**QIICC - Using Technology to Involve Students In Assessment**

The objective for this session is to show participants a new and innovative way of involving students in the assessment process. Participants will learn how to incorporate the QIICC Analysis protocol into everyday assessment strategies. This lecture and presentation will include a demonstration of the QIICC analysis protocol utilized in a web-based quizzing system called Telequiz. During this presentation, the theory of the QIICC Analysis protocol will be discussed. This theory dictates that each question on a quiz be rated on several variables: Quality, Interest, Importance, Confidence and Challenge.

Qualities, Interest, Importance are measured in a straightforward manner. For each question a student answers on a test or quiz, they are asked to designate the quality of the question, their interest level in the content of the question and their impression of how important the question is to the learning of the course. Each of these variables is designated using a three-level scale: High, Medium and Low.

The next variable indicates the confidence students have in the accuracy of their answer. This is gathered using the same three-level scale, and affects the score that the student receives on each question. Maximum points are awarded for a question that is answered correctly with high confidence. On questions that have been answered accurately, scores fall as confidence levels fall. For those questions that are answered incorrectly, question score rises as confidence levels fall. This is due to the fact that if someone states high confidence in a wrong answer, or low confidence in a correct answer, there is a disconnect between what the student knows and what they expect to know. If a student indicates high confidence in a correct answer, or low confidence in an incorrect answer, there is no such disconnect. That student possesses a realistic understanding of their knowledge.

The final variable is challenge. In the QIICC analysis protocol, each student is allowed to challenge a certain number of questions per testing cycle. Any question that is challenged does not count against the score. This allows students to think critically about the form and content of a question, and take a more active role in the outcome of the quiz or test.

The QIICC Analysis protocol is designed to elicit student feedback on the quality of items found on a quiz or test. By doing so, it allows the instructional staff to better analyze the effectiveness of the individual elements that are included in the assessment process. More importantly, the QIICC Analysis helps students analyze their own knowledge levels, and by doing so, understand “what they know, and what they do not know.” In the QIICC protocol, students are scored on not only how accurately they answer a question, but also on how confident they are in the accuracy of their answer. This capability is a powerful tool for assessing student learning. Through the confidence variable, students are asked to take a much more critical role in the development of their knowledge. By asking for a confidence level and incorporating it into the grading rubric, it is much more important for a student to “know what they know” than is seen in other assessment strategies. By allowing for challenges, QIICC empowers students to feel comfortable with the assessment process and take control of the knowledge that is deemed important or worthwhile for learning.

Patrick O'Shea is an Instructional Technology Specialist in the Brunswick County Public School system. Currently, Mr. O'Shea is working on his Doctorate in Urban Services at Old Dominion University. Dr. Dwight W. Allen is the Eminent Professor of Educational Reform at Old Dominion University. Simon Richmond is a Doctoral Candidate at Old Dominion University, who has been responsible for overseeing the implementation of the Telequiz Assessment Tool. Dr. Allen and Mr. O’Shea envisioned and designed the Telequiz and QIICC Analysis protocols together, and piloted the protocol in Dr. Allen’s Educational Curriculum and Instruction Courses for pre-service teachers at Old Dominion University.