Classroom Assessment

New Faculty Orientation/Development Series
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Objective – Facilitate Conversation

Teaching

Learning

Assessment
Group Work

- What’s in your course syllabus?
- Why conduct classroom assessment?
Your Courses – Keystones

- DESIGN BACKWARD
  - Intended Learning Outcomes of the Lesson
  - Intended Learning Outcomes of the Unit
  - Intended Learning Outcomes of the Course
  - Intended Learning Outcomes of the Academic Program
  - Intended Learning Outcomes of the Institution

- DELIVER FORWARD
7 Principles of Good Practice for UG Education:

- Student – Faculty contact
- Cooperation among students
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Respect for diverse talents and ways of learning

A. Chickering (1987)
7 Principles and Your Course

“to educate,”
7Ps and Classroom Assessment

- No *Surprises, Please!*
- Frequent formative assessments
- Continuous data on student learning & teaching effectiveness
Classroom Assessment Techniques

- **One-Minute Paper**
  - “What was the most important thing you learned during today’s class?”
  - “What important question remains unanswered?” or “What are you still confused about?”

- **The Muddiest Point**
  - Ask students to jot down a quick response to – “what was the muddiest point in [the lecture, demo, homework, the reading, etc.]?”
Classroom Assessment Techniques

- **Student-generated Test Questions**
  - Students are asked to prepare 2 or 3 potential test questions and correct responses

- **Pro and Con Grid**
  - Students are asked to jot down a quick list of pros and cons on a particular topic or issue

- **Paper or Project Prospectus**
  - Structured first-draft plan for a term paper or term project – topic, purpose, intended audience, major questions to be answered, etc.
What’s in your assessment tool box?

Do you see multiple data points reflecting diverse talents and ways of learning?
References/Resources

- Association for the Assessment of Learning in Higher Education (AALHE) – Sample Rubrics
- Center for Teaching, Vanderbilt University
- General evaluation rubric for college papers, Fordham University
- Institute for Teaching Excellence, Penn State University
- Center for Teaching & Learning, Distance Education Division, Johns Hopkins Bloomberg, School of Public Health