Classroom Assessment Techniques

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Classroom Assessment Project Cycle

Step 1: Choose the focus class
Step 2: Focus on an assessable goal or question
Step 3: Plan a classroom assessment project focused on that goal or question
Step 4: Teach the target lesson related to that goal or question
Step 5: Assess student learning: collect feedback data
Step 6: Analyze student feedback
Step 7: Interpret the results and formulate an appropriate response to improve learning
Step 8: Communicate results; try out response
Step 9: Evaluate this project’s effect(s) on teaching and learning
Step 10: Design a follow-up classroom research project

Planning
Responding
Implementing
Shaping your Project

- Start with a narrow focus.
- Start with clear student learning objectives (SLOs).
- Determine what “assessable” questions you are trying to answer.
- Choose assessments that are engaging and will be meaningful to student learning.
- Determine how you will introduce and integrate the assessment into ongoing classroom activities.
Popular Classroom Assessments

- The Minute Paper
- The One-Sentence Summary
- The Muddiest Point
- Directed Paraphrasing
- Application Cards
Other Considerations

- If a CAT does not appeal to your intuition and professional judgment, don’t use it.
- Always test your CAT out before asking your students to use it.
- CATs can take time – make sure you allow for more time than you think you will need to complete the project cycle.
- Plan ahead to close the loop by sharing results with students about their own learning.
Analyzing Student Feedback

- Begin by looking at the whole range of student responses.
- Share results with colleagues who can help you reflect on patterns you might be finding.
- Consider if your data indicate how well (or poorly) students achieved the learning goal or task.
- Do your data indicate the cause of their success, or lack thereof?
- Design follow-up questions you might pose to students to understand the results more deeply.
Questions about Your Students

- Which students are learning well and which are not?
- What do successful learners do that others don’t?
- What do less successful learners do that might undermine their outcomes?
Questions about Course Content

- How much of your course content are students learning?
- Which elements are students learning well?
- How well are students integrating overall course content?
Questions about Your Teaching

- How does my teaching affect student learning?
- What, specifically, could I change to improve student learning in the classroom?
- What, specifically, could I change to improve student learning outside of the classroom?
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