



blueprinting process is crucial.



Cr

which is a disservice to our students as we prepare them for the next ventures in their academic and/or professional careers. The number of questions from each content discipline shouldn't be determined by contact hours; this should be a calculated process based on student needs. For example, if you are preparing students for a licensure exam, the contents of your exams should closely match those of the very licensure exams for which you're preparing them.

Exam blueprinting also enables course coordinators to create exams at the appropriate difficulty levels with respect to students' abilities and the learning objectives they're expected to achieve. This will allow for the creation of more deliberate exams that will deliver the results you expect while appropriately challenging students. By categorizing exam items to difficulty levels (such as Bloom's taxonomy) in the blueprinting process, you're provided with the communicative tool needed to ensure all exams are well balanced, fair, and reliable.

It's important to distribute each exam blueprint as early as possible to your course faculty so they can appropriately teach content to students. Additionally, writing exam questions is a difficult task—providing faculty with as much guidance as possible in this process will help them write exam items that play a part in the creation of a well-balanced exam.

I often tell faculty to be clear, concise, and transparent when introducing new instructional methods to students. This same thought process is applicable when driving faculty work on exam building—clearly describe to faculty the goals of the exam while using exam blueprints to be transparent with what is expected of all faculty.

This is key. To properly use Blueprinting, exam items must be mapped to categories. Having items mapped as they are entered into your assessment software will streamline the process of building exams. I recommend creating your category structure in advance of the start of your course(s) and then mapping exam items according to these categories. This is truly the catalyst of this process being a communicative tool for course faculty. Setting the standard for which categories will be included in assessments will allow faculty to ensure these content areas are covered in their teaching. When exam time comes around, they will simply be able to





