Cumulative Exams (with a twist)

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I use cumulative exams to (a) evaluate learning and (b) promote retention.

When first hearing about cumulative exams, students generally have a negative reaction — their impression is that cumulative exams are more difficult because knowledge has to be retained for longer periods of time.

To make cumulative exams more palatable to students, I came up with a unique administration method:

1) Because each exam is cumulative, I set it up so that a later exam gives students a second chance to demonstrate their understanding.

2) Students can replace their score on the previous exam if they score higher on the next one; however, if they perform worse, their original score remains the same.

Research in cognitive psychology has demonstrated that repeated testing is not only an effective way to measure learning, but it is also a way to increase long-term retention (e.g., Roediger & Karpicke, 2006).

Cognitive research has also clearly shown that distributed practice leads to better long-term retention than massed practice, such as cramming for one exam (e.g., Kornell, Castel, Eich, & Bjork, 2010).

Putting these findings together, research has shown that students (particularly, low-scoring students) retain more material after the course is over when the course uses cumulative exams throughout the semester (Lawrence, 2013).

To feel free to contact me for an example Excel spreadsheet that contains these example formulas:

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REFERENCES