

Assessment: It's Not All about Surveys!

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Learning Outcomes

- Following this presentation, staff will be able to:
 - Apply at least one classroom assessment technique to a presentation, class, or program to create an assessment.
 - Develop a plan to analyze data collected.
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One Minute Paper

- **Description:** During the last few minutes, ask students to answer one question on a half sheet/4X6 card. Sample questions: What is the most important point you learned today? How will you apply the information? What point remains least clear (muddiest point)?
- **What to do with the data:** Review the responses and note any useful comments or themes to make changes for next time.
- **Time Required:**
 - Before: Low
 - During: Low
 - After: Low

Directed Paraphrasing

- **Description:** Participants write a layperson's translation of something they just learned, geared to a specific audience, to assess their ability to comprehend and transfer concepts.
- **What to do with the data:** Categorize responses according to important characteristics. Analyze within and across categories, noting ways to address in the future.
- **Time Required:**
 - Before: Low
 - During: Medium
 - After: Medium

One-Sentence Summary

- **Description:** Participants write a sentence that answers the question, “Who does what to whom, when, where, how, and why?” This requires the selection of defining features of an idea.
- **What to do with the data:** Evaluate the quality quickly and holistically. Have participants identified the essentials of the topic?
- **Time Required:**
 - Before: Low
 - During: Medium
 - After: Medium

Application Cards

- **Description:** Participants write a real-world application for what they learned to see how well they can transfer learning.
- **What to do with the data:** Quickly read and categorize responses based on quality. Share a broad range with participants.
- **Time Required:**
 - Before: Low
 - During: Low to Medium
 - After: Low to Medium

Misconception/ Preconception Check



- **Description:** Ask students (anonymously) to respond to several misconceptions before (and after) a session.
- **What to do with the data:** Review responses to determine common misconceptions and how strongly held they are.
- **Time Required:**
 - Before: Medium
 - During: Low
 - After: Medium

What's the Principle?

- **Description:** After participants figure out what type of problem they are dealing with, they decide what principle(s) to apply to problem solve.
- **What to do with the data:** See whether participants can associate specific problems with general principles used to solve them.
- **Time Required:**
 - Before: Medium
 - During: Low
 - After: Low

References

Angelo, T. A., & Cross, P. K. (1993). *Classroom Assessment Techniques* (2nd ed.). San Francisco, CA: Jossey-Bass.

Practice

- Select one classroom assessment technique and apply it to a program, class, presentation, or interaction.



Questions?

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