Key Points to Note:

Because a student “exits” each question knowing the correct answer, the IF-AT evaluation process also serves as a learning experience. Misconceptions are corrected and replaced with knowledge.

Research has shown that students remember (and tend to repeat) the last answer selected for each question – even if the answer is incorrect! With the IF-AT, the correct answer is always the most recent choice. Students learn the correct answer for EVERY question AS THEY TAKE THE TEST.

As an instructor, you will have a “window” into students’ thought processes and response patterns. The IF-AT scoring system allows you to allocate partial credit for proximate knowledge and to more accurately assess students’ levels of understanding and gaps in knowledge.

Our research at all educational levels has reliably demonstrated that “EDUCATING WHILE EVALUATING” with the IF-AT increases students’ performance on subsequent tests of related material. Students also rate the IF-AT higher on fairness, satisfaction, and ease of understanding than traditional multiple-choice tests.

Some students may worry that IF-AT commits them irrevocably to an answer (one cannot “unscratch a scratch”). However, students quickly grasp the system and learn to read questions carefully and thoroughly before they answer. They are also reassured by the opportunity for partial credit for second or third choices. Thus, the IF-AT also teaches good test taking and reading strategies.

An additional advantage of the IF-AT system is that the instructor can construct and organize test questions that build on previous questions. These “carry over” test questions permit the instructor to follow a student’s line of reasoning and to determine more precisely the location of “gaps” in a student’s knowledge.

We are confident that the IF-AT system will prove as effective for your students as it has for thousands of others. As an educator you are committed to improving your students’ education and the IF-AT is a powerful tool to accomplish just that.