WHY USE THE IF-AT?

1. **IF-AT is a learning system and an educationally sound practice** – testing without providing immediate feedback is not. Studies have repeatedly shown that students “commit” to the answer they give on a test. Without immediate corrective feedback, students often learn the wrong information based on what they answer on a test! The IF-AT addresses this problem by providing immediate affirmation and/or corrective feedback to the student while taking a test. Students always “exit” a question having selected the correct answer.

2. **IF-AT Improves Learning.** Students initially tested with IF-AT show a 20% increase in the number of correct responses when retested a week later on the same or similar material. Students initially tested with traditional multiple-choice forms show a slight decrease in the number of correct answers upon retesting. Research has indicated that with IF-AT, more than 60% of initial mistakes are answered correctly on follow-up tests. Without immediate feedback, initial errors are “learned”. Without immediate corrective feedback, students repeat errors 70%-85% of the time. In addition, studies reveal that developmentally delayed children initially tested with IF-AT retain as much or more, correct information one and three months later than do non-delayed children initially tested with traditional multiple-choice forms.

3. **IF-AT is FAIR:** Instructors can give partial credit for proximate knowledge. Partial credit for proximate knowledge is allotted on essay examinations; now it is also possible with multiple-choice examinations.

4. **IF-AT is FAST:** Students can score their own tests and they can determine their scores before they leave the classroom.

5. **IF-AT is ACTIVE and FUN**: Students “work through” mistakes to arrive at correct answers. Active learning is an important component of learning and retention – plus, IF-AT has game-like qualities, capturing students’ attention.

6. **IF-AT is RESPECTFUL**: IF-AT communicates to students that the instructor “cares” that he learns, that he is not just a test score. Traditional multiple-choice tests communicate that the score is of paramount importance; the student is allowed to walk away from the test in ignorance of many correct answers and, in fact, commit to incorrect ones.

7. **IF-AT builds on knowledge.** Since the IF-AT allows students to learn while they are being assessed, instructors can create unique tests in which later questions “build” on information from earlier questions without unfairly “penalizing” students for prior mistakes.