



Building Your Assessment Toolkit

Easy Tools for Assessment



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Outcomes

- Describe at least 5 assessment methods
- Integrate 3-5 assessment methods into daily practice
- Feel more confident performing assessment

Assessment Cycle

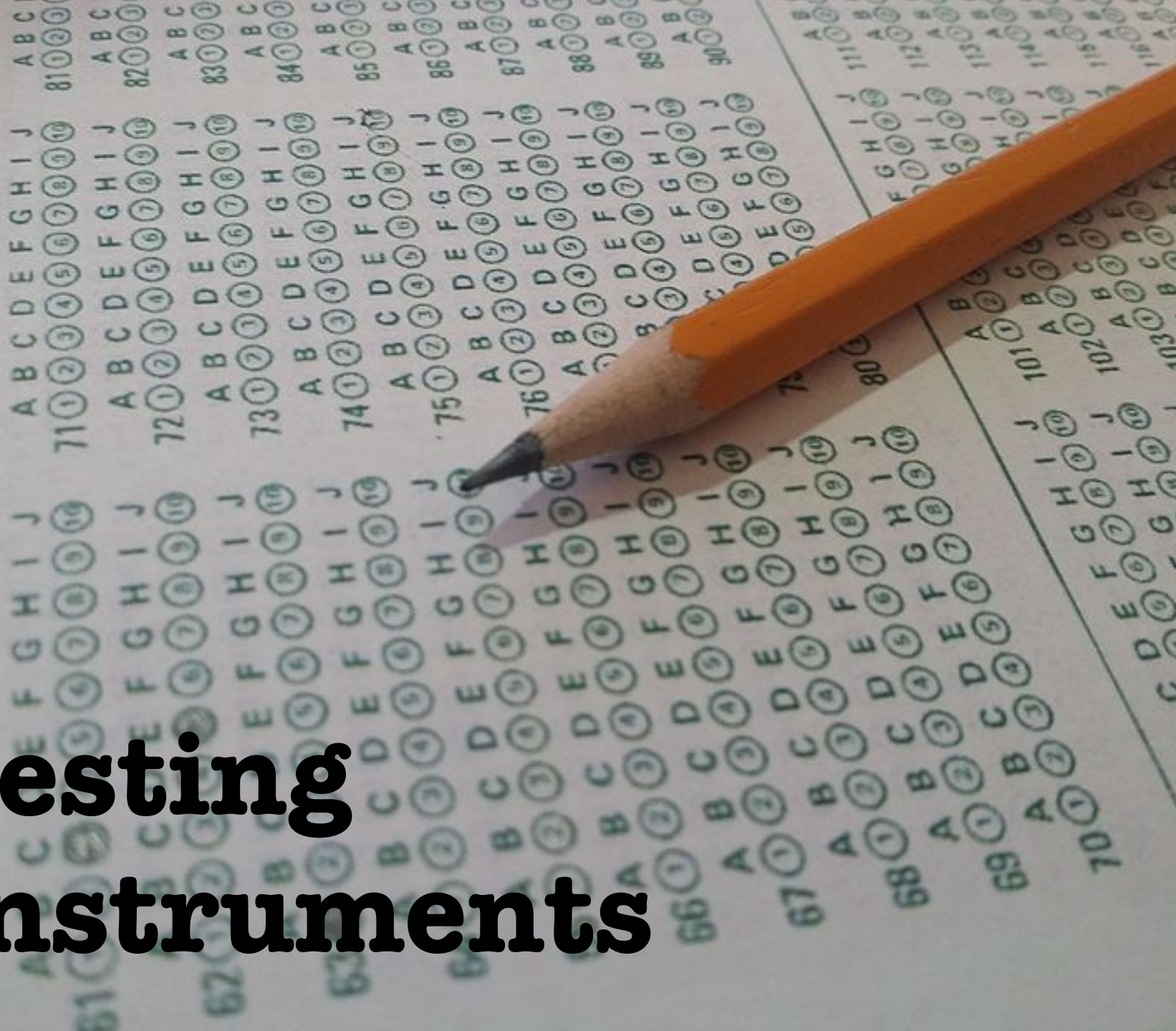


Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

Quasi-Experiments



Testing Instruments



Observation



Tracking



☒ Excellent

☐ Very good

☐ Good

☐ Average

☐ Poor

Ratings of Skills

Rubric

AAC&U Critical Thinking Rubric

	4	3	2	1
Explanation of issues	Problem/issue relevant to situation in context is clearly stated	Problem/issue relevant to situation is stated and partially described	Problem/issue relevant to situation is stated	Problem/issue relevant to a different situation identified
Evidence	An appropriate (for assignment) variety of reputable sources are selected and used.	An adequate (for assignment) variety of reputable sources are selected and used.	Limited reputable sources are selected and used.	Questionable sources are selected and used.
Influence of context and assumptions	Recognizes significant implications of context and assumptions in developing and presenting a well qualified position.	Responds to some implications of context and assumptions in developing and presenting a qualified position.	Shows emerging awareness of context and assumptions in presenting a position.	Presents position without consideration of assumptions or context.
Own perspective, hypothesis, or position	Student's perspective is multifaceted and exhibits complex and appropriate consideration of other perspectives.	Student's perspective is rational and considered in light of other perspectives.	Student's perspective is clear and an alternative is recognized.	Only student's perspective is apparent.
Conclusions, implications and consequences	A comprehensive conclusion synthesizes sources and has a nuanced consideration of implications and consequences.	Conclusions are integrated from sources with consideration of implications and consequences.	Conclusions acknowledge sources with limited consideration of implications and consequences.	Conclusion is emerging with scant attention to implications and consequences.



Journaling

Portfolios



Reflexive Photography



Focus Group



Interviews



1st digit "0", 2nd digit = "4"

2nd digit "0", 2nd digit = "4" 3rd digit = "5"

D. Floor Code: Leave blank if code not provided:
(Ex: Code 045 = 1st digit "0", 2nd digit = "4" 3rd digit = "5")

1st digit
2nd digit
3rd digit

E. Gender:

☐ Male

☒ Female

☐ Transgender

☐ Other

F. U.S. Ethnic group or nationality:
(For students at U.S. institutions only)

☐ African American

☐ American Indian

☐ Asian American

☐ Latino/Chicano/Hispanic

☐ White American

☐ Non-U.S. Citizen / Permanent Resident

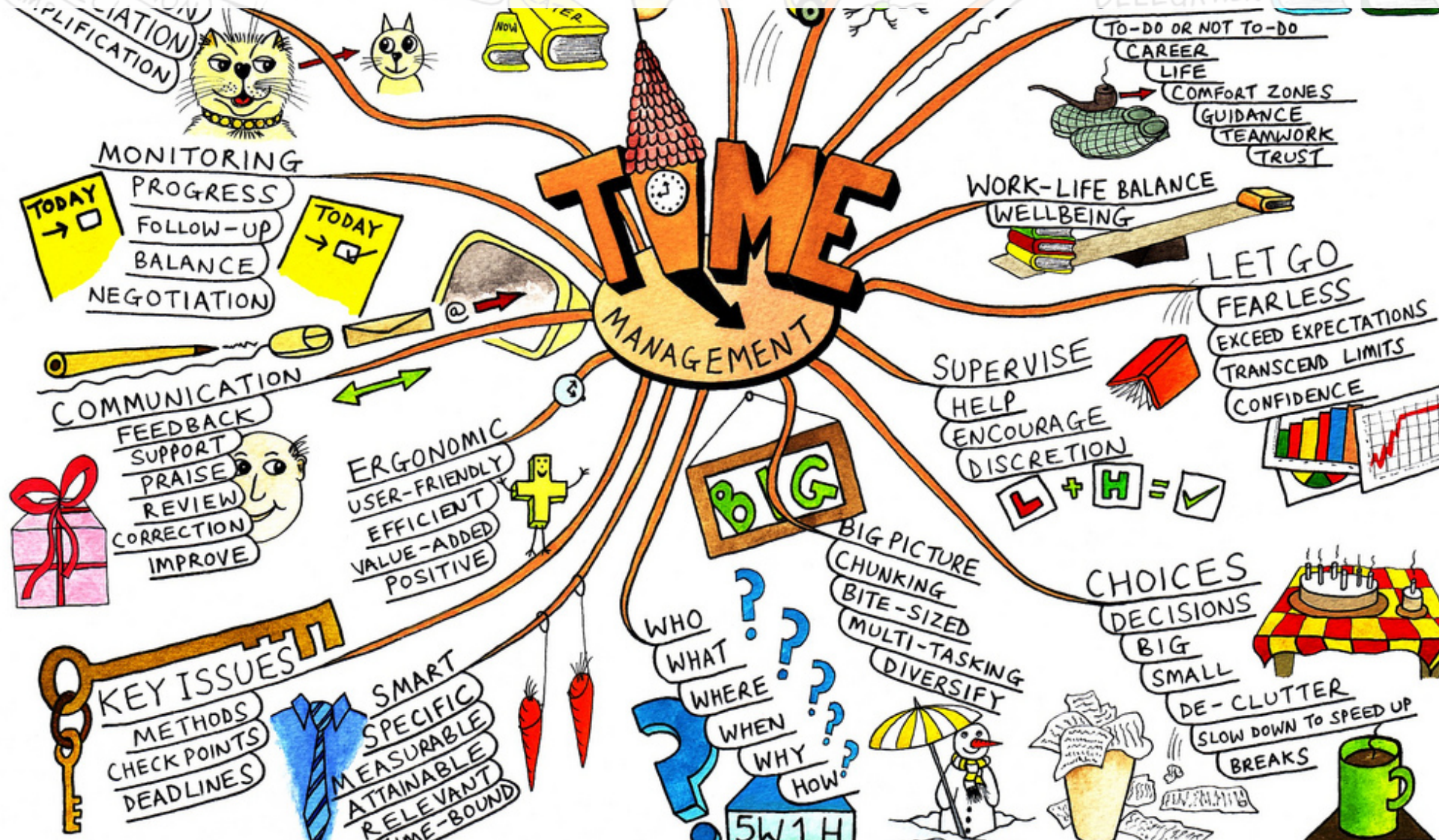
☐ Multiracial


Surveys

Concept Maps

TIME MANAGEMENT

- MONITORING**
 - PROGRESS
 - FOLLOW-UP
 - BALANCE
 - NEGOTIATION
- COMMUNICATION**
 - FEEDBACK
 - SUPPORT
 - PRAISE
 - REVIEW
 - CORRECTION
 - IMPROVE
- ERGONOMIC**
 - USER-FRIENDLY
 - EFFICIENT
 - VALUE-ADDED
 - POSITIVE
- KEY ISSUES**
 - METHODS
 - CHECKPOINTS
 - DEADLINES
- SMART**
 - SPECIFIC
 - MEASURABLE
 - ATTAINABLE
 - RELEVANT
 - TIME-BOUND
- WHO WHAT WHERE WHEN WHY HOW**
 - 5W1H
- BIG PICTURE**
 - CHUNKING
 - BITE-SIZED
 - MULTI-TASKING
 - DIVERSIFY
- SUPERVISE**
 - HELP
 - ENCOURAGE
 - DISCRETION
- CHOICES DECISIONS**
 - BIG
 - SMALL
 - DE-CLUTTER
 - SLOW DOWN TO SPEED UP
 - BREAKS
- LET GO**
 - FEARLESS
 - EXCEED EXPECTATIONS
 - TRANSCEND LIMITS
 - CONFIDENCE
- WORK-LIFE BALANCE**
 - WELLBEING
- TO-DO OR NOT TO-DO**
 - CAREER
 - LIFE
 - COMFORT ZONES
 - GUIDANCE
 - TEAMWORK
 - TRUST



A stylized graphic on the left side of the cover, resembling a pencil or quill. It features a yellow-to-gold gradient with a dark brown tip and a blue eraser-like base. The graphic is partially obscured by the blue background of the title area.

CLASSROOM ASSESSMENT TECHNIQUES

*A Handbook for
College Teachers*





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