



## Checklist for lecturers for conducting oral examinations

### Preparation

Subject: What do I want to test?

1. I have determined which competencies should be tested.
2. I have an idea of the different levels of complexity and difficulty of the competencies to be tested (e.g.: remember, understand, apply, analyze, evaluate, create).
3. My examination questions or tasks are suitable to test the respective competencies.

Functionality: What are my priority objectives when testing?

4. I design my examination in view of its function (e.g.: Ensuring skills acquisition, predicting future performance, promoting learning & motivation, selection, ...).

Assessment Literacy: Do students know what is expected of them for the exam?

5. I have ensured (already during the course) that it is clear to the students what a good performance in the examination subject consists of.
6. I have ensured that students are aware of the examination format, environment, and process, and have simulated the examination where possible.

### Implementation

Clear process and good atmosphere for a valid examination

7. I inform the students about the examination process at the beginning of the examination.
8. I give students the opportunity to ask questions about the examination process if necessary.
9. I provide a respectful, appreciative examination atmosphere that allows students to show their competencies.

Examination strategies for a professional examination process

10. I avoid starting the examination with very difficult questions.
11. I make sure to ask several questions that are representative of the content and competencies being tested, even if the examinee cannot answer one or more questions.
12. I try to signal patience and intervene in a de-escalating manner at an early stage in case of student difficulties that may lead to blackout.
13. I have determined my examination strategy (e.g.: increasing difficulty of questions/tasks or starting from a moderately difficult task, asking both easier and more difficult questions).

### Completion

Apply evaluation criteria

14. I have clear criteria for what is required for a "sufficient", "good", or "very good" performance.
15. Based on these criteria, I give the examinee a feedback or a grade on his/her/their performance after the examination.

Possible evaluation errors

16. I have given some thought to possible evaluation errors (e.g.: Does the order of good and bad examinees influence my evaluation? Do my expectations of individual students influence what happens during the examination? Do my evaluation standards change over different exams? Do I tend to overrate eloquence or appearance?...).

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