Easy Assessment Techniques for the Classroom

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Objectives for the Day

- Introducing formative assessment
- Five ideas revealed and discussed
- Examples from participants on their use
- Practice!
Resource

- Classroom Assessment Techniques
- by Thomas A. Angelo and K. Patricia Cross
Classroom Assessment

- Current tools of classroom evaluation
  - Term papers
  - Lab reports
  - Homework
  - Quizzes, tests, examinations
- These are summative evaluations
  - End of course, unit, lesson
Assessment - Informally

- Faculty make judgments based on:
  - Questions to students
  - Listen carefully to student questions & comments
  - Monitor body language
  - Facial expressions

- Adjust class based on their judgments
Classroom Assessment defined

- Systematic approach
- Formative evaluation
- Simple tools
- Feedback devices
- Show how much, how well and even how students are learning
Where do we start

- Always try the easy ones first
- 5 to 10 minutes of class time
- Less than 1 hour out of class for your analysis
- Share with others – results and experiences
- Try one of your classes first!
3 step process

- Step 1: Planning
  - Which class?
  - Which class meeting?
  - Choose which Classroom Assessment Technique
Step 2: Implement

- Let students know beforehand
- Tell them why you are asking for the information
- Clearly explain the procedure
  - If necessary write directions
- Tell students how much time
- Initial read through after the CAT
- More detailed analysis
Step 3: Responding

- Close the feedback loop
- Tell them the what, how and results of the assessment
- Can be a simple response
  - “40% of the class thought X was the Muddiest point so far.
- Advise them of your adjustments
5 Suggestions

1. If a CAT doesn’t appeal to you intuition and professional judgment as a teacher, don’t use it.

2. Don’t make CAT into a self-inflicted chore or burden.

3. Don’t ask your students to use any CAT you haven’t previously tried on yourself.

4. Allow for more time than you think you will need to carry out and respond to the assessment.

5. Make sure to “close the loop.” Let students know what you learn from their feedback and how you and they can use that information to improve learning.
## Minute Paper

<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
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<tbody>
<tr>
<td>Description</td>
<td>What was the most important thing you learned in class today?</td>
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<td></td>
<td>What one important question remains unanswered?</td>
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<tr>
<td>Purpose</td>
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<tr>
<td>Suggestions for Use</td>
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<td>Process</td>
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<td>Pros/Cons</td>
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<tr>
<td>Caveats</td>
<td></td>
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</tbody>
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Muddiest Point

- Description
  - “What was the “muddiest point” in X?"
- Purpose
- Suggestions for Use
- Process
- Pros/Cons
- Caveats
One-Sentence Summary

- **Description**
  - Who does what to whom, when, where, how and why?
- **Purpose**
- **Suggestions for Use**
- **Process**
- **Pros/Cons**
- **Caveats**
Directed Paraphrasing

- **Description**
  - Summarize but in my own words – customer-friendly language

- **Purpose**

- **Suggestions for Use**

- **Process**

- **Pros/Cons**

- **Caveats**
Applications Cards

- **Description**
  - Have students list one real world application based on principle, generalization or procedure

- **Purpose**

- **Suggestions for Use**

- **Process**

- **Pros/Cons**

- **Caveats**