

## Example of Assessments, Techniques, and Pedagogies

### Formative assessment ideas

- Exit slips
- Admit slips
- “Muddiest point”
- Polls
- Surveys
- Focus groups
- Concept map
- Exam wrappers
- Graphic organizers
- Think-pair-share
- Student-led discussion
- Learning/response logs
- Demonstration
- Learning/response logs
- Self-evaluation
- Peer-evaluation
- Kinesthetic assessments
- Individual “whiteboards”
- Journals
- Frequent, low-stakes quizzes
- Frequent, low-stakes grading
- Curricular outline
- Clickers
- Games/simulations

### Summative assessment ideas

- Portfolios
- Process portfolio
- Product portfolio
- Research project
- Performance task
- Unseen examination in controlled conditions

### *(Summative cont.)*

- Seen exam paper in controlled conditions
- Open book exam
- Take-away exam
- Multiple choice test
- Essay exam
- Report
- Dissertation
- Presentation
- Oral examination
- Taking attendance
- Participation

### Pedagogical approaches

- Discovery learning
- Interdisciplinary learning
- Experiential learning
- Peer instruction/feedback
- Case study
- Socratic Method
- Lecture
- Seminar
- Small group discussions
- Close reading/looking/listening
- Discussion
- Field trip
- Jigsaw (mix up content)
- Pair and share
- Presentation
- Quick write (in-class writing)
- Research
- Role play

## FORMATIVE ASSESSMENT IDEAS

- **Exit slips** – written responses to questions posed at the end of class to assess student understanding of key concepts; should take no more than five minutes to complete and are collected as students leave the classroom.
- **Admit slips** – similar to exit slips but are administered prior to or at the beginning of class; can focus on an understanding of homework or may reflect on a previous class.
- **“Muddiest point”** – similar to exit slips, except the question is open-ended around the hardest-to-grasp concept (e.g., “What was the ‘muddiest point’ in today’s lecture?” or, “What, if anything, did you find unclear around the concept of ‘X’?”)
- **Polls** – a sampling or collection of opinions for analysis; can be performed at any time to gauge student learning, either with (e.g., smartphones, tablets, and computers) or without (raising hands) technology.
- **Surveys** – collection of information regarding experiences, attitudes, beliefs, etc., to draw quick conclusions regarding the perception of a group.

- **Focus groups** – approach in which a small group is assembled to gain feedback on a particular issue, concept, etc.; conversation is interactive and draws out insights from discussion.
- **Concept map** – visualization that draws relationships between/among concepts through diagramming key words related to those concepts.
- **Exam wrappers** – short handout that students complete upon receiving a graded exam, directing them to review their performance and the instructor’s feedback toward adapting future efforts.
- **Graphic organizers** – visual representation of a particular topic or concept.
- **Think-pair-share** – collaborative learning strategy in which students work in pairs to discuss a question posed to them or solve a problem.
- **Student-led discussion** - approach whereby students take turns leading group discourse.
- **Learning/response logs** – journal that includes student reflections on learned material.
- **Demonstration** – short presentation followed by students recording their observations and an explanation of what transpired; applied against established rubrics to score and promote class discussion.
- **Learning/response logs** – journal that includes student reflections on learned material.
- **Self-evaluation** – approach that engages students as active participants in their education through self-directed questions around strengths, weaknesses, learning, applied efforts, etc.
- **Peer-evaluation** – instructors share their evaluation of assignments with students, allowing students to comment on their colleagues’ work while simultaneously assessing themselves.
- **Kinesthetic assessments** - students incorporate movement to demonstrate their understanding of a topic or concept.
- **Individual “whiteboards”** – students quickly write down answers on particular information in class on the “board” (or iPad or piece of paper) and raise to show their understanding.
- **Journals** – written record that allows students to record, develop, enhance and reflect on their creative and critical thinking.
- **Frequent, low-stakes quizzing** - frequent, low-risk, timed tests (usually multiple choice or matching questions) to identify how students are meeting class expectations.
- **Frequent, low-stakes grading** - simple course evaluation methods that allow instructors to provide students with many grades so that any individual grade doesn’t count for too much.
- **Curricular outline** – report or document/presentation outlining the overall curriculum of the course.
- **Clickers** - electronic student response system that sends signals to a computer system that displays the results instantly.
- **Games/simulations** - boosting knowledge by assessing learning *around a game* (more often than *inside a game*).

## SUMMATIVE ASSESSMENT IDEAS

- **Portfolios** - systematic collections of student work and related material that depicts a student's activities, accomplishments, and achievements.
- **Process portfolio** - collection of student work that documents the stages of learning and provides a progressive record of student growth.
- **Product portfolio** - collection of student work that demonstrates mastery of a learning task or a set of learning objectives and contains only the best work.
- **Research project** - assignment that requires fact-finding and analysis, performed either independently or within a study group.
- **Performance task**- learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency.
- **Unseen examination in controlled conditions** - students are not provided questions in advance and are times in their responses (e.g., three questions in three hours)
- **Seen exam paper in controlled conditions** - students are provided questions in advance.
- **Open book exam** – students take notes, texts or resource materials into an exam situation.
- **Take-away exam** – students are allowed to take the exam out of the classroom.

- **Multiple choice test** - exam in which students must recognize a correct answer among a set of options that include three or four wrong answers.
- **Essay exam** - students are expected to demonstrate their ability to recall factual, conceptual, or procedural knowledge, organize this knowledge, and interpret the information critically in a logical, integrated answer to a number of questions.
- **Report** - informational piece of work relaying information or recounting certain events in a widely presentable form (e.g., writing, speech, television, film).
- **Dissertation** – an essay or thesis based on original research.
- **Presentation** - process of presenting a topic - a demonstration, lecture, or speech - to inform an audience.
- **Oral examination** – students demonstrate their knowledge as well as their ability to communicate through an oral answering of questions about a subject.
- **Taking attendance** - frequency with which a student is present in class.
- **Participation** - extent to which students join in lectures and/or discussion boards, etc.

## PEDAGOGICAL APPROACHES

- **Discovery learning** - method of inquiry-based instruction that encourages learners to build on past experiences and knowledge, use their intuition, imagination and creativity, and search for new information to discover facts, correlations and new truths.
- **Interdisciplinary learning** - two or more subject areas are integrated with the goal of fostering enhanced learning in each subject area.
- **Experiential learning** – learning through experience
- Peer instruction/feedback - engages students during class through activities that require each student to apply the core concepts being presented, and then explain those concepts to their fellow students.
- **Case study** - approach that presents realistic, complex, situations that often involve a dilemma, conflict, or a problem that one or more of the characters in the case must negotiate.
- **Socratic Method** - form of inquiry and discussion between instructor and students, based on posing and answering questions to stimulate critical thinking and to illuminate ideas.
- **Lecture** - teaching method where an instructor is the central focus of information transfer.
- **Seminar** - classes that typically have significantly fewer students per professor than normal courses, and are geared toward familiarizing students more extensively with the methodology of their chosen subject.
- **Small group discussions** - groups of students (usually 10 to 30) that meet regularly under the guidance of an instructor to discuss a particular topic.
- **Close reading/looking/listening** - the careful, sustained interpretation of a brief passage of text, object, or sound.
- **Discussion** - traditional exchange of ideas that allows an instructor to monitor, guide, and motivate students, and give feedback as they observe the flow of intellectual engagement.
- **Field trip** - journey by a group of students to a place away from their normal classroom for educational observation.
- **Jigsaw** (mix up content) - method of organizing a classroom into small groups that make students dependent on each other to succeed.
- **Pair and share** - collaborative learning strategy in which students work in pairs to discuss a question posed to them or solve a problem.
- **Presentation** - process of highlighting a topic (e.g., demonstration, lecture, or speech) to an audience.
- **Quick write** (in-class writing) - brief, timed writing assignments/responses to questions that require students to rapidly explain or comment on an assigned topic.
- **Research** - any gathering of data, information, and facts for the advancement of knowledge.
- **Role play** - form of experiential learning in which learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.