

Building Your Assessment Toolkit

Easy Tools for Assessment



List Assessment Methods –





What makes collecting
assessment data
challenging?

Assessment Cycle



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

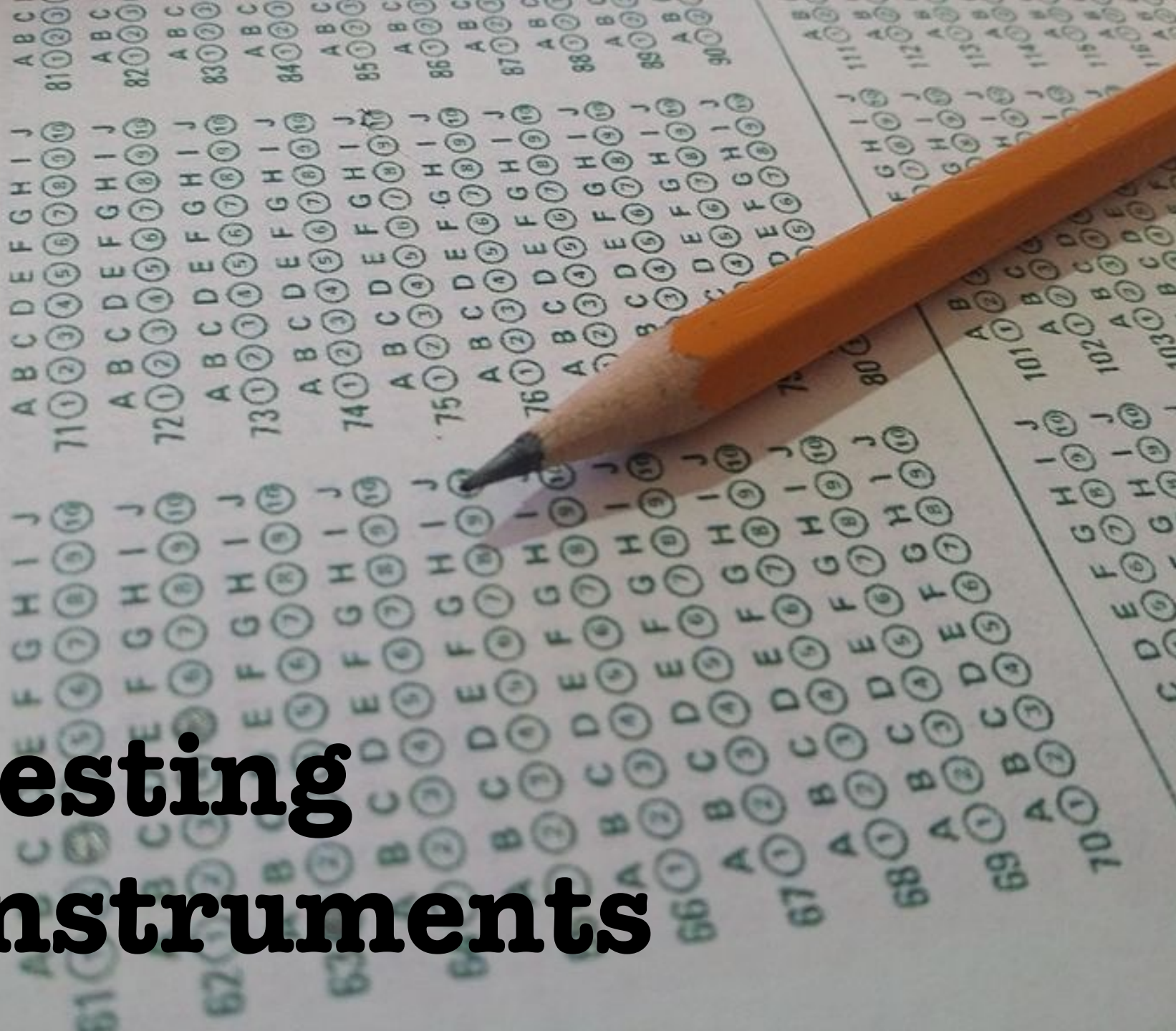
Tracking



Quasi-Experiments



Testing Instruments



Observation



☒ Excellent

☐ Very good

☐ Good

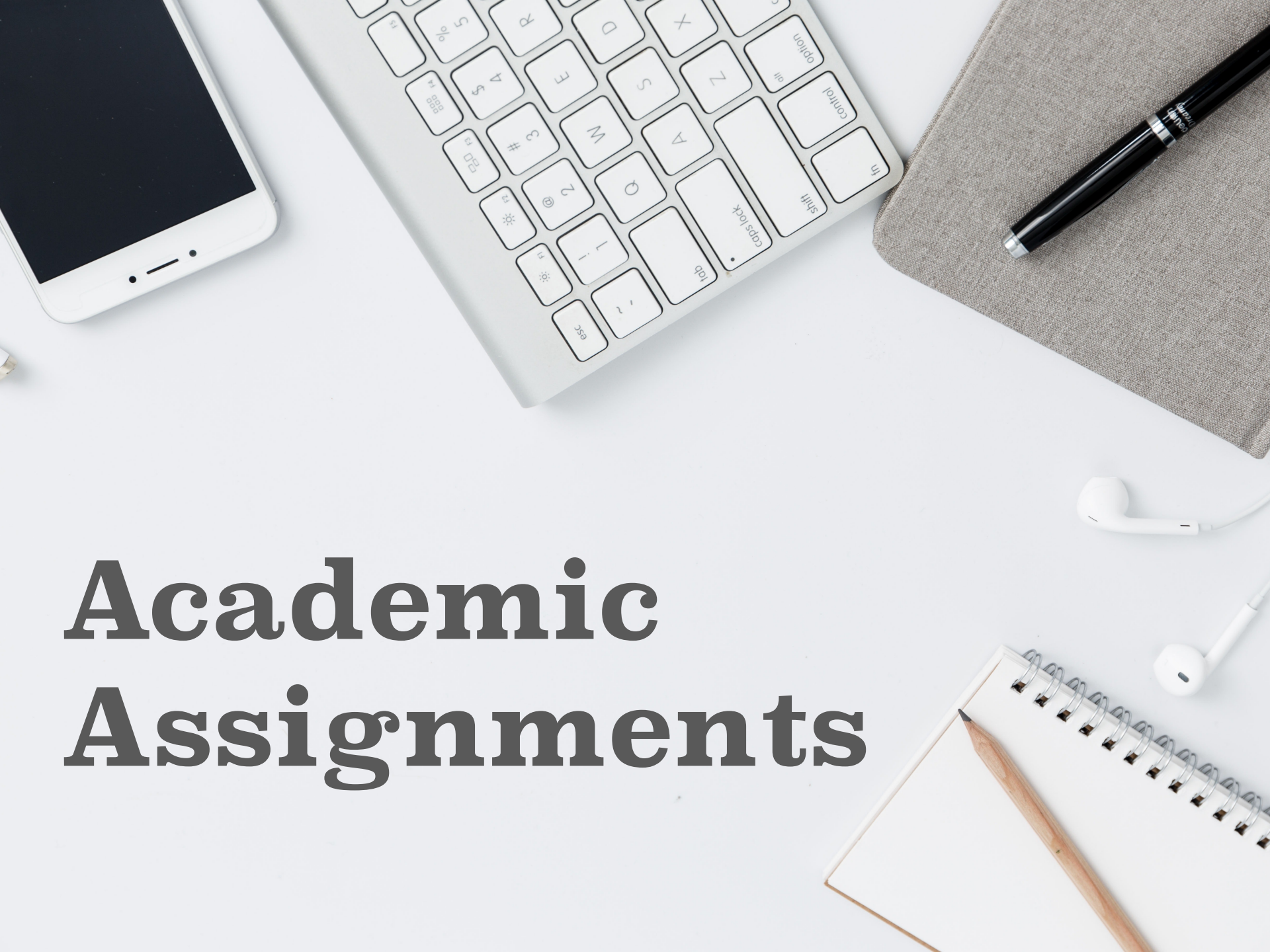
☐ Average

☐ Poor

Ratings of Skills



Journaling



Academic Assignments

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.

Portfolios



Reflexive Photography



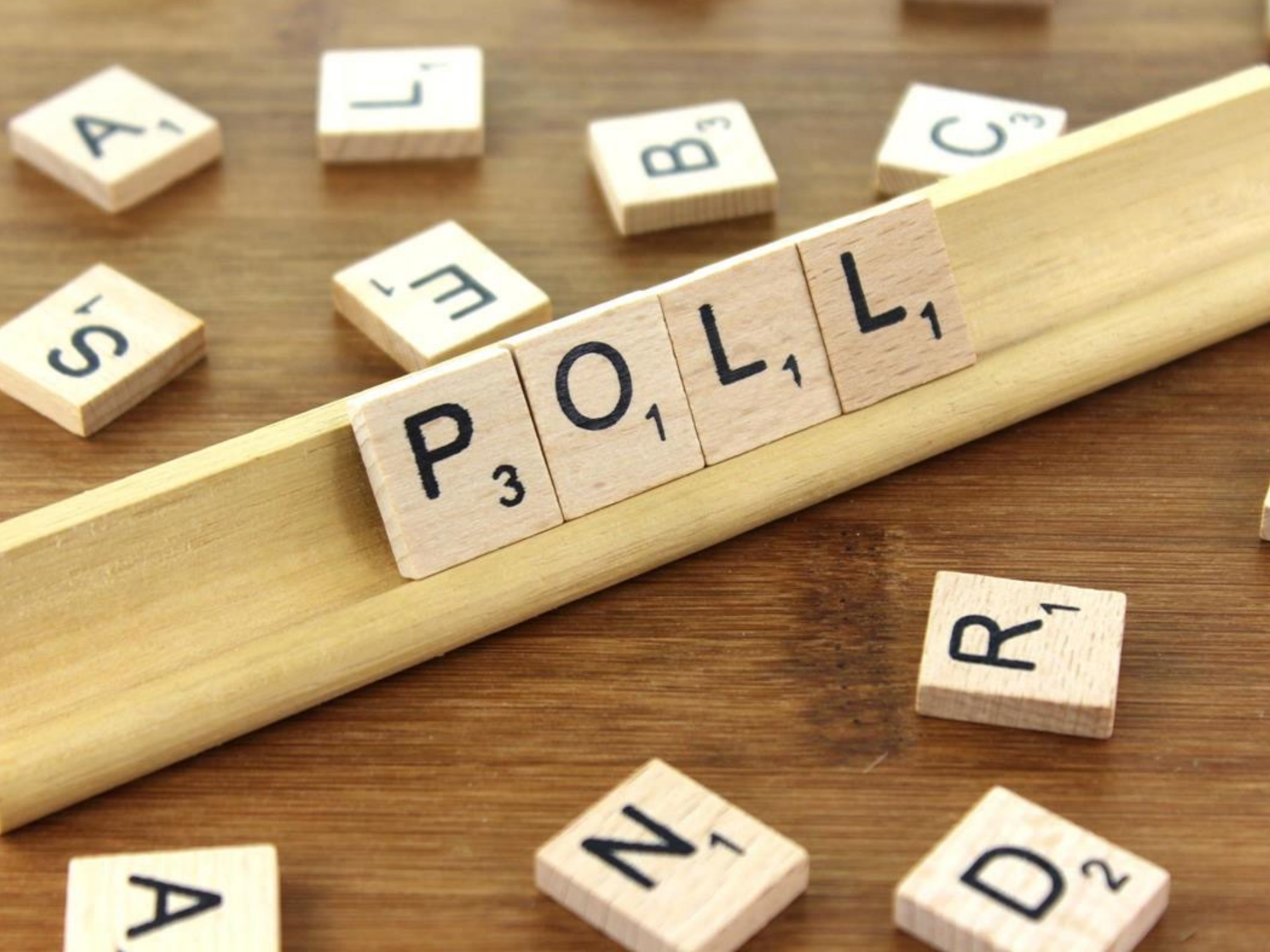
Focus Group



Interviews



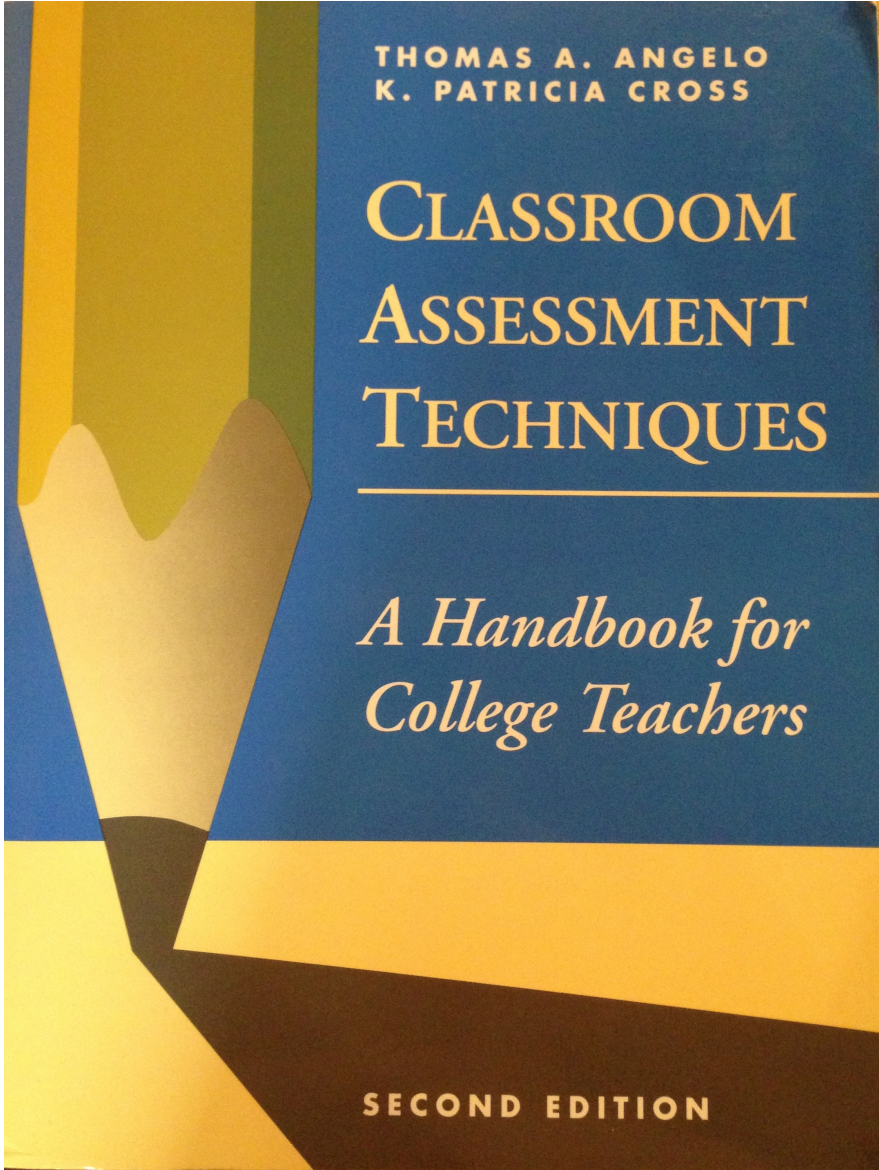
Surveys



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



THOMAS A. ANGELO
K. PATRICIA CROSS

CLASSROOM ASSESSMENT TECHNIQUES

*A Handbook for
College Teachers*

SECOND EDITION



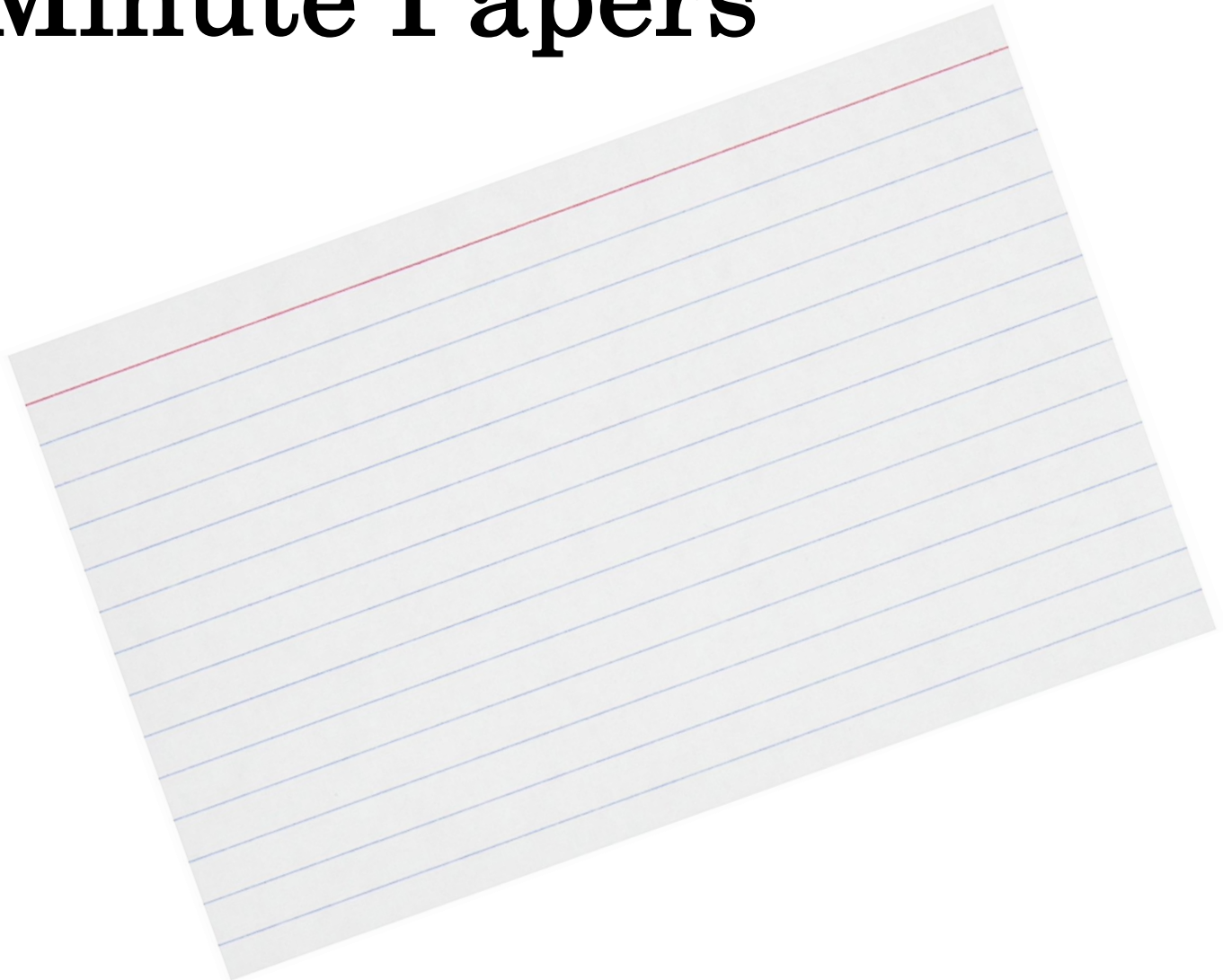
ELIZABETH F. BARKLEY
CLAIRE HOWELL MAJOR

LEARNING ASSESSMENT TECHNIQUES

A HANDBOOK FOR COLLEGE FACULTY

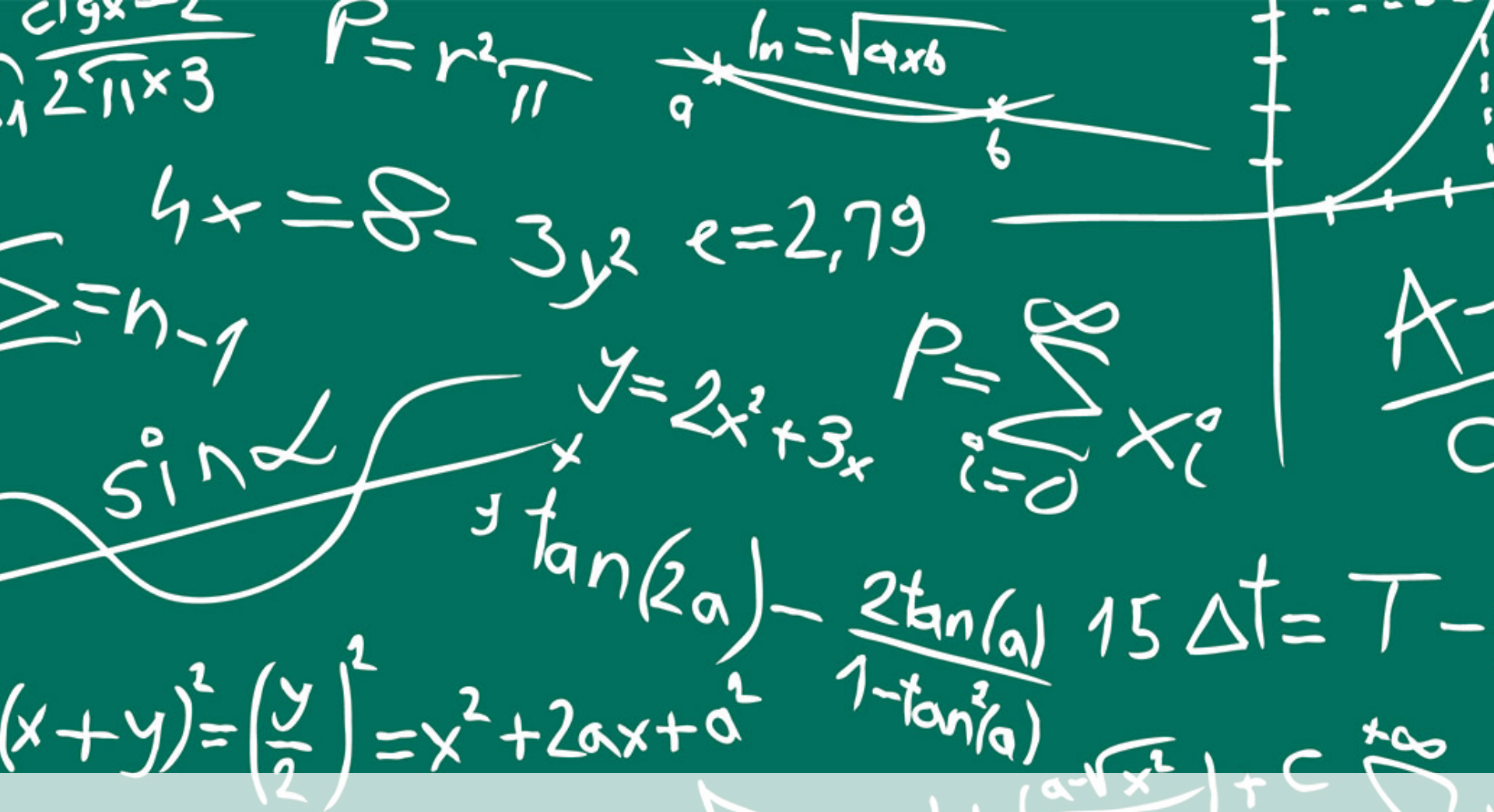
JOSSEY-BASS[®]
A Wiley Brand

1-Minute Papers





Muddiest Point



Documented Problem Solutions

One sentence summary.

TES

3 Minute Message





Net Promoter Scale

http://bit.ly/assess_methods







Practice

A green rectangular road sign with rounded corners and a white border, tilted diagonally. The word "Practice" is written in large, white, sans-serif capital letters. The sign is mounted on two metal poles. The background is a bright blue sky with scattered white clouds.