

TYPES OF ASSESSMENTS

Sandy Finley

sjfinley@illinois.edu

Getting started

What assessments have you

- used in your undergrad teaching or*
- experienced in your undergrad classes?*

1. Make a quick list of 3-5 assessment types
2. Share lists in a group
3. As a group, organize the assessments in some way and write the group's list on the board.

Three Time-Efficient Teaching Practices

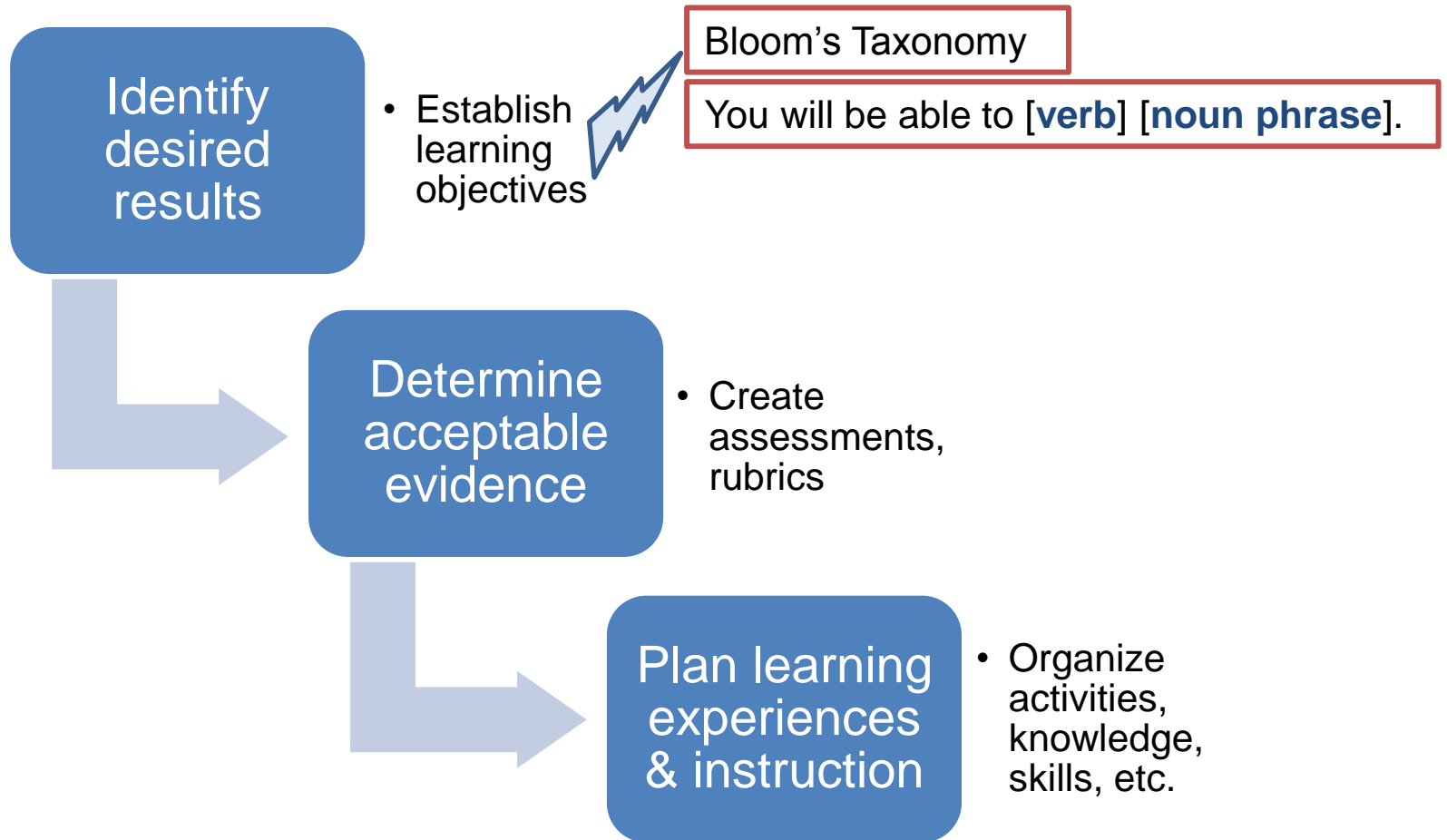
(from an article by Linda Hodges, Vice Provost, U of Maryland)

Begin with the end in mind

Generate criteria/rubrics to describe disciplinary work to students

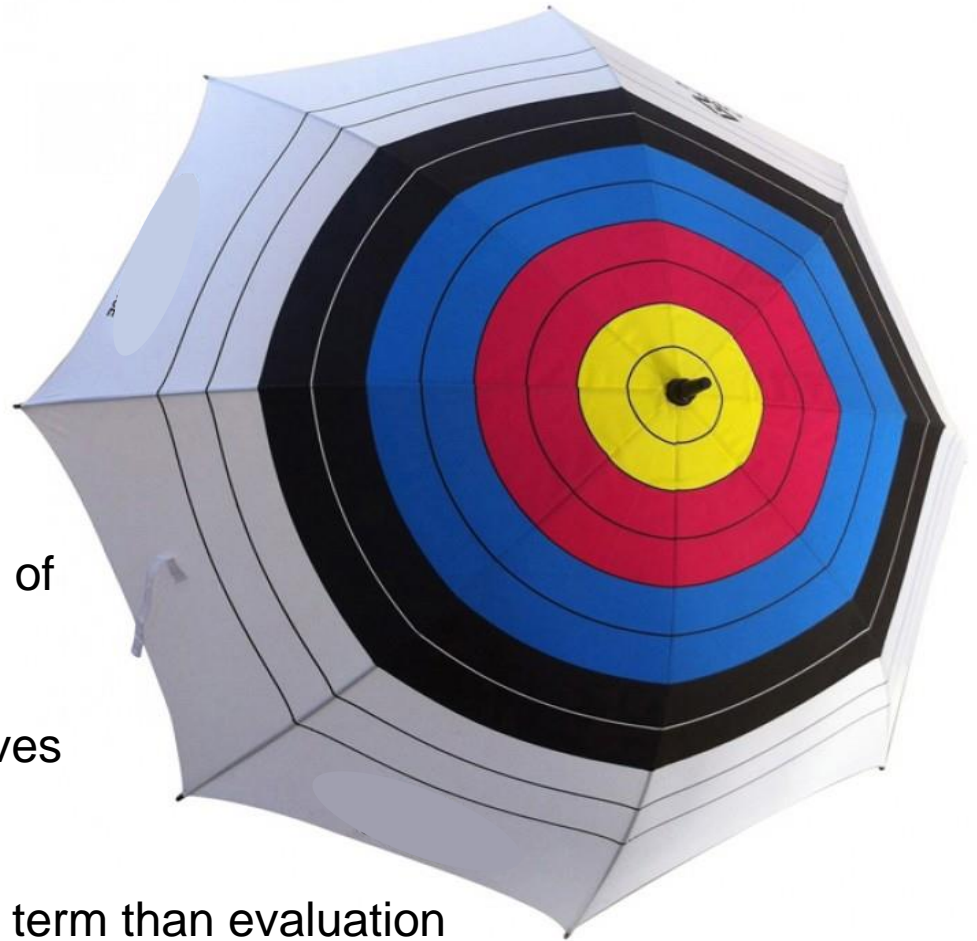
Embed “assessment” of student learning outcomes into class assessments

Backward Design



Assessment is ...

- the act of determining the extent to which the learning objectives (target) are on their way to being achieved and to what extent they have been achieved
- an umbrella term for the use of many methods of gathering evidence that students are meeting the learning objectives
- a more learning-focused term than evaluation



Thinking like an Assessor	Thinking like an Activity Designer
What would be sufficient and revealing evidence of understanding?	What would be fun and interesting activities on this topic?
What performance tasks will anchor the unit and focus the instructional work?	What projects might students wish to do on this topic?
What are the different types of evidence required by my goals?	What tests should I give, based on the content I taught?
What criteria will I use as I examine student work and assess levels of quality?	How will I give students a grade?
Did the assessments distinguish between those who really understand and those who only seem to? Am I clear on reasons behind learner mistakes?	How well did the activities work? How did the students do on the test?

“After a lot of investigation, I finally figured out that the students had memorized everything, but they didn’t know what anything meant. When they heard "light that is reflected from a medium with an index," they didn't know that it meant a material such as water. They didn't know that the "direction of the light" is the direction in which you see something when you're looking at it, and so on. Everything was entirely memorized, yet nothing had been translated into meaningful words.”

Richard Feynman

Winner of the Nobel Prize in physics

Surely You're Joking, Mr. Feynman! (1985)

informal
checks for
under-
standing

observations
and
dialogues

tests and
quizzes

academic
prompts

authentic
performance
tasks

Informal assessment

In-class Q & A, classroom discussions

Office hour conversations and classroom observations

Quick activities that may be graded or ungraded

Think-pair-share and other active learning and lecture-break activities

.....

Classroom Assessment Techniques (CATs) – Angelo & Cross

One minute paper or muddiest point

What's the principle

Defining features matrix

Concept mapping

One-sentence summary

Application cards

informal
checks for
under-
standing

observations
and
dialogues

tests and
quizzes

academic
prompts

authentic
performance
tasks

Tests and quizzes

Objective Tests, selected response, usually one best answer

Multiple-choice

True-false

Matching

Short answer tests

Usually focused on recall, concepts, discrete skills

Usually quick and easy to grade

informal
checks for
under-
standing

observations
and
dialogues

tests and
quizzes

academic
prompts

authentic
performance
tasks

Academic Prompts

Open-ended questions or problems that require students to think critically and prepare a written response

Specific prompts, typically Qs asked primarily “in school”
Constructed response, not just one best answer or solution
Often ill structured
Involve analysis, synthesis, evaluation

Essays and essay exams
Learning logs and journals
Quick writes

informal
checks for
under-
standing

observations
and
dialogues

tests and
quizzes

academic
prompts

authentic
performance
tasks

Authentic Performance Tasks

Also called authentic assessment

Involves complex tasks, real settings and situations

Requires judgment and innovation, use of knowledge and skills to
navigate a complex task

GRASPS task design

Goal

Role

Audience

Situation

Product, performance, purpose

Standards for success

**WORK
TIME**

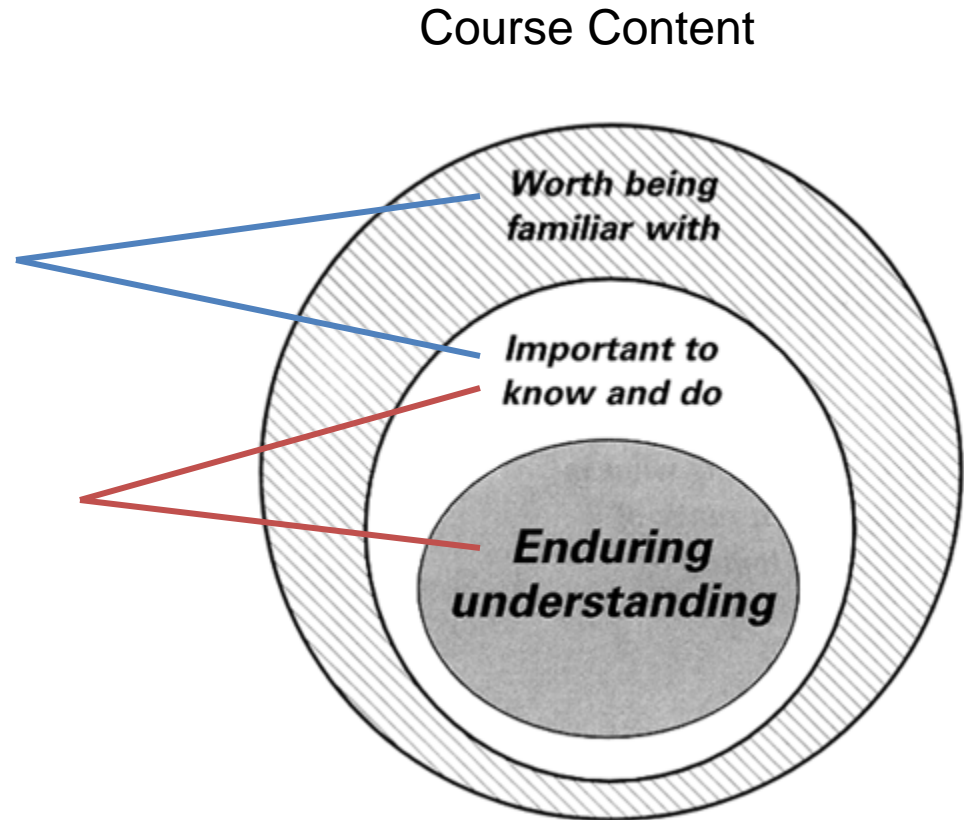
Assessment Types

Traditional quizzes and tests

- Paper-pencil
 - Selected-responses
 - Constructed-responses

Performance tasks and projects

- Open-ended
- Complex
- Authentic



So, some big ideas to keep in mind

- Align assessments/assignments with learning objectives
- Assess students frequently over the semester
- Use a variety of well-sequenced assessment methods
- Make assignments that are worth doing – interesting, challenging, motivating, focused, and doable
- And remember, a well-designed assignment is more than a means of assessment, it's an opportunity for learning and practice.

