

## Instructions for Student Interviews

- Have the student read and sign the consent form if he/she has not signed one previously- explain that it ensures confidentiality and that the student volunteered to participate.
- Explain briefly what you will do during the interview.
- Turn on the voice recorder and state **your** name (not the student's), the date, and the time. The recorder will pick up voices in about a 6 ft. radius.
- You may ask any questions on the interview sheet. In most cases answers are not provided, so choose those with which you are most comfortable and which will best help you determine a student's competency in biology.
- Ask at least **one** knowledge/comprehension OR application question as a warm up to get the student talking. Make notes if needed while the student gives answers.
- Ask at least **two** higher-level questions (i.e., analysis, synthesis, evaluation). These are the questions that will really define student competency. Lower level knowledge such as factual content and comprehension will become apparent as students answer the higher level questions. If you are unsure of a student's knowledge or ability at any level, ask probing questions related to the main question you are asking.
- Ask additional questions as time permits to help you determine strengths and weaknesses at each level of thinking.
- Remember to be a good listener. Speak only as needed to ask questions and to elicit responses from the interviewee.
- At the end of the interview say something complimentary and thank the student for helping with this assessment.