

## More Testing, More Learning

### A. Opening Argument

1 The predominant reason why students perform better with multiple exams is that they  
2 improve their study habits. For that reason greater regularity in test taking means greater  
3 regularity in study for tests. Students prone to cramming will be forced to open their  
4 textbooks more often keeping them away from long, “kamikaze” nights of studying.  
5 Regularity prepares them for the “real world” where you rarely take on large tasks at long  
6 intervals. Several tests also improve study habits by reducing procrastination and an article  
7 about procrastination from the *Journal of Counseling Psychology* reports that “students view  
8 exams as difficult important and anxiety provoking.” These symptoms of anxiety leading to  
9 procrastination could be solved if individual test importance was lessened reducing the  
10 stress associated with the perceived burden.

### B. Importance of multiple exams

1 With multiple exams this anxiety decrease will free students to perform better. Several,  
2 less important tests may appear as less of an obstacle allowing the students to worry less  
3 leaving them free to concentrate on their work without any emotional hindrances. It is proven  
4 that “the performance of test-anxious subjects varies inversely with evaluation stress.” Like  
5 performance jitters. It would also be to the psychological benefit of students if they were  
6 not subjected to the emotional ups and downs of large exams where they are virtually worry-  
7 free one moment and ready to check into the psychiatric ward the next.

8 In addition, with multiple exams, students can learn how to perform better on future tests  
9 In the class, regular testing allows them to “practice” the information they learned thereby  
10 improving future test scores. In just two exams they are not able to learn the instructor’s  
11 personal examination style and are not given the change to adapt their study habits to it.  
12 The *American Psychologist*” concludes that “It is possible to influence teaching and learning  
13 by changing the type of tests.” Time will tell.