CLASSROOM ASSESSMENT TECHNIQUES (Radcliffe, Chapter 5)

Overview:

This kind of assessment is formative in that you are assessing while students are in the process of learning. The overlying principle is simple: you first ask your students to do a brief reflection related to the instruction that has been provided in class.

Examples of Classroom Assessment Techniques:

- **Minute Paper/Muddiest Point**: provides immediate feedback as to a student’s overall sense of her or his own learning. It is a reflective exercise and actually includes two questions. Students are asked to describe the most important thing that they learned in class. In the second part of the minute paper, students are asked to write down a question that they still have about the material.
- **One Sentence Summary**: Students are asked to summarize their knowledge of a particular concept that has been covered in class in one sentence. The One Sentence Summary should answer the questions, “Who does what to whom, when, where, how and why?”
- **Direct Paraphrasing**: This assessment technique involves asking students to explain the content of what has been covered in a particular class in more detail than the One Sentence Summary.
- **Pre-Assessment Using CATs**: Used to gain a better sense of student knowledge on one or two specific concepts at the start or prior to class. Use the Muddiest Point at the end of the session to gauge effectiveness of instruction through pre- and post-instruction data.
- **Classroom Response Systems**: The CRS can be used to pose questions throughout your instruction session. The immediate assessment can indicate whether to spend more or less time on a concept. This type of assessment is usually more knowledge-based than affective-based. Cost can be a factor with $2,500 for one receiver and 30 clickers.

Indicators:

- Requires little time;
- Requires little money;
- Level of assessment: Classroom
- Domain: Affective, Cognitive
- Easy access to participants
- Little or no need for faculty collaboration
- No Outside expertise needed

Key Characteristics:

- Used in classroom settings or as follow-up to instruction session;
- Practical and action oriented;
- Provides immediate feedback on students’ perceptions and knowledge;
- Can be tailored to a specific concept or unit;
- Formative in nature;
- Provides a snapshot of comprehension. However, will not tell you how well students are integrating information literacy into their work;
- Should be used to initiate changes in instruction to enhance student learning.