

Classroom Assessment: An Overview



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Definition of Classroom Assessment:

“Classroom assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning.”

--K. Patricia Cross and Thomas Angelo,
Classroom Assessment Techniques



Classroom Assessment is not:

- paperwork
- report
- punishment
- busy work



Classroom Assessment is:

- valuable
- programmatic
- curricular
- student and learner-centered
- engaging
- process-oriented

Purpose:

*To improve student learning
and...*



- To engage learners
- To document successes
- To impact curriculum
- To refocus teaching



Process (or 7 Assumptions)

- Improve learning through improvement of teaching
- State learning objectives explicitly
- Offer focused and appropriate feedback to students
- Formulate questions about your own teaching and address through classroom assessment



Process, continued

- Understand significance of assessment as “classroom research” and possibility for re-energized teaching
- Recognize that all teachers can engage in assessment--there is no special training!
- Collaborate with others on campus to enhance learning
 - K. Patricia Cross and Thomas Angelo, Classroom Assessment Techniques



Implementation

- Teaching Goals Inventory
- Reflection on Current Practices
- Classroom Assessment Techniques
(Muddiest Point, Empty Outlines,
Background Knowledge Probe)
- Use of results



Teaching Goals Inventory

- Process by which we discover what we value as instructors
- Process by which we discover what we expect of learners
- Course-based
- No right or wrong answers
- Purpose: To create conversations!
- Preparation for Angelo's visit



Don't forget!

Assessment is faculty-
owned and faculty-driven