**What do time-constrained, unseen written exams really measure?**

**An agenda for discussion**

(Phil Race)

| **To what extent are the following factors measured by time-constrained, unseen written exams?** | ***Measured very well*** | ***Measured to some extent*** | ***Not really measured*** |
| --- | --- | --- | --- |
| 1. How much you know about your subject on the day. |  |  |  |
| 1. How much you *don’t* know about your subject on the day. |  |  |  |
| 1. How well you’ve been concentrating in related webinars, lectures and other sessions. |  |  |  |
| 1. How conscientiously you’ve done suggested study tasks. |  |  |  |
| 1. How widely you’ve read around the subject. |  |  |  |
| 1. How long you’ve spent online working at the subject. |  |  |  |
| 1. How well you’ve kept the published intended learning outcomes in mind as you studied. |  |  |  |
| 1. How well you’ve studied information about the assessment criteria. |  |  |  |
| 1. How often you’ve practised assessing your own answers to typical exam questions. |  |  |  |
| 1. How well you manage your time during the exam. |  |  |  |
| 1. How much you’ve learned from tutor-feedback on coursework assignments. |  |  |  |
| 1. How well you’ve kept your head down working on your own at the subject. |  |  |  |
| 1. How much you’ve communicated with others (online and face to face) about the subject and learned from them. |  |  |  |
| 1. The *quantity* of revision that you have done. |  |  |  |
| 1. The *quality* of revision that you have done. |  |  |  |
| 1. How intelligent you are. |  |  |  |
| 1. How determined you are to get a really good mark or grade. |  |  |  |
| 1. How well you maintain your concentration during the exam. |  |  |  |
| 1. How much ‘polishing’ work you’ve done the night before. |  |  |  |
| 1. How well you keep your cool in the run up to the exam. |  |  |  |
| 1. How well you keep your cool on the day of the exam. |  |  |  |
| 1. How unruffled you remain if things go wrong while attempting a question. |  |  |  |
| 1. How well you resist getting carried away when you know a lot about a question. |  |  |  |
| 1. How good your memory is. |  |  |  |
| 1. How good you have been at question spotting. |  |  |  |
| 1. How carefully you read each question before choosing to attempt it. |  |  |  |
| 1. How fast you think. |  |  |  |
| 1. How fast you write or type. |  |  |  |
| 1. How legible your handwriting is. |  |  |  |
| 1. How much practice you’ve had at thinking through how to answer exam questions. |  |  |  |
| 1. How much practice you’ve had at actually composing answers to exam questions. |  |  |  |
| 1. How carefully you re-read the questions while you’re answering them. |  |  |  |
| 1. How wisely you choose the questions that you attempt. |  |  |  |
| 1. How well you leave time to re-read, edit and improve your answers. |  |  |  |
| 1. How well you keep exactly to the questions in your answers. |  |  |  |
| 1. How well you lay out your answers to the questions. |  |  |  |
| 1. How skilled you have become at solving problems. |  |  |  |
| 1. How easy you make it for the assessor to see how exactly you’ve worked out things in your answers. |  |  |  |
| 1. How carefully you read your own answers after composing them. |  |  |  |
| 1. What else? (write something else that affects your own performance in exams). |  |  |  |
|  |  |  |  |