

# **Practical Assessment: Simple Tools For Busy Faculty**

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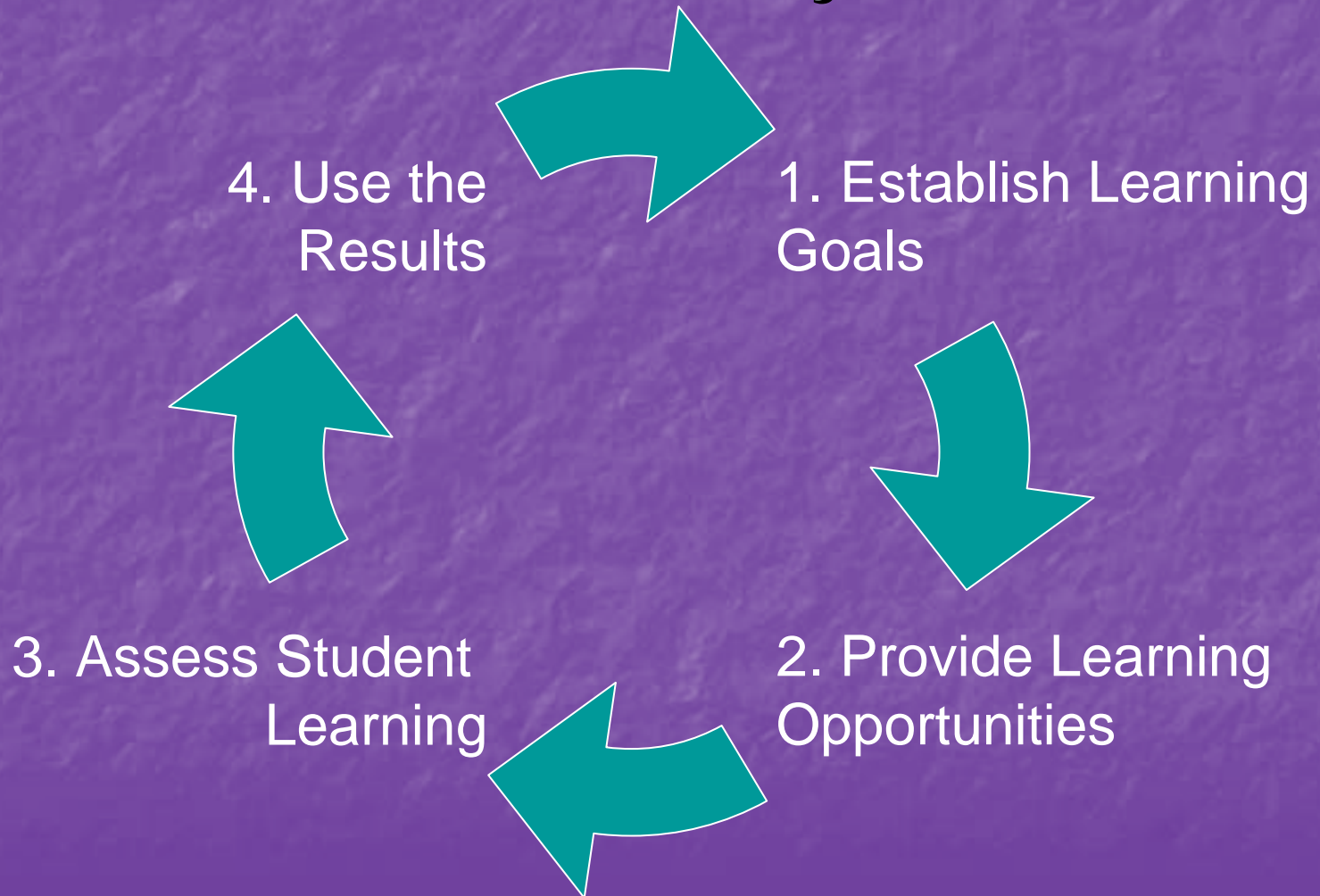
Professor of English  
Chair, ASL Committee

# Learning Goals for Participants

After the workshop, participants should be able to:

- Define, explain, and apply simple Classroom Assessment Techniques (CATs)
- Interpret results from classroom assessment data in order to improve student learning
- Document evidence of classroom student learning assessment by including analysis in their teaching portfolios
- Develop Test Blueprints

# Assessment as a Four-Step Continuous Cycle



# Muddiest Point as Assessment Tool

Wendy's Assessment 101 Presentation: 70 responses

- Examples/Best Practices 32 responses
- Accountability 15
- Assessment v. Grades 6
- Student Services and ASL 4

# Accountability

- Vice President of Academic Affairs
- Academic Deans
- Faculty
- All administrators and staff
- ALL OF US!!!!
- ASL COMMITTEE IS HERE TO HELP!

# ASL Committee Goals

- Establish a culture of assessment that centers on student learning and evidence of student learning
- Ongoing review/audit of assessment of student learning practices at CCAC
- Develop a process model for assessing student learning in the areas of general education, developmental education, transfer programs and career/technical programs
- Work in conjunction with professional development in order to offer training in student learning assessment activities
- All recommendations go through the governance process and are given to Dr. Weiner.

# Will Everyone Get on Board?

- 15 % Leaders/Dreamers
  - 35 % Willing Participants (1 year)
  - 35 % Reluctant Participants (2-3 years)
  - 15 % Curmudgeons
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- "They say time changes things, but you actually have to change yourself."

-Andy Warhol

# Assessment v. Evaluation

- Primary purpose of assessment is to understand and improve learning; the primary purpose of evaluation is to classify students (grade)

# Assessment v. Evaluation

## ■ Psychology 101

■ Requirements		Dick (B)	Jane (B)
Exam	50%	78	90
Oral Present.	15%	86	69
Paper	25%	85	78
Homework	10%	93	82

How are the “B” (approx. 83%) grades different? Who learned what?

- "Assessment is NOT a goal worth working for; it is only a tool. Assurance of learning is the goal."

-Douglas Eder

# Deep, Lasting Learning in Classroom (Suskie 2004)

Students should learn most effectively when:

- They spend more time actively involved in learning and less time listening to lectures.
- They engage in “real world” tasks—realistic class assignments, field experiences, and service learning opportunities.
- They are given a variety of ways to learn and demonstrate what they learn.
- They have positive interactions with faculty and work collaboratively with fellow students.
- They receive prompt, concrete feedback on their work.

# Classroom Assessment

- Are my students learning what I think I am teaching?
- Who is learning and who is not learning?
- What am I doing that is useful for students?
- What am I doing that is not useful for students?

# What are CATs?

- *Classroom Assessment Techniques: simple formative assessment tools for collecting data on student learning in order to improve it*
- Muddiest Point
- One-Minute Paper
- E-Mail Minute
- Pro and Con Grid
- Student-Generated Test Question

# Three-Step Process for CAT

1. PLAN: Pick a focus class and a CAT
2. IMPLEMENT: Notify, explain, review, analyze
3. RESPOND: Close the feedback loop

# Types of Assessment Data

Formative: Gathered during class unit, lesson, for immediate benefit

Summative: Gathered at conclusion for benefit of next course

## ■ Direct

- Measures exact value/performance
- Standards/Criteria Based
- Examples:  
Examinations, Research Projects, Term Papers
- Evidence: Pre/Post Tests, Rubrics (rating scales), Portfolios

## ■ Indirect

- Measures learning process and learning environment
- How students “feel” about learning
- Examples:  
Surveys, Reflective Essays, Interviews
- Evidence: Reflections on active learning, collaborative learning interviews

# Test Blueprint

- First step in test development process
- Identifies the objectives/skills that are to be measured as well as the relative weight on the test given to each
- Benefits:
  1. Helps achieve balance between instruction and assessment
  2. Reduces tendency to test “memory of facts” only
  3. Ensures test will sample all important content
  4. Provides a structure for analyzing, summarizing and reporting results.

# Test Blueprint: Early American History

<i>Content:</i>	<i>Process: Levels of Thought</i>			<b>Total</b>
<b>Historical Periods</b>	<b>Recall Facts</b>	<b>Comprehend Concepts</b>	<b>Apply Facts &amp; Concepts</b>	
<b>Exploration</b>	<b>10 (20%)</b>	<b>5 (10%)</b>	<b>1 (2%)</b>	<b>16 (32%)</b>
<b>Colonization</b>	<b>10 (20%)</b>	<b>5 (10%)</b>	<b>1 (2%)</b>	<b>16 (32%)</b>
<b>Revolution</b>	<b>12 (24%)</b>	<b>5 (10%)</b>	<b>1 (2%)</b>	<b>18 (36%)</b>
<b>Total</b>	<b>32 (64%)</b>	<b>15 (30%)</b>	<b>3 (6%)</b>	<b>50 (100%)</b>