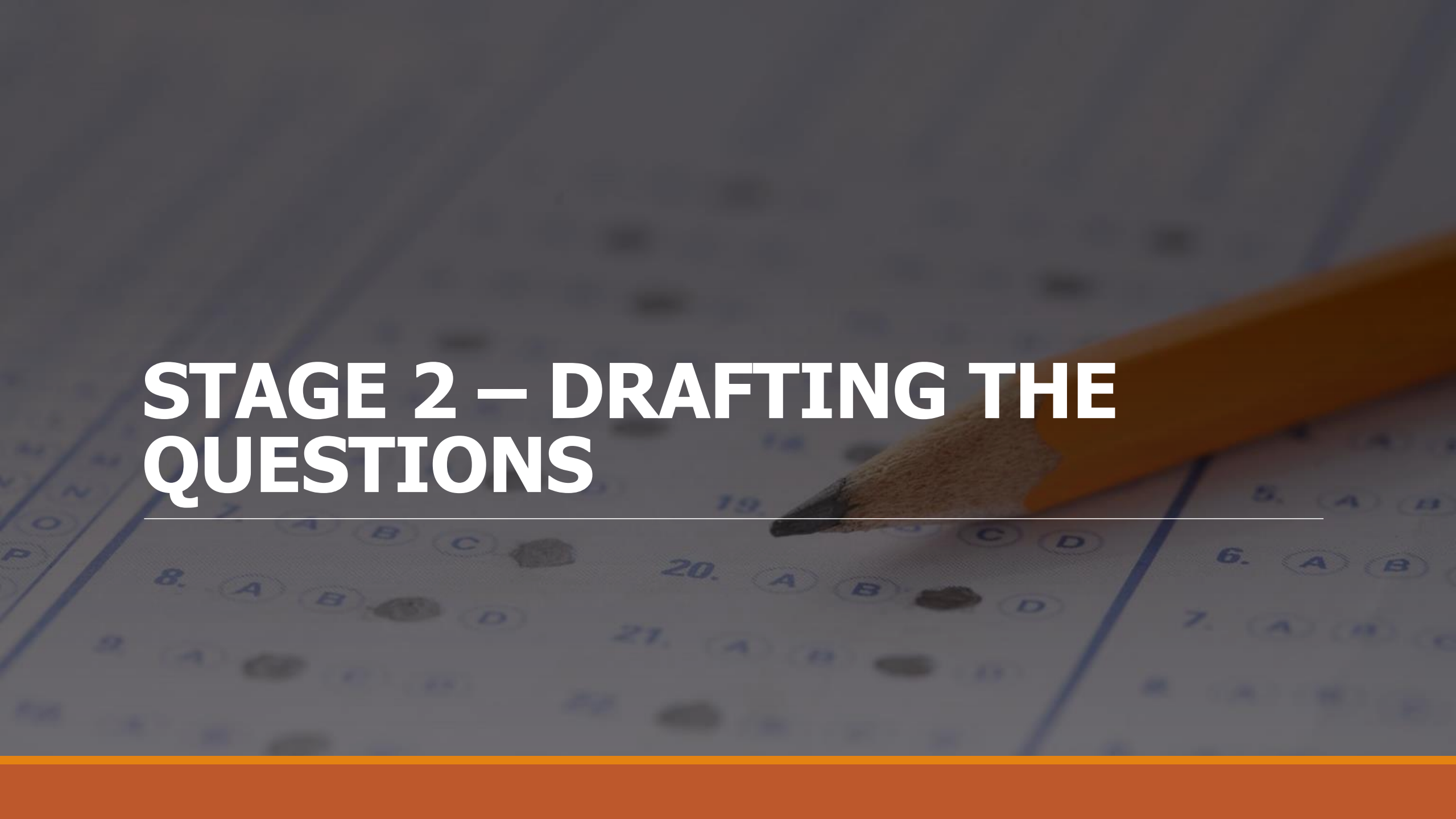
1. Transfer the info on topics from the CO observation to these boxes

Indicate topics covered in assessments prior to final exam*	TW**1	TW2	TW3	TW4	TW5	TW6	TW7		TW8	TW9	TW10	TW11	TW12	TW13	TW14
Indicate topics to be assessed in final exam	TW1	TW2	TW3	TW4	TW5	TW6	TW7		TW8	TW9	TW10	TW11	TW12	TW13	TW14
State learning outcomes to be addressed (Use number)								Break							

AN EXAMPLE

Indicate topics covered in assessments prior to final exam*	TW**1	TW2	TW3	TW4	TW5	TW6	TW7		TW8	TW9	TW10	TW11	TW12	TW13	TW14
Indicate topics to be assessed in final exam	TW1	TW2	TW3	TW4	TW5	TW6	TW7		TW8	TW9	TW10	TW11	TW12	TW13	TW14
State learning outcomes to be addressed (Use number)					LO1			Mid-term Break	LO1 LO2	LO3	LO1	LO2	LO1 LO2 LO3	LO2	LO1 LO2 LO3
Questions that address the stated topics and learning outcomes.															

STAGE 2 – DRAFTING THE QUESTIONS



DOCUMENTS FOR CONSTRUCTION OF QUESTIONS

COURSE OUTLINES

[A Sample](#)

TOTS

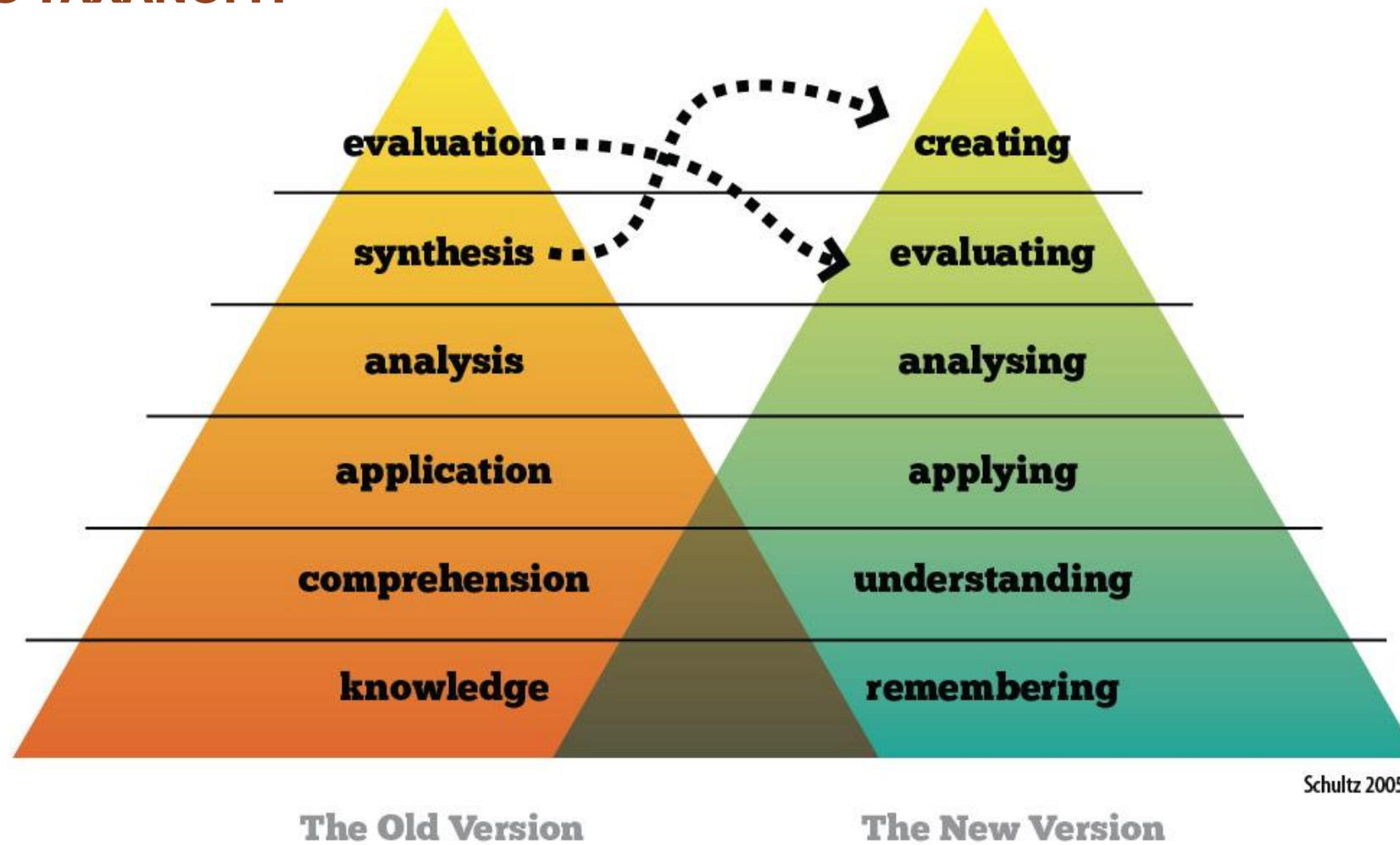
[A Template](#)

[A Sample](#)

BLOOM'S TAXANOMY

[IIUM Taxanomy](#)

BLOOM'S TAXANOMY



Schultz 2005

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

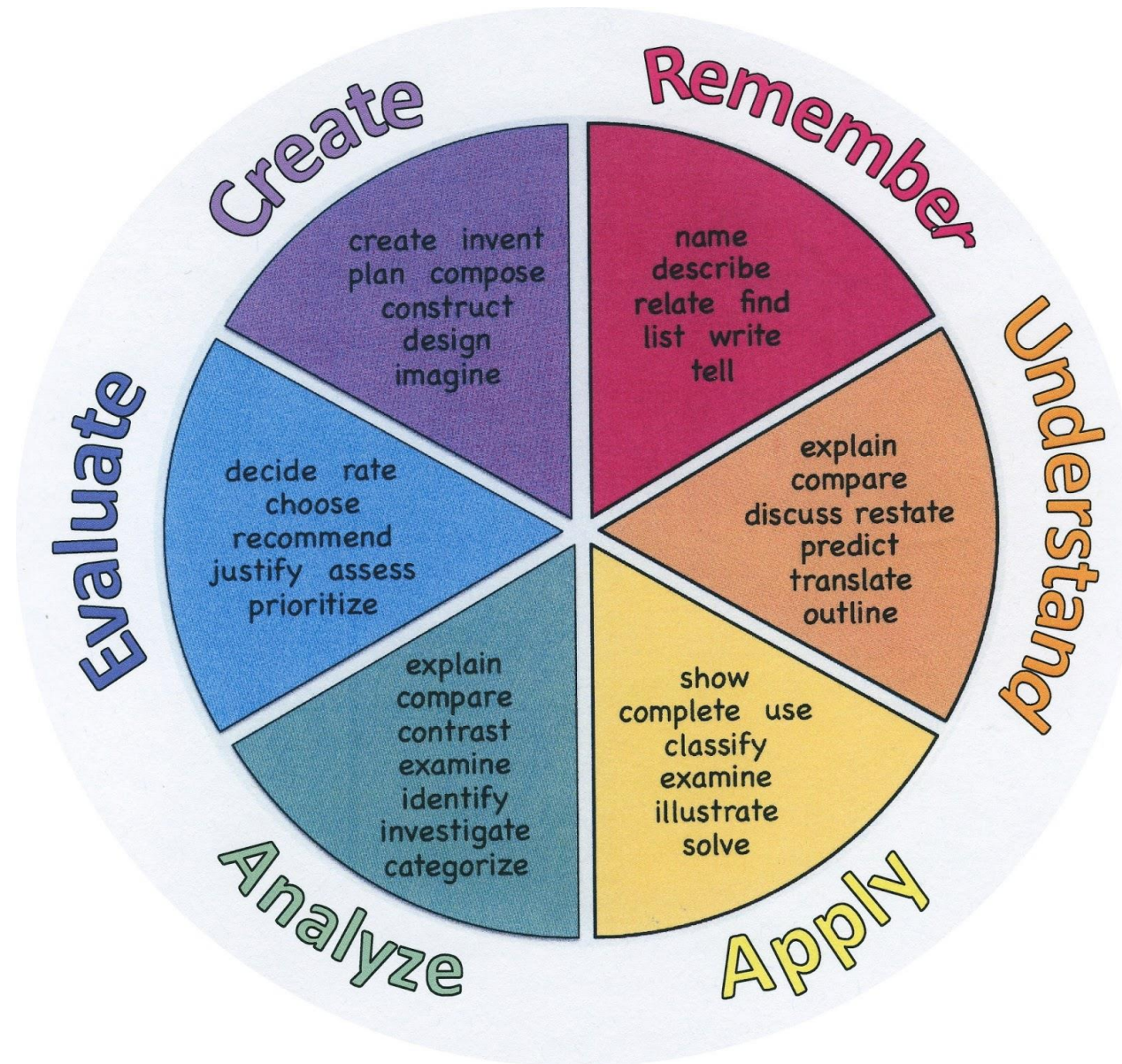
Explain ideas or concepts

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

remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state



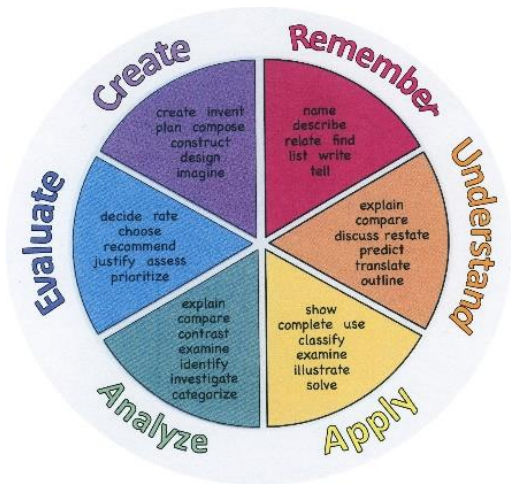
CONSTRUCTION OF QUESTIONS



STEP 4 – Work on your questions

DRAFT your questions

Choose appropriate keywords + BLOOM'S TAXONOMY based on your expected answers key to justify the level of difficulty



eg:

State

Explain

Need mostly memory and understanding. Low order thinking

Discuss

Analyze

Differentiate

Create

Need enough reasons or 'data' provided for students to answer.

High order thinking

Question **MUST match the answer(s) expected.**

QUESTIONS	EXPECTED ANSWER	BREAKDOWN OF MARKS	TOTAL MARKS	LEVEL OF BLOOM'S TAXANOMY	TOTs
1. State the colours ...	1. Blue 2. Red	2.5 2.5	5	UNDERSTANDING	Easy
2. Design....	Aestetical values, cost, practicality	Aestetical Values: 5 Cost : 5 Practicality : 5	15	CREATING	Difficult

Transfer these into TOTs and make sure they match your psychometric distribution of marks [A Sample](#)

Do you use this words frequently?

Discuss?

Recommend?

Suggest?

Example

Discuss: (+ and -)

Recommend or Suggest: SHOULD be based on analysis to be in the category of 'difficult examination' of a case

Expected answers and Question need to match

Information shown in the Question Paper + TOTS + Answer Scheme must also align

CONSTRUCTION OF QUESTIONS



STEP 5 –

Ensure that your questions are as direct as possible. If 'Extra info' is given, it is NEEDED to answer the question.

Double check the action verbs in each question used.

Break the questions up if possible. Showing a clear division of marks

[An example](#)

Be careful not to



- **ASK questions which students can THINK out of 'COURSE CONTEXT' and answer through experience.**

- **Example:**

Explain why the design above is best for Muslims

MAKE SURE

- **When changes are made in the **Question Paper**, changes are also need to be made in **TOTS** and **Answer Scheme****

STAGE 3 – MARKING SCHEME AND MARKING THE PAPERS

MARKING SCHEME AND MARKING YOUR PAPERS

MARKING SCHEME

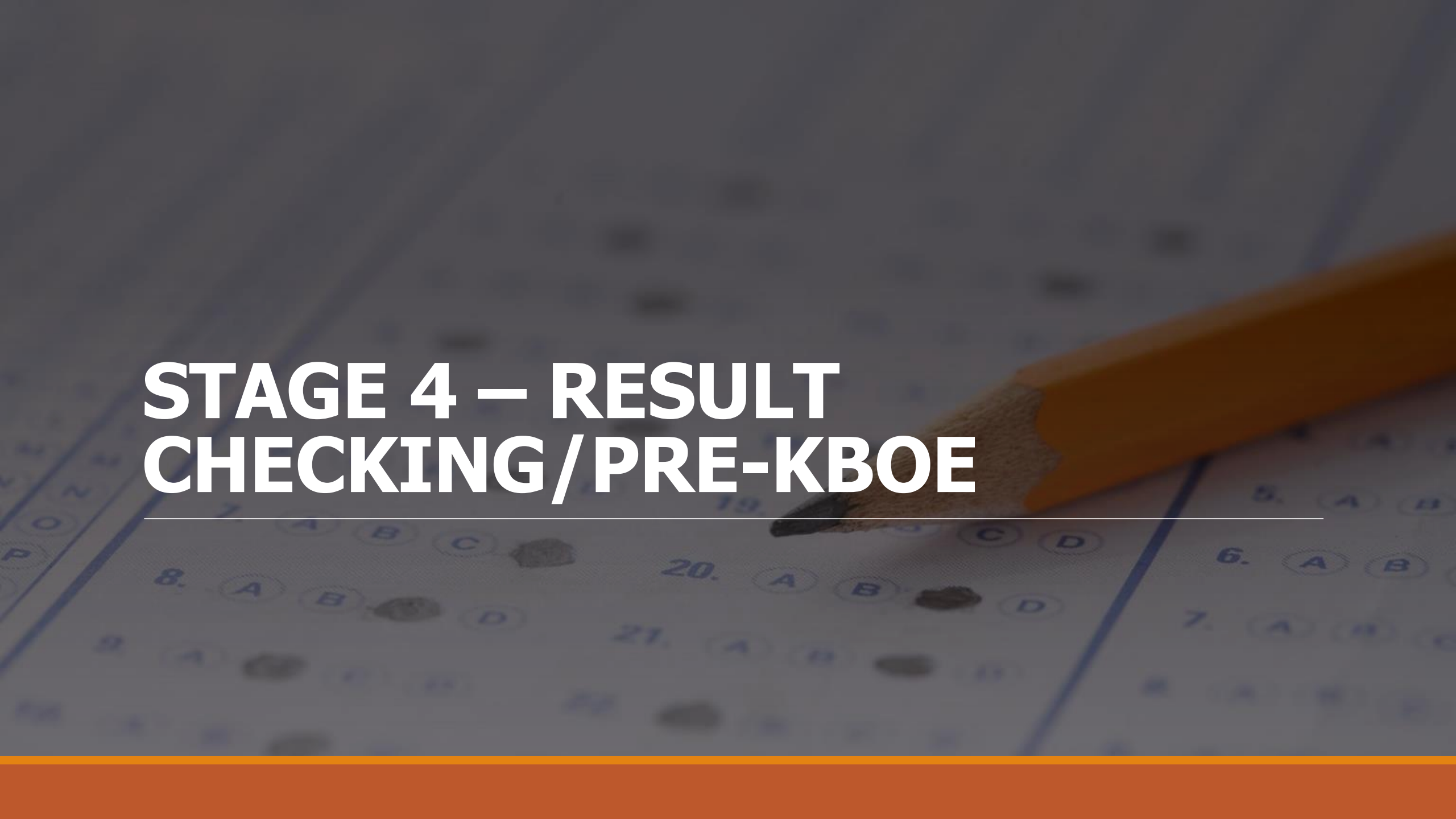
[A Sample](#)

Good marking scheme is useful for marking, vetting and endoresement purposes

GOOD PRACTICE OF MARKING

1. Bright coloured pen
2. Clear in **division or award** of marks (underline the answers given)
3. Show marks for **each part of a question**
4. Show the **total** for the question (usually in a circle)
5. Write the **total marks** on **the front cover** of answer booklet
6. Double check the calculations of marks, **inside and on cover page**

STAGE 4 – RESULT CHECKING/PRE-KBOE



The process

- THE CHECKLIST
- THE HOD'S REPORT

CONSTRUCTION OF QUESTIONS



STEP 4 – Work on your questions

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THAT IS ALL FOR NOW

THANK YOU

ALL THE BEST