Preparing Your Own Quiz – Instructions

Taking quizzes that you make yourself can be very helpful in assisting you to remember and to feel ready for quizzes and tests from your instructor. You can make your own quiz in many ways, but I am providing a structure that may help you get started.

**Instructions:**

1. Choose 5 problems that could be on an upcoming quiz or test. You can use regular problems, word problems, vocabulary, or concept questions. Write one in each of the boxes on the first page. (the last box is good for longer problems)
2. Provide the answer on this first page, in the same box as the problem. You can work out the problem, simply write the answer, or direct yourself to the correct answer/process in your book, solutions manual, or a previous test or quiz.
3. Decide how many points each problem is worth – for my class assignments make them add up to 10. You can each problem 2 points, or give some 1 point and others more. If you’re doing this on your own, you can skip this step or use any values you like if you want a score.
4. Now go to the second page. Here you are to write the **same 5 problems, but no answers.** This is the page you will later take as a quiz.
5. Wait a day or more. Take the second page only, and take it like a test: no book, no notes, just you, your calculator (if allowed), and scratch paper (or marker board) if you like.
6. Now take out that first page and see how you did. You decide on whether you give any partial credit and determine your total score. If you want to know your percent, divide your score by the total points you used (for class assignments the total is 10). Usual grading by teachers is 90 – 100% is an A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and anything below 60% is an F.

**Considerations:**

- Make sure the answers are correct! Make sure you copy the problem accurately! These are the most common issues I see on students’ tests.
- Choose problems that reflect what you have studied lately, but keep them reasonable. You’re the teacher on this; would you give your students the really hard problems?
- On the other hand, problems that reflect things you’re already strong at don’t help you much. And I won’t accept problems that I consider below your current math level.
- Instruction and translation vocabulary are much more important that people think. Consider a problem where the instructions are important, or ask for a definition of a math word you need to learn.
- Formulas are also acceptable if you have problems with them. Ask for them in the quiz by name: e.g. What is the formula for the area of a trapezoid?