TYPES OF ASSESSMENTS

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Getting started

*What assessments have you used in your undergrad teaching or 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)

1. Begin with the end in mind
2. Generate criteria/rubrics to describe disciplinary work to students
3. Embed “assessment” of student learning outcomes into class assessments
Identify desired results

- Establish learning objectives

Determine acceptable evidence

- Create assessments, rubrics

Plan learning experiences & instruction

- Organize activities, knowledge, skills, etc.

Bloom’s Taxonomy

You will be able to [verb] [noun phrase].
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
<table>
<thead>
<tr>
<th>Thinking like an Assessor</th>
<th>Thinking like an Activity Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would be sufficient and revealing <strong>evidence</strong> of understanding?</td>
<td>What would be fun and interesting activities on this topic?</td>
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<tr>
<td><strong>What performance</strong> tasks will anchor the unit and focus the instructional work?</td>
<td>What projects might students wish to do on this topic?</td>
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<tr>
<td>What are the different <strong>types</strong> of evidence required by my goals?</td>
<td>What tests should I give, based on the content I taught?</td>
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<tr>
<td><strong>What criteria</strong> will I use as I examine student work and assess levels of quality?</td>
<td>How will I give students a grade?</td>
</tr>
<tr>
<td>Did the assessments <strong>distinguish</strong> between those who really understand and those who only seem to? Am I clear on reasons behind learner mistakes?</td>
<td>How well did the activities work? How did the students do on the test?</td>
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“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 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 understanding
Observations and dialogues
Tests and quizzes
Academic prompts
Authentic performance tasks

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 understanding
observations and dialogues
tests and quizzes
academic prompts
authentic performance tasks

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 understanding

Observations and dialogues

tests and quizzes

Academic prompts

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
Assessment Types

**Traditional quizzes and tests**
- Paper-pencil
  - Selected-responses
  - Constructed-responses

**Performance tasks and projects**
- Open-ended
- Complex
- Authentic

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Wiggins & McTighe, 1998
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.