Immediate Feedback Assessment Technique Forms - [ IF AT ]
- 50 Questions, four answer option form available -
To request forms, contact: CTL@otterbein.edu

Figure 1 IF AT form, Epstein Educational Enterprises
http://epsteineducation.com/home/about/default.aspx

Contents of IF AT packet:

1) **IF AT Forms and Answer Key**, per request

2) **Helpful Tips and Suggestions**
   courtesy of [http://epsteineducation.com/home/about/default.aspx](http://epsteineducation.com/home/about/default.aspx)
   Contact: info@epsteineducation.com
   - Uses of IF-AT forms,
   - Scoring Points
   - Seven Suggested Uses
   - Test Maker for IF-AT forms

3) **Sample Appeal Form**, created by Andrew Mills, Religion and Philosophy, and Michele Acker, Psychology
Uses of IF-AT [http://epsteineducation.com/home/about/default.aspx]

Many research studies have shown the effectiveness of using the IF-AT to teach while testing. However, the IF-AT has many more applications beyond teaching while testing. Instructors might find the below information helpful in incorporating the IF-AT system into their classroom lesson plans. Included is a brief discussion about the IF-AT and some suggestions on how to use the IT-AT. We encourage you to experiment with alternative ways in which the forms can be used to enhance the teaching-learning process for your students and for you! Share your ideas with each other and with us (see the contact information above).

The “learnable moment” seems to occur when students are confronted with a problem that they consider, answer, and are then given immediate feedback – all in the context of motivation through IF-AT’s “partial credit/scratch-off answer until correct” model. The instructor can set up conditions for learning and enhanced performance, even when he/she is not directly involved in the experience. This is because the IF-AT provides an individualized, instantaneous “tutorial” as if an instructor were standing over the shoulder of the student, rewarding, encouraging, and correcting responses. The instructor can be transformed into a “manager of the learning experience” taking on the role of expert planner and trouble shooter, while students are empowered to take control of and responsibility for their own mastery.

It should be remembered that the IF-AT system keeps students motivated to persist and pursue learning through offering partial credit for “proximate” knowledge and continued effort. A student who can narrow down a correct choice to, let us say, “a” or “b” knows more than one who merely guesses. Just as instructors reward partial knowledge in essay exams, the IF-AT acknowledges a second choice that is correct, and even a third and fourth choice that is correct, awarding a modest point or so. The student is motivated to read carefully, re-read and re-consider, and then to emerge from the challenge with the correct answer (indicated by uncovering a star). Thus, the student remains “in the moment” for learning (the “learnable moment”) through the time that he/she succeeds in discovering or confirming knowledge.

The importance of this “partial credit/answer until correct” model is highlighted by research which has found that only immediate feedback succeeds in enhancing students’ performance and motivation. Delayed feedback at any time (end-of-test, 24 hour) fails to do this. Research has shown that, because feedback after a test cannot offer any change in students’ scores, students tend not to be interested (motivated to learn).

How much partial credit will the instructor award for “proximate” knowledge and to motivate the student to persist in pursuing the correct answer?
Scoring Points: [http://epsteineducation.com/home/about/default.aspx]

Every instructor is free, of course, to decide: **Research has found that awarding ANY amount of partial credit until discovering the correct answer is a motivator – this is the crucial issue.** Grade inflation has been shown to be negligible; however, instructors concerned about this (1) can alter the amount of partial credit, (2) can alter their grading scale, or (3) can construct some more challenging questions to adjust for awarding partial credit. Below is a sample of point values that different instructors report they are currently using for first and subsequent correct responses:

<table>
<thead>
<tr>
<th>On a 4-answer choice form (A-D):</th>
<th>On a 5-answer choice form (A-E):</th>
<th>NOTE: On Modifying tests:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example A</strong></td>
<td><strong>Example A</strong></td>
<td>To modify tests, e.g., for IEP students, you might want to use a 4-answer choice form (A-D), but offer students only 3-answer choices:</td>
</tr>
<tr>
<td>5 Points - first choice</td>
<td>10 Points – first choice</td>
<td>For Example 1. What is the name of the school you attend?</td>
</tr>
<tr>
<td>2 Points – second try</td>
<td>5 Points – second try</td>
<td></td>
</tr>
<tr>
<td>1 Point – third try</td>
<td>2 Points – third try</td>
<td></td>
</tr>
<tr>
<td>0 No credit - fourth try</td>
<td>1 Point – fourth try</td>
<td></td>
</tr>
<tr>
<td><strong>Example B</strong></td>
<td><strong>Example B</strong></td>
<td>a. CCMS</td>
</tr>
<tr>
<td>5 Points - first choice</td>
<td>5 Points – first choice</td>
<td></td>
</tr>
<tr>
<td>3 Points – second try</td>
<td>3 Points – second try</td>
<td></td>
</tr>
<tr>
<td>2 Points – third try</td>
<td>2 Points – third try</td>
<td></td>
</tr>
<tr>
<td>1 Point - fourth try</td>
<td>1 Point – fourth try</td>
<td></td>
</tr>
<tr>
<td><strong>Example C</strong></td>
<td>.5 Point – fifth try</td>
<td>b. --------</td>
</tr>
<tr>
<td>5 Points - first choice</td>
<td><strong>Example E</strong></td>
<td>c. CCHS</td>
</tr>
<tr>
<td>3 Points – second try</td>
<td>5 Points - first choice</td>
<td></td>
</tr>
<tr>
<td>2 Points – third try</td>
<td>2 Points – second try</td>
<td></td>
</tr>
<tr>
<td>0 No credit - fourth try</td>
<td>1 Point – third try</td>
<td></td>
</tr>
<tr>
<td><strong>Example E</strong></td>
<td><strong>Example D</strong></td>
<td>d. NKU</td>
</tr>
<tr>
<td>5 Points - first choice</td>
<td>100 Points - first choice</td>
<td></td>
</tr>
<tr>
<td>2 Points – second try</td>
<td>25 Points – second try</td>
<td></td>
</tr>
<tr>
<td>1 Points – third try</td>
<td>10 Points – third try</td>
<td></td>
</tr>
<tr>
<td>.5 Point - fourth try</td>
<td>5 Point - fourth try</td>
<td></td>
</tr>
<tr>
<td><strong>Example D</strong></td>
<td></td>
<td>5 Points – first choice</td>
</tr>
<tr>
<td>100 Points - first choice</td>
<td>3 Points – second try</td>
<td></td>
</tr>
<tr>
<td>25 Points – second try</td>
<td>1 Point – third try</td>
<td></td>
</tr>
<tr>
<td>10 Points – third try</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Point - fourth try</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Seven Suggested Uses [http://epsteineducation.com/home/about/default.aspx]

NOTE ON TEST SECURITY: PRIOR TO HANDING OUT FORMS TO STUDENTS FOR ANY USE, IT IS VERY IMPORTANT THAT YOU SEPARATE THE “CODE#” FROM THE FORM, USING THE PERFORATED LINE AT THE BOTTOM OF THE FORM. ALSO, ALL FORMS SHOULD BE RE-COLLECTED FROM STUDENTS.

I. INDIVIDUAL STUDY - REVIEW - PRACTICE (AT HOME OR IN CLASS) Eg, for One Chapter or One Topic

Typically, this strategy calls for using the 10-item or the 25-item IF-AT answer sheet.

It is especially useful because parents as well as instructors can note students’ understanding/retention of a relatively small body of information. In addition, this strategy gives students the chance for more awareness of what they “know and don’t know”. Students score themselves. Parents and/or instructors can “eyeball” results; they know how the student has done because students cannot “unscratch” a scratch; the number of exposed boxes indicates the student’s degree of understanding.

II. QUICK QUIZ

Most instructors use a 10- or 25-item IF-AT answer sheet. Students can keep score themselves and turn in answer sheets for recording.

III. PYRAMIDAL – SEQUENTIAL – PROCESS QUIZ

The test questions are arranged according to the steps of a thinking process that the instructor wants the student to “pin down.” Here, the correctly mastered first question is the basis of the next question, and so on, as in the case of algebraic equations, geometry theorems, chemical analysis, etc. The instructor and student can pin-point the moment in the thinking process that the student misses; the IF-AT corrects and teaches, and the student progresses to the next step of the “pyramid.” Most often, the 10- or 25-item IF AT is used. It may be collected and scored. The instructor might identify common areas of difficulty among students and review a step in the process.

IV. CHAPTER TEST – UNIT TEST

Typically, 25-item or 50-item IF AT test forms are used. Note that no valuable class time is lost for review because students have already received feedback and corrected mistakes during the test. Students can keep score themselves and turn in answer sheets.

V. END-OF-QUARTER TESTS – END-OF-SEMESTER TESTS – END-OF-COURSE TESTS

Typically, one or two 50-item IF-AT answer sheets are used. The great advantages of using IF AT test forms is that both students and instructors see that learning from prior homework, review quizzes, and mid-marking period tests carries over through the final examination. Research has shown far greater retention of information, EVEN when test items have been reworded, when IF-AT test forms are used throughout the course. In addition, students also learn that the instructor is not merely interested in their test scores but expects to teach and that students will learn, even during the final exam.

VI. TEAM-BASED LEARNING – COOPERATIVE LEARNING

(Note: view an informative video on using the IF-AT for Team-Based Learning)

Team-Based Learning (“TBL”) is an educational technique developed in the 1970s by Larry Michaelsen that dramatically shifts the focus of classroom time from conveying course concepts by the instructor to application of course concepts by student teams. In the TBL process, students acquire their initial exposure to the content through readings and
are held accountable for their preparation using a Readiness Assurance Process (“RAP”). Following the RAP, class time is used to practice applying content in a series of team application exercises. The components of TBL are adaptable to many situations, and special resources, including the IF-AT, are great tools for advancing the goals of TBL.

A great advantage of using IF-AT forms in group learning is that it quickly becomes apparent to participants that “loud and forceful” is not always “right”; each member is empowered by knowledge rather than personality.

Please select this link for the Team Based Learning Homepage.

VII. TWO-BY-TWO SPRINGBOARD OR STUDY-BUDDY LEARNING (combined with discussion and writing)

This strategy usually uses the 10-item or 25-item IF-AT test form. Two students are paired; in a heterogeneous class, the instructor might match a stronger with a weaker student. Taking turns, students read questions and options for answers. Students differing in answers argue in support of their responses. The correct answer is uncovered. Both students then discuss WHY, for example, the answer is correct. They take turns writing short-answer explanations in sentence form that include what, by many educators are called the “Reporter's Questions”: Who? What? Where? When? Why? How? They might, at this point, be encouraged to consult their textbooks to complete their sentences. This method grounds a web of information on a response that has already been confirmed; it combines thinking, speaking, reading, writing, and cooperation about correct information and in the presence of motivation through partial credit. The instructor might ask that some sentences be read aloud.

TestMaker for IF-AT [http://epsteineducation.com/home/about/default.aspx]

Contact: info@epsteineducation.com to obtain a User ID and password

We have had many requests from users of the IF-AT to assist them in adapting their tests, quizzes, homework, etc. to the various “versions” of the IF-AT answer forms.

In response to these requests, we have developed a “Test Maker” to assist in the use of the IF-AT. The Test Maker is a free and easy-to-use computer program that will allow teachers to adapt their tests, quizzes and homework assignments to each of the different versions of the IF-AT answer forms. The Test Maker also allows you to store your tests and re-access them anytime you wish.

The Test Maker is free of charge and can be used by any educator who (or whose educational institution) has purchased IF-AT forms. For security reasons, you must be issued a User Id and a Password in order to access the IF-AT Test Maker.

If you are interested in using the Test Maker, please contact us and we will help you with the initial setup. Again, please note that THERE IS NO CHARGE to use the Test Maker.

Once you have a User name and a Password, to use the Test Maker, simply select the link at the top of the page entitled “Sign in to the TestMaker” and you will be taken to the Test Maker.

While the Test Maker was developed to be an easy to use, self-explanatory system, in event that you have problems with the system, click on the “Help” button on the Test Maker and a new window will open with detailed instructions on how to use each feature of the Test Maker. If you cannot find the answer to your question in the help section, please feel free to contact us and we will be happy to try and answer your questions.
Appeal Form

We are appealing question number _____ . We believe the right answer is ______

Rationale:

Guidelines for preparing successful appeals:
 Appeals are granted when they demonstrate that you understood the concept(s) but missed the question anyway, or that your confusion was due to ambiguity in the reading material. As a result:

• If the appeal is based on ambiguity in the question, you should:
  1. Identify the source of ambiguity in the question and,
  2. Offer an alternative wording that would have helped you to avoid the problem.

• If the appeal is based on either inadequacies in the reading material or disagreement with our answer, you should:
  1. State the reason(s) for disagreeing with our answer and,
  2. Provide specific references from the reading material to support your point of view.

Impact of appeals on test scores:
 When an appeal is accepted on a question that a team has missed (no individual appeals will be accepted):
  1. It “counts” i.e., the points missed will be added to: your team score, and to the score of any individual in your team who answered the same way the team did. Only those teams that appeal will get the points.
  2. Team member(s) who had the original correct answer will continue to receive credit on the question.