WHAT IS THE IF-AT?

You may have recognized some limitations with the traditional multiple-choice testing system. While the traditional system broadly assesses students’ level of understanding, it does not correct student’s misunderstandings and actually reinforces them by not providing timely feedback. Typical multiple-choice testing procedures do not permit students to know if their answers are correct, not at the time of testing and often not at all. Students may receive feedback 24 or 48 hours later, but, even then, professors often return answer forms without the questions. This critical aspect of the learning process – the role of feedback and its timing – has frequently been ignored by educators.

As an instructor, you would like students to carefully consider the questions and answer choices and to “reason through the problems” – gaining knowledge even while being assessed. You would also like students to be challenged rather than intimidated by the evaluation process, knowing they are valued as learners, not simply as test scores. These goals can be accomplished by implementing the IF-AT system.

To address these issues, a new multiple-choice assessment system, the “IF-AT”, or the Immediate Feedback Assessment Technique, has been developed. This revolutionary learning system allows instructors to give partial credit for proximate knowledge. More importantly the IF-AT provides immediate affirmation and/or corrective feedback on a question by question basis, while a student is taking a test or quiz, ensuring that a student’s last response is the correct one. The IF-AT teaches while it assesses, facilitating learning and improving retention.