

Classroom Assessment


August 30, 2006

Workshop Objectives


- Define Classroom Assessment
- Differentiate between different types of CAT's and their use in different situations
- Apply these assessment techniques to your own course

What is Classroom Assessment?

Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality. College instructors use feedback gleaned through Classroom Assessment to inform adjustments in their teaching. Faculty also share feedback with students, using it to help them improve their learning strategies and study habits in order to become more independent, successful learners....




Two Fundamental Questions





Why Classroom Assessment?

- Learning-centered
- Instructor-directed
- Mutually beneficial
- Formative assessment
- Context-specific
- Ongoing
- Rooted in good teaching practice



How do I use a CAT?

- Planning
- Implementing
- Responding – this is key!



5 Suggestions for Getting Started

- If you don't like it, don't use it!
- Don't make the process a chore or a burden
- Practice
- Allow extra time initially
- Make sure to "close the loop"



Assessment vs. Grading

Assessment	Grades
Formative	Summative
Diagnostic	Final
Non-Judgmental	Evaluative
Private	Administrative
Often Anonymous	Identified
Partial	Integrative
Specific	Holistic
Mainly Subtext	Mostly Text
Suggestive	Rigorous
Usually Goal-Directed	Usually Content-Driven



Pro and Con Grid

- Focus on a decision, a judgment, a dilemma, or an issue that has teaching and learning implications in your discipline and for your students.
- Write out a prompt that will elicit thoughtful pros and cons in relation to this issue or dilemma.
- Let students know how many pros and cons you expect and how they are to be expressed. Are parallel lists of words and phrases adequate, or should the pros and cons be expressed in sentences?

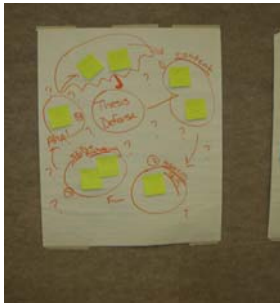


One Sentence Summary

- Who does what to whom, when, where, how, and why?
- Forces students to summarize a large topic or quantity of information
- Give your students 2x the amount of time it would take you to do this CAT

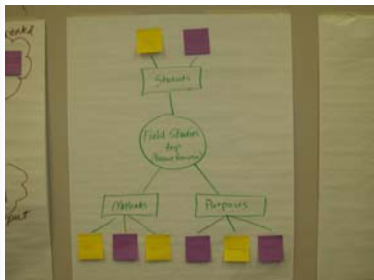


Concept Maps





Concept Maps





Problem Recognition Tasks

- Choose examples of several different but related problem types that students find difficult to distinguish.
- Decide whether you will provide information about the types of problems that students are to recognize, allowing them simply to match type with example, or whether you will ask students to name the problem types as well.
- Try out your examples on a colleague or an advanced student to see whether he or she agrees with your choice of examples.
- Make up a short Problem Recognition Task form or overhead transparency containing a handful of example problems for students to recognize.



Directed Paraphrasing

- Select an important theory, concept, or argument that students have studied in some depth.
- Determine who would be a realistic yet challenging audience for a paraphrase of this topic, what the purpose of such a paraphrase should be, and how long the Directed Paraphrase should be.
- Try responding to the Directed Paraphrase yourself, to see how realistic the assignment is.
- Direct the students to prepare a paraphrase of the chose topic. Tell them who the intended audience is, what the purpose is, and what the limits are on speaking time or on number of words or sentences.



Student-Generated Test Questions

- Focus on a test or exam that is at least three weeks to a month away. Decide what types of questions on what specific topics you want students to generate.
- Decide how many questions you want students to generate. One or two questions of any type are usually enough, especially if you want your students to supply the answers as well.
- Explain what you want the students to do, why you want them to do it, how their questions will be used, when they will get feedback, and how writing questions and getting feedback will help them perform better on the test.



Focused Autobiographical Sketches

- Clearly limit the focus and make sure it is directly related to the course goals and objectives.
- Limit the sketch still further by determining what period or periods in the students' lives and what specific areas of their lives – for example, personal, professional, academic, or interpersonal – the sketch would cover.
- Consider what scale, if any, or criteria you will use to assess the sketches.




Punctuated Lectures

- Choose a lecture that introduces new material and that can be effectively divided into ten or twenty minute segments.
- Don't forewarn students about the first "punctuation", but once you do stop, explain that the point is to give them an opportunity to reflect on their own learning behaviors.
- Direct the students to take the two next steps in the process; that is, to reflect and write. Set time limits for each. Give them a minute or two to write reflect and approximately the same amount of time to write.




Muddiest Point

- Determine what you want feedback on: the entire class session or one self-contained segment? A lecture, a discussion, a presentation?
- Leave enough time to ask the question, to allow students to respond, and to collect their responses by the usual ending time.
- Let students know beforehand how much time they will have to respond and what use you will make of their responses.
- Collect the responses as or before students leave.
- Respond to the students' feedback during the next class meeting or as soon as possible afterward.



Minute Paper

- Decide first what you want to focus on and, as a consequence, when to administer the Minute Paper.
- Using the two basic questions from the "Description" above as starting points, write Minute Paper prompts that fit your course and students.
- Plan to set aside five to ten minutes of your next class to use the technique, as well as time later to discuss the results.
- Before class, write one or, at the most, two Minute Paper questions on the chalkboard or prepare an overhead transparency.
- Unless there is a very good reason to know who wrote what, direct students to leave their names off the papers or cards.




Additional CAT's

- Background Knowledge Probe
- What's the Principle?
- Technology Chain
- Pen Pals – distance learning
- Goal Ranking and Matching
- Self-Assessment
- Group Work Assessment




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Feedback

- What are the two most useful things you have learned during this session?
- What questions do you have about this topic?



Feedback

<http://ctl.t.waubonsee.edu/feedback/index.html>

You may complete this form and print it on the CTLT lab printer (COL_236_HP4100). Your form will be sent to the printer anonymously and collected by the trainer at the end of the session.
