

## Examples of Direct Assessment Methods

I Use the Following Instrument	Assessment Method	Description
	Capstone Projects	<ul style="list-style-type: none"> <li>• Culminating projects that provide information about how students integrate, synthesize and transfer learning               <ul style="list-style-type: none"> <li>○ Assesses competence in several areas</li> <li>○ May be independent or collaborative</li> <li>○ Focuses on higher order thinking</li> <li>○ Are useful for program-level assessment</li> </ul> </li> <li>• Examples: exams, integrative papers, projects, oral reports, performances</li> <li>• Typically discipline-based</li> </ul> Scoring Method: Rubric
	Embedded Assessment	<ul style="list-style-type: none"> <li>• Assessment procedures that are embedded in a course or curriculum               <ul style="list-style-type: none"> <li>○ May include test items or projects</li> <li>○ May be take-home or in-class</li> <li>○ Developed internally</li> <li>○ Can be used to assess discipline/program-specific knowledge</li> </ul> </li> </ul> Scoring methods: raw scores (dichotomous or along a scale, or a rubric)
	Performance Assessment	<ul style="list-style-type: none"> <li>• Observed student activities to assess skills and knowledge               <ul style="list-style-type: none"> <li>○ Assesses what students can demonstrate or produce</li> <li>○ Allows for the evaluation of both process and product</li> <li>○ Focuses on higher order thinking</li> </ul> </li> <li>• Examples: artistic productions, experiments, projects, oral presentations</li> </ul> Scoring Methods: rubric
	Portfolio Assessment	<ul style="list-style-type: none"> <li>• Collection of student work/experiences over time that is used to demonstrate growth and achievement               <ul style="list-style-type: none"> <li>○ Allows student to self-reflect on incorporated work</li> <li>○ May include written assignments, works of art, collection of projects, programs, exams, exercises, video or other electronic media, etc.</li> <li>○ Focuses on higher-order thinking</li> </ul> </li> </ul> Scoring Methods: rubrics (Note there should be a rubric for students to understand what they should include in the portfolio and potentially a secondary rubric for faculty to evaluate the rubric)
	Standardized Instruments (This includes national tests for certificate programs, or licensure)	<ul style="list-style-type: none"> <li>• Instruments developed outside the institution with standardized administration and scoring procedures and frequently with time restrictions               <ul style="list-style-type: none"> <li>○ Psychometrically tested based on norming group</li> <li>○ Sometimes allows for national comparisons</li> </ul> </li> </ul> Scoring Methods: answer key, scored by testing company. Along with overall scores, best used when sub-scores are available as it better informs the area of the curriculum where students may be underperforming

	Localized Instruments	<ul style="list-style-type: none"> <li>▪ Instruments developed within the college or university that are for internal use only <ul style="list-style-type: none"> <li>○ Often used to prepare students for a national test/exam required before entering the field</li> <li>○ Content may be tailored to match outcomes exactly</li> </ul> </li> </ul> <p>Scoring Methods: answer key or rubric, scored internally</p>
	Surveys	<ul style="list-style-type: none"> <li>▪ <b>Indirect assessment</b> of student perceptions of programs or activities <ul style="list-style-type: none"> <li>○ Can be an internally development instrument or a national perception survey</li> <li>○ Provides trends over time</li> <li>○ Can address the unique needs of multiple areas with one survey instrument</li> </ul> </li> </ul> <p>Scoring Methods: answer key, scored by testing company. Along with overall scores, best used when sub-scores are available as it better informs the problem areas as perceived by students.</p>

**Student Affairs Assessments**

**Co-curricular activities can use variations on many of the instruments noted above to accomplish assessment goals, below are some examples:**

Following Instrument could be used	Assessment Method	Description
	Surveys Focus Groups	<ul style="list-style-type: none"> <li>▪ <b>Surveys are an indirect assessment</b> of student perceptions of the activities or programming</li> <li>▪ <b>Focus Groups</b> can provide additional in-depth feedback on student interactions and perceptions of the programming. Especially helpful with targeted programming</li> </ul>
	Performance Assessment	<ul style="list-style-type: none"> <li>▪ Observed student activity to assess skills and knowledge, can be very helpful in areas where students are asked to lead an activity or work with an outside agency <ul style="list-style-type: none"> <li>○ Assesses what students can demonstrate or produce</li> <li>○ Allows for the evaluation of both process and product</li> <li>○ Focuses on higher order thinking</li> </ul> </li> <li>▪ Examples: presentations, observed behavior in new setting, can include feedback from partner organization for service learning situations</li> </ul> <p>Scoring Methods: pre-specified rubrics</p>
	Portfolio Assessment	<ul style="list-style-type: none"> <li>▪ Collection of student experiences/reflections over time that is used to demonstrate growth and achievement <ul style="list-style-type: none"> <li>○ Allows student to self-reflect on experiences</li> <li>○ May include reflections, collection of projects, programs, presentations, etc.</li> <li>○ Focuses on higher-order thinking</li> </ul> </li> <li>▪ Can be very useful for co-curricular programming that spans multiple semesters – leadership programs, elected student officers, etc.</li> </ul> <p>Scoring Methods: pre-specified rubrics</p>

## Classroom Assessment Techniques

Kind of Evaluation	Name	How It's Done	How to Use	Time Needs
Course Knowledge and Skills	One-Minute Paper*	Ask students to post a short paper (less than a page "Most important thing I learned in this session and what I understood least.")	Review before next class meeting and use to clarify, correct, or elaborate.	Low
	Muddiest Point*	Similar to One-Minute Paper but only ask students to describe what they didn't understand and what they think might help.	Same as One-Minute Paper. If many had the same problem, try another approach.	Low
	Application Article	Ask students to write a short news article about how a major point applies to a real-world situation. An alternative is to have students write a short article about how the point applies to their major.	Sort articles and pick several to share with the class, illustrating range of applications, depth of understanding, and creativity.	Medium
	Student-generated test questions*	Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test.	Use as many of the questions as possible, combining those that are similar.	Medium
	Defend a Point (Vote with your Feet)	Pose a case study with two sides. Ask students to choose a side and defend it.	Allows the faculty member to determine level of critical thinking skills as it applies to a specific problem.	Medium
Attitudes, Values, and Self-Awareness	Journals	Ask students to keep journals that detail their thoughts about the class. May ask them to be specific, recording only attitudes, values, or self-awareness.	Have students turn in the journals several times during the semester so you can chart changes and development.	Medium
Reactions to Instruction Methods	Exam Evaluations*	Select a test that you use regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills.	Make changes to the test that are reasonable. Track student responses over time.	Medium

Adapted from Angelo, Thomas A. and K. Patricia Cross, 1993, *Classroom Assessment Techniques: A Handbook for College Teachers*, Second Edition, San Francisco: Jossey-Bass Publishers.