Academic Fitness: Post-Test Exam Analysis

Directions

This post-test analysis uses your returned exam to understand where and why you missed certain questions. For the first part (this side of the page), use your returned exam to: 1) note the question number of the incorrectly answered questions, 2) analyze each missed question for its level (knowledge, comprehension, application, etc. – use Bloom's Taxonomy or Levels of Learning), 3) question source (book, lecture, lab, combined sources, etc.), and 4) content. NOTE: If you have a cumulative exam later in the semester, it is important to understand the content necessary to get these missed questions right. For the second part of the analysis, located on the back of this page, use the entire test to determine the percentage of questions from each level as well as the percentages of questions from each source. For your next test in this class you'll be able to better predict where the test questions will come from, as well as gain insight as to the expected difficulty level of the test overall.

Item #	Level (Knowledge, comprehension, application. etc.)	Source (Book, lecture, lab, combined, etc.)	Content (What I would have had to have known to get this question right?)

Question Analysis – Entire Exam

If you would like to do additional detective work about how this professor tests, analyze the **entire** test to see what percentage of questions are knowledge/comprehension/application (question level), and came from book/lecture/mixed/other (question source).

Question Level Analysis

	Knowledge	Comprehension	Application
Number of Questions Missed			
Total Number of Questions			
Percentage			

Question Source Analysis

	Book	Lecture	Mixed	Other
Number of Questions				
Total Number of Questions				
Percentage				

Answer after analyzing the questions you missed and the exam as a whole:
1. Do you see any patterns in the questions you missed?
    a. For instance, did you miss more application level questions than knowledge?
    b. Did you miss more questions from lecture than the book?
    c. What are the implications for how to study for the next test?
2. What do the testing habits of this professor seem to be?
    a. Do book and lecture materials seem to be equally emphasized on the test?
    b. What question levels are emphasized?
    c. What are the implications of your professor's testing habits for how to study for the next test?

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.