

Abstract



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While the advancement of chemistry as a science has long been associated with ever increasing capabilities of measurement, it is difficult to argue the same can be said for chemistry education. There are many ways to look at the manner in which we measure student learning, and the key question that emerges is whether or not our measurements actually tell us what we hope to know about that learning.

Perhaps as importantly, by looking at our habits when constructing tests, either in our own classes or as part of larger efforts such as those carried out by the ACS Exams Institute, we can begin to devise ways to analyze the testing choices we make and how those choices affect what is taught and what is learned.

This talk will describe several ways that measures of student learning can be considered and suggest what learning goals that may be overlooked based on the current assessment practices that are common in chemistry teaching. Ideas about how new measures might be devised that might fill in the gaps will also be noted.