

Classroom Strategies to Assess Student Learning



AMERICAN UNIVERSITY OF ARMENIA

January 30, 2014

A question



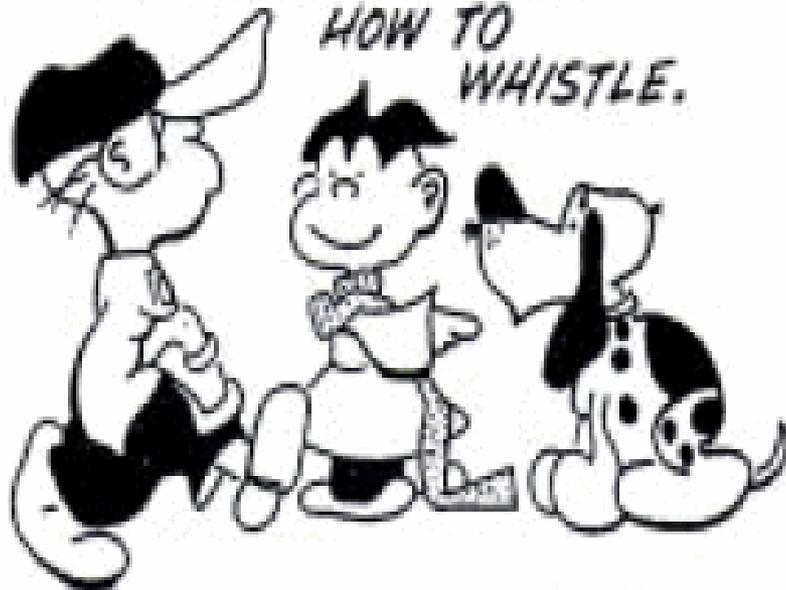
What is classroom assessment?

Agenda of Topics



- **Classroom Assessment: What is it? Why do we do it?**
- **Classroom Assessment Strategies: Examples presented and shared**
- **Feedback: What is the difference between summative and formative feedback? *We will focus on formative feedback today.***
- **Feedback: Why provide it?**
- **Review**

I TAUGHT STRIPE
HOW TO
WHISTLE.



I DON'T HEAR
HIM WHISTLING!



I SAID I TAUGHT
HIM. I DIDN'T
SAY HE LEARNED IT.

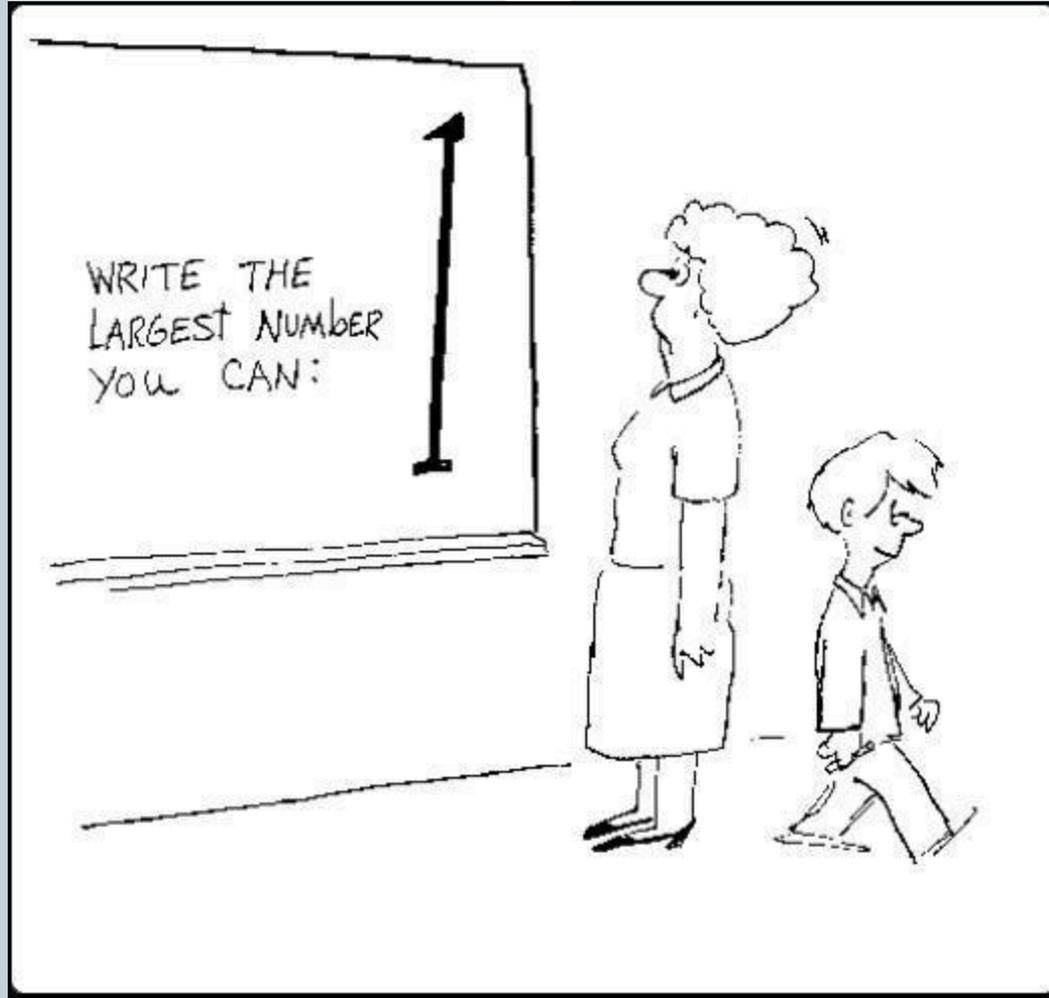
Classroom Assessment

What is classroom assessment?

- What is it?
- Why do we do it?
- How is it different from annual student learning assessment?



Classroom Assessment: Why?



Classroom Assessment



What classroom assessment techniques (CATs) do you use in your course?

Classroom Assessment Techniques: Examples



- **Prior Knowledge Probe**
- **One Minute Paper**
- **The Muddiest Point**
- **The One Sentence Summary**
- **Directed Paraphrasing**
- **Question and Answer Pairs**

Classroom Assessment: Getting Started



- Plan. Implement. Respond.
- One step at a time. Start small. Use the information you gather to enhance teaching and improve learning.
- Be willing to adapt based on the results
- If a classroom assessment technique does not appeal to you, do not use it.
- Allow more time than you think you'll need.
- Be sure assessment is aligned with student learning outcomes. *This is a separate topic for another day.*

Alignment: A Reminder



“The key principles of effective assessment and the **common weaknesses of assessment systems** are primarily concerned with **linkages between outcomes, the design of assessment tasks, criteria, marking procedures and feedback.**”

George Brown, 2001

Classroom Assessment and Feedback



Classroom assessment and feedback go hand in hand.

What do you do with the information gathered during classroom assessment?

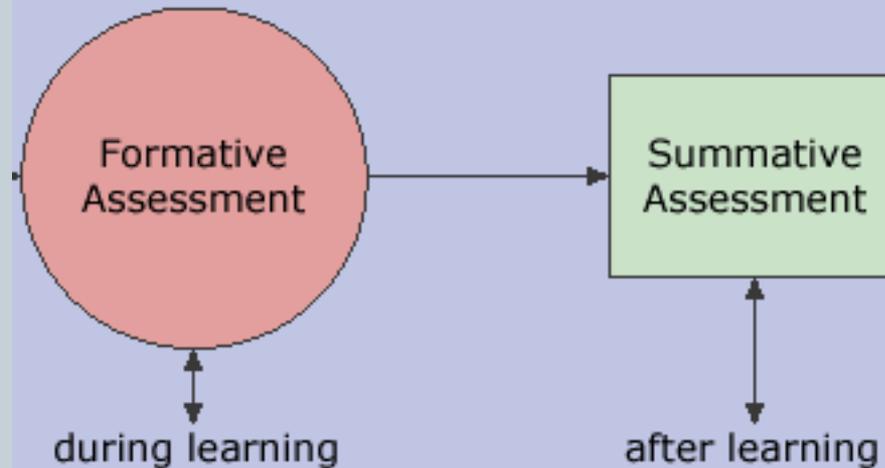
How can the information gathered be used to inform teaching and direct learning?

Question



What is the difference between summative and formative feedback?

*This is an example of a **Prior Knowledge Probe**.*



<http://www.adelaide.edu.au/>

Classroom Assessment *Informed Teaching * Feedback *Directed learning



For Faculty:

- Classroom assessment results in more Informed Teaching.
- Classroom assessment helps identify scaffolding needs.

Feedback



For Students:

Classroom assessment should result in **Feedback**, and, **Feedback directs learning.**

Feedback:

- begins with an understanding of what is being learned
 - Explicit **Student Learning Outcomes**
 - Explicit link between Student Learning Outcomes to Assignments, Activities, and Assessment methods
- is targeted to address specific (sometimes common) mistakes (guide students to fix mistakes **early**)
- is real-time so students can identify (**early**) how to adjust their own study habits
- reflects on what is working well/not so well **early on**

Review



What are some classroom assessment techniques discussed today?

Questions



1. What is one new piece of information (information, technique) you will take away with you today?
2. What questions do you still have about classroom assessment?

You have been given two index cards.

Use one card to answer each question above.

Your answer to question 2 will be collected to provide information to the facilitator for follow-up. (*This is an example of **Muddy Point***).

Where can you turn for resources and support?



- Other faculty – in your program and outside of your program
- Program Chair
- Associate Dean for General Education
- Dean
- Office of Assessment/IRO/Accreditation

* Online resources, especially:

iro.aua.am/teaching-and-learning-resources/
iro.aua.am/faculty-workshops/

* One on one (or group) support