Assessment Techniques of Student Learning

(Adopted from http://activelearning.uta.edu/FacStaff/AssessmentTechniques.htm)

Classroom assessments are activities instructors can use to collect feedback on student learning and whether or not a chosen pedagogy is facilitating learning. The purpose of classroom assessments is for instructors to collect information on how to adjust their teaching and content delivery and for students to glean a better understanding of their learning styles and strategies.

The assessment techniques listed below are summarized from Angelo & Cross.*** Part two of their text gives in depth information on each technique such as step-by-step directions, suggestions for use, examples, and pros/cons. A copy of the book can be found in the Central Library, 4th floor, call number: LB2822.75 .A54 1993.


Low Complexity
Applications Cards***
After learning about a new concept or theory, students develop one real-world application for the theory or concept.
Use this technique to see if students can find practical applications for what they have learned.
Approximate Analogies***
Students complete the second half of a faculty-provided analogy.
Use this technique to determine if students understand the relationship between two concepts.
Assignment Assessments***
Students evaluate individual assignments on their learning value.
Use this technique to gain insight on students’ perceptions of classroom assignments.
Catagorizing Grid***
Students organize a list of subordinate terms under preexisting superordinate terms.
Use this technique to quickly see how well students can sort and organize course content.
Chain Notes***
Students respond to a question written on the outside of a large envelope by inserting an index card with their response into the envelope.
Use this technique to get a focused amount of written feedback from students.
Classroom Opinion Polls***
Students respond on paper to opinion questions.
Use this technique to uncover students’ opinions about particular issues.
Defining Features Matrix***
Students categorize topics based on the presence or absence of characteristics.
Use this technique to determine how well students can categorize information based on set criteria.
Directed Paraphrasing***
Students summarize parts of the lecture or reading in their own words.
Use this technique to assess students’ ability to summarize new or important information.
Electronic Mail Feedback***
Students respond to instructor-posed questions via e-mail.
Use this technique as a way to get immediate feedback on a particular question.
Exam Evaluations***
Students comments on what they think they are learning from classroom evaluations and share
feedback on their usefulness.
Use this technique to gain insight on students' perceptions of exams.
Focused Listing***
Students list words or concepts that are related to a topic.
Use this technique to quickly ascertain what students deem as the most important points related to a topic.
Goal Ranking and Matching***
Students list and then rank their goals and expectations for the course.
Use this technique to determine if students' course-expectations meet yours.
Group-Work Evaluations***
Students complete surveys on their group-work experiences in the classroom.
Use this technique to discover what is working or not working in group work.
Minute Paper***
A quick way to gather written responses from students by asking them what they learned and what remains unanswered from today's class.
Use this technique to gain feedback on what students have learned and what questions do they have.
Misconception/Preconception Check***
Students respond to questions that ascertain their prior knowledge on a given topic.
Use this technique to ascertain students' prior misconceptions about a topic that may block learning.
Muddiest Point***
Students are asked to answer the question, "What was the muddiest point in the (lecture/readings/homework, etc.)?"
Use this technique to determine which concepts students are having problems learning.
Pro and Con Grid***
Students list pros and cons of issues.
Use this technique to gain a quick assessment of students' ability to analyze all facets of an issue.
Problem Recognition Tasks***
Students categorize different types of problems into standard problem-solving methods.
Use this technique to determine if students can recognize different types of problems and the methods for solving them.
Punctuated Lectures***
During a break in the lecture, students reflect on what they were doing during the first part of the lecture.
Use this technique to gain immediate feedback on how and what students are learning from a lecture.
Reading Rating Sheets***
Students evaluate their assigned readings.
Use this technique to obtain feedback on assigned readings.
RSQC2 (Recall, Summarize, Question, Connect, and Comment)***
Students use the five steps to review previously learned material.
Use this technique to gain insight into what students are learning and to catch misunderstandings in a timely fashion.
Teacher-Designed Feedback Forms***
Students complete brief, course-specific evaluation forms created by the instructor.
Use this technique to get responses to specific, classroom-related questions.
What's the Principle? ***
Students assign general principles that best fit with individual problems.
Use this technique to determine if students can apply or associate general principles within the
Moderate Complexity

**Background Knowledge Probe***
Students respond to a quiz, short answer question or survey that asks students about a topic prior to introducing it in class. Use this technique to assess students’ prior knowledge on a topic and to help determine at what point in the content to begin instruction.

**Concept Maps***
Students complete drawings illustrating their mental connections between concepts in class. Use this technique to uncover the relationships and understandings students have of the course content.

**Course-Related Self-Confidence Surveys***
Students respond to questions directed at getting at their confidence in a particular skill. Use this technique to evaluate students’ confidence in their ability to learn course content.

**Documented Problem Solutions***
Students document steps taken in solving a problem. Use this technique to assess the steps students take to solve problems and how well they can describe and document their steps.

**Double-Entry Journals***
Students respond to two aspects of assigned readings. In the first entry, students comment on the most meaningful part and with the second entry, students elaborate on its personal significance. Use this technique to gain understanding on how students process assigned reading materials.

**Empty Outlines***
Students complete a blank or partially completed outline based on the in-class lecture. Use this technique to determine if students have captured the main points of the content.

**Everyday Ethical Dilemmas***
Students respond anonymously to brief scenarios of ethical dilemmas. Use this technique to gain insight into students’ values and decisions-processes of common situations.

**Focused Autobiographical Sketches***
Students write an autobiographical paper that focuses on a past successful learning experience. Use this technique to understand students’ self-awareness as learners.

**Group Instructional Feedback Technique***
Lead by an outside facilitator, students discuss what works and what doesn’t in the classroom. Use this technique to uncover students’ reactions to their classroom experience.

**Interests/Knowledge Skills Checklists***
Students rank their knowledge and skills. Use this technique to learn students’ interest and skills in the course content.

**Memory Matrix***
A table with column and row headings completed and left for students to fill in. Use this technique to assess students’ ability to organize course content into predetermined categories.

**One-Sentence Summary***
Students answer who, what, when, where, why and how about a particular topic in one long summative sentence. Use this technique to assess students’ ability to condense a large amount of information.

**Self-Assessment of Ways of Learning***
Students articulate their learning preferences by comparing themselves against known
 personas.
Use this technique to learn students' learning styles and preferences.

**Student-Generated Test Questions***
Students develop questions and answers for upcoming tests or quizzes.
Use this technique to see what content students think is important and what they feel is a good test question.

**Word Journal***
Students summarize a text, lecture, reading in one word and then write a paragraph describing why they selected that one word.
Use this technique to assess students' ability to identify and summarize important concepts and to justify their response.

**High Complexity**

**Analytic Memos***
Students write a summative analysis of an issue in order to guide someone else in decision making.
Use this technique to determine if students can use content taught in the course to persuade and inform others.

**Annotated Portfolios***
Students submit examples of their work and supply justification for the inclusion of those examples.
Use this technique to assess students' ability to make connections between their work and the course goals and content.

**Audio- and Videotaped Protocols***
Students are audio or video taped during the problem-solving process.
Use this technique to uncover students' problem-solving processes.

**Classroom Assessment Quality Circles***
Students regularly evaluate course materials including lectures, assignments and exams.
Use this technique to elicit comments on classroom activities and to allow students to participate in their learning.

**Content, Form, and Function Outlines***
Students answer the what (content), how (form), and why (function) of a message in outline format.
Use this technique to assess students' ability to separate and evaluate the multiple messages found in communications.

**Diagnostic Learning Logs***
Students document new knowledge, concepts and successes in the classroom and then analyze their strengths and weaknesses as learners.
Use this technique to uncover students' strengths and weaknesses as learners.

**Human Tableau or Class Modeling***
Students use their bodies to demonstrate concepts or processes.
Use this technique to assess students' comprehension in a medium other than writing or talking.

**Invented Dialogues***
Students create discussions based on their understanding of issues, personalities and historical contexts.
Use this technique to determine how well students can synthesize and extrapolate upon the course content.

**Paper or Project Prospectus***
Students develop a structured plan for completing a term project.
Use this technique to assess students' grasp of content, ability to synthesize information, and ability to articulate issues and concerns about project.
**Process Analysis***
Students record and comment on the steps taken to complete a particular assignment. Use this technique to learn the step-by-step process students use to complete an assignment.

**Productive Study-Time Logs***
Students record how much time they spend studying and their productivity at different times of the day. Use this technique to learn how students parse their study-time for your course.

**Profiles of Admirable Individuals***
Students compose a short paper on an individual in their field of study who they admire. Use this technique to gain insight into students’ own values in a particular field.