Assignments and Assessment

“I probably remember 20% of the stuff I learned in school and forgot the other 90%.”
Summative Assessment

Assessment of Learning
- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Formative Assessment

Assessment for Learning
- enables teachers to use information about students’ knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning
- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals
Bloom’s Taxonomy (1956)

- **Knowledge**: Recall of information; Discovery; Observation; Listing; Locating; Naming
- **Comprehension**: Understanding; Translating; Summarising; Demonstrating; Discussing
- **Application**: Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting
- **Analysis**: Identifying and analyzing patterns; Organisation of ideas; recognizing trends
- **Synthesis**: Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining
- **Evaluation**: Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating
Bloom’s Taxonomy
(revised by Anderson & Krathwohl, 2001)
Bloom’s Taxonomy

Can you...

- Remember
  - list
  - relate
  - write
  - tell
  - describe
- Understand
  - name
  - explain
  - predict
  - discuss
  - outline
- Apply
  - use
  - show
  - solve
  - examine
  - complete
  - illustrate
- Analyze
  - compare
  - contrast
  - examine
  - investigate
  - explain
- Evaluate
  - identify
  - recommend
  - justify
  - prioritize
  - assess
  - decide
  - rate
- Create
  - create
  - construct
  - invent
  - plan
- LEARN
  - compose
  - acquire
  - master
What are CATs?

• Quick, easy ways to get feedback from students about:
  – Prior knowledge
  – Preconceptions/misconceptions
  – Opinions
  – Understanding
  – Confusion
  – Satisfaction

“In an increasingly complex world, sometimes old questions require new answers.”
Some advantages of CATs

- **Formative.** Unlike final exams or major term papers, CATs provide faculty with feedback on student learning so that faculty can intervene *during* the current semester to help student learning.

- **Speedy.** They often consume just a few minutes of classroom time to administer, and can be read easily and quickly by faculty.

- **Flexible.** They can be tailored to the unique and specific concerns of the instructor.

- **Anonymity.** The aim of classroom assessment is not necessarily to grade individual student work or to provide individual students with feedback on their performance; rather, to provide the instructor with feedback on student learning. Anonymity may prove useful in freeing students to express not only what they do understand and do not understand.
Angelo & Cross (1993)

- Collected and tested CATs
- Research & workshops nationwide
- >5000 faculty
- Sponsors: National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL), Harvard Graduate School of Education, Harvard Seminar on Assessment and grants by Ford and Pew
Angelo & Cross (1993)

- 50 CATs
- Organized by purpose
- Classroom Goals Inventory
Teaching Goals Inventory – online system

http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data-&-lay=Layout01-&-view
You might already know some CATs...

- Background Knowledge Probe
- Minute Paper
- Muddiest Point
- One Sentence Summary
- Reading Rating Sheets
- Concept Map

"Why is an A or B better than a C or D? Aren't all letters equal in the eyes of God?"
Let’s do some CATs!

• Angelo’s Trinational Background Knowledge Probe (handout)

• Questions at the right time can improve motivation!
CATs with Clickers

Image: Jossey-Bass
1993
How much do you know about CATs?

A. Could have written the book myself
B. Have used CATs in my own teaching
C. Heard of them, but haven’t used them
D. Never heard of them
E. Actually, I know a lot about CATs: Garfield, the one in the Hat, etc.
Modified CAT with clickers

One Sentence Summary
One Sentence Summary

Working as quickly as you can, answer the questions:

“**Who** Does **What** to **Whom**, **When**, **Where**, **How**, and **Why**?”

in relation to the following topic: **Grand Juries**.

Then do your best to synthesize the answers to each of the seven WDWWWWWHW questions into a single informative, grammatical, and long summary sentence.
A grand jury is a panel of judges that decides if someone should be charged with a crime when the offense might be a felony carrying prison time in federal courts and most state courts by listening to arguments by attorneys for both sides so common sense, community perspectives are part of the criminal justice system.
• Exam Wrappers
• Rubrics
• **AAC&U VALUE rubrics**


“*The kids don’t listen, so I have to repeat myself. I’m always repeating myself. You know, always saying the same thing more than once. I say it once, and then they make me say it again...*”
Seven Guidelines for Success (Angelo)

1. Don't ask if you don't want to know. Don't ask for feedback on things you can't or won't change.
2. Don't collect more feedback than you can analyze and respond to by the next class meeting.
3. Don't simply adopt assessment techniques from others; adapt them to your own subject and students.
4. Before you use a CAT, ask yourself: How might responses to this question(s) help me and my students improve? If you can't answer that question, don't do the assessment.
5. Take advantage of the "Hawthorne Effect." If students know that you're using CATs to promote involvement, they're likely to be more involved. Alternately, if you explain that you are using it to promote more reflection and metacognition, you're likely to get just that.
6. Teach students how to give useful feedback. If a CAT is worth doing, it's worth showing students how.
7. Make sure to "close the feedback loop" by letting students know what you've gleaned from their responses and how you and they can use that information to improve learning.
Feedback for faculty

- Group Informal Feedback on Teaching (handout)
- Mid-course vs. End of Course Teaching Feedback (handout)
References

Source: http://www.uky.edu/IRPE/assessment/classroomtech.html