

Moving beyond recall: Writing biology assessments that measure scientific practices

Just 7% of introductory biology exam items required students to use a scientific practice, and only 8% of items assessed higher-order thinking skills (Uminski et al., 2024). This webinar explores why this gap persists and how to close it. We will review the current state of assessing scientific practices and explore methods for building them into assessment items. We'll also discuss where generative AI is currently helpful and where it struggles in item writing and demonstrate how BioInteractive's Assessment Builder supports assessment for learning. While the examples center on introductory biology, these strategies apply across a range of courses.



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Friday, September 18, 2026

11:00 PT/ 12:00 PM MT/ 1:00 PM CT/ 2:00 PM ET

