

# ***Doing Assessment as if Learning Matters Most***

## ***LEAP Day 2016***

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### ***Chain Notes<sup>1</sup>***

#### **Description:**

This Classroom Assessment Technique (CAT) allows an instructor - or in this case, workshop facilitators - to assess what students are learning about during a lecture or interactive workshop.

#### **Related Learning Outcomes:**

- Improve skill at paying attention
- Improve ability to concentrate
- Improve listening skills
- Develop appropriate study skills, strategies, and habits
- Improve ability to organize and use time effectively
- Establish a sense of responsibility for one's own behavior

#### **Directions:**

Students pass around a large envelope on which the instructor has written one question about the session. The students have been given index cards beforehand. When the envelope reaches a participant, the student spends less than one minute writing a response to the question, then drops the card in the envelope and passes it on.

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### ***Keeping Track of Good Ideas***

#### **Description:**

This activity is a simple way to illustrate an important concept related to learning: active learning. Active learning means taking part in the teaching and learning process, and choosing which information on which to take notes is one way to be active.

#### **Related Learning Outcomes:**

- Recall important, useful information
- Reflect on methods and strategies for teaching and learning

#### **Directions:**

Take a moment to recall ideas, techniques, and strategies discussed or one you have thought of while listening to the session. List as many possible applications of those ideas, techniques, and strategies as you can. Revisit this list after today's session and form collaborations with others with similar ideas.

| LIST OF INTERESTING IDEAS, TECHNIQUES, STRATEGIES | POSSIBLE APPLICATIONS |
|---|-----------------------|
|   |                       |

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### Goal Ranking and Matching<sup>2</sup>

#### **Description:**

Goal Ranking and Matching is a simple procedure many faculty have adapted to use in the first or second day of class. It takes only a few minutes for students to list a few learning goals they hope to achieve through the course and to rank the relative importance of those goals. If time and interest allow, students can also estimate the relative difficulty of achieving their learning goals. The instructor then collects student lists and matches them against his or her own course goals.

#### **Related Learning Outcomes:**

- Discuss perspectives and values of the subject
- Show a commitment to personal achievement
- Establish a sense of responsibility for one's own behavior
- Display a commitment to one's own values

#### **Directions:**

List the goals you have for this course, session, lecture, lab, or campus event in the first column in the table below. After all goals have been listed, rank the goals in order of importance using number one for the most important goal. The instructor will reveal their intended learning outcomes once all students have completed the first two columns. Listen to the instructor read their learning outcomes aloud. For any of your goals that match circle yes, and circle no for all others. Share the non-matched goals with your instructor.

| Personal Goals<br>for This Session/Course | Rank Order of<br>Importance<br>1 = Most important | Do they match the<br>Intended Learning<br>Outcomes? |    |
|---|---|---|----|
|   |   | Yes   | No |
|   |   | Yes   | No |
|   |   | Yes   | No |
|   |   | Yes   | No |
|   |   | Yes   | No |
|   |   | Yes   | No |

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### ***Background Knowledge Probe<sup>3</sup>***

#### **Description:**

The Background Knowledge Probe is a short, simple questionnaire prepared by instructors for use at the beginning of a course, at the start of a new unit or lesson, or prior to introducing an important new topic.

#### **Related Learning Outcomes:**

- Improve memory skills
- Develop study skills, strategies, and habits
- Recognize terms, facts, concepts, and theories

#### **Directions:**

On your own, answer each of the questions below. After all students have completed the questionnaire, divide student into small groups to discuss answers. If answers vary in the group, come up with a mutually agreed upon response for each question.

1. Of full-time faculty at TCC in Fall 2015, what percentage said they “somewhat agree” or “strongly agree” with:
  - a. I trust how assessment results will be used at TCC \_\_\_\_\_%
  - b. Assessment is a threat to academic freedom \_\_\_\_\_%
  - c. Assessment is a part of the regular, ongoing work of teaching and learning. \_\_\_\_\_%
  - d. Course grades are an adequate indicator of student learning \_\_\_\_\_%
2. Of full-time faculty at TCC in Fall 2015, what percentage said “mostly true” or completely true” to the following:
  - a. I regularly use assessment results to improve my courses \_\_\_\_\_%
  - b. I have intended student learning outcomes stated on my course syllabi \_\_\_\_\_%
  - c. I have developed learning outcomes for my courses \_\_\_\_\_%
3. From the following list, choose what full-time faculty stated as the top 2 reasons assessment **IS** conducted at TCC
  - a. Accreditation
  - b. Compliance
  - c. Degree improvement
  - d. Individual accountability
  - e. Resource allocation
  - f. Student learning improvement
  - g. Tradition
  - h. To make teaching more worthwhile

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4. From the following list, choose what full-time faculty stated as the top 2 reasons assessment **SHOULD BE** conducted at TCC
- a. Accreditation
  - b. Compliance
  - c. Degree improvement
  - d. Individual accountability
  - e. Resource allocation
  - f. Student learning improvement
  - g. Tradition
  - h. To make teaching more worthwhile

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## **“Blooming” Assessment<sup>4,5</sup>**

### **(6) CREATING**

Combine elements to propose alternative solutions by building, elaborating, formulating, constructing, and modifying.

### **(5) EVALUATING**

Make judgments based on explicit standards/criteria through appraising, rating, supporting, proving, and justifying knowledge.

### **(4) ANALYZING**

Examine and break down information into parts by categorizing, classifying, dissecting, differentiating, and formulating knowledge.

### **(3) APPLYING**

Utilize the materials of learning by solving problems, organizing facts, and combining ideas.

### **(2) UNDERSTANDING**

Explain knowledge of facts by comparing and contrasting, summarizing, inferring, and outlining main ideas.

### **(1) REMEMBERING**

Recall previously learned material by listing facts, defining terms, finding basic concepts, and selecting answers.

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### **Description:**

Professors do not need to be the only ones doing the assessment of student learning- students should be doing it too. Teaching students how to self-assess teaches them how to be lifelong learners. This simple and quick activity uses the story of Goldilocks and the Three Bears in order to illustrate the different levels of cognitive complexity represented by Bloom's Taxonomy.

### **Related Learning Outcomes:**

- Create a simple way to introduce self-assessment to students
- Apply Bloom's taxonomy to student learning assessment

### **Directions:**

Using the numbers 1-6 to represent the levels of Bloom's revised taxonomy (above), identify the level of each question below.

- \_\_\_\_\_ A. Explain why Goldilocks liked Baby Bear's chair the best.
- \_\_\_\_\_ B. Judge whether Goldilocks was good or bad. Defend your opinion.
- \_\_\_\_\_ C. List the items used by Goldilocks while she was in the Bears' house.
- \_\_\_\_\_ D. Write a story about Goldilocks and the Three Fish. How would it differ from Goldilocks and the Three Bears?
- \_\_\_\_\_ E. Compare this story to reality. What events could not really happen?
- \_\_\_\_\_ F. Demonstrate what Goldilocks would use if she came to your house.

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### ***Parking Lot Assessment***

#### **Description:**

The parking lot assessment is a technique used to encourage students to summarize the key concepts presented in a class to a peer who was unable to attend that class session.

#### **Related Learning Outcomes:**

- Improve listening and concentration skills
- Improve ability to organize complex thoughts
- Develop communication skills

#### **Directions:**

Students have two minutes to summarize the key concepts/take away ideas presented in the class. Then students approach one peer in the “parking lot” and take turns being the absent student. They share their summaries, and add any new ideas/concepts in the middle column in the table below. If time permits, have the students approach a second peer in the “parking lot” and repeat the exercise using the last column.

| SUMMARY OF TODAY'S SESSION |                       |                       |
|----------------------------|-----------------------|-----------------------|
| Individual Summary         | Parking Lot Summary 1 | Parking Lot Summary 2 |
|                            |                       |                       |

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### ***Plus / Minus / Question Mark Technique***

#### **Description:**

The Plus / Minus / Question Mark Technique focuses student attention on a series of related themes or a single lecture. This technique can be used at the start of a course, before or after a lecture, or at the end of a series of related lectures. This tool is used to quickly determine what learners recognize or recall. It can help faculty assess how well students can recognize a central point in a lesson.

#### **Related Learning Outcomes:**

- Recognize terms, facts, concepts, and theories
- Make informed decisions or suspend judgements
- Develop study skills, strategies, and habits
- Evaluate methods and materials
- Demonstrate capacity to think for oneself

#### **Directions:**

Instructors provide a list of topics and have students mark each item on the list with a plus sign, minus sign, or question mark. A (+) sign represents understand. A (-) represents DO NOT understand. A question mark (?) represent unsure.

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Write measurable learning outcomes                |
| <input type="checkbox"/> | Use appropriate action verbs                      |
| <input type="checkbox"/> | Assess writing in non-English courses             |
| <input type="checkbox"/> | Create short writing assignments                  |
| <input type="checkbox"/> | Assess student grammar issues                     |
| <input type="checkbox"/> | Use self-reflection as a learning strategy        |
| <input type="checkbox"/> | Explore self-reflection as an assessment strategy |
| <input type="checkbox"/> | Develop rubrics                                   |
| <input type="checkbox"/> | Use rubrics                                       |
| <input type="checkbox"/> | Write effective test or survey questions          |
| <input type="checkbox"/> | Identify badly written test-bank questions        |
| <input type="checkbox"/> | Interpret assessment results                      |
| <input type="checkbox"/> | Make changes based on assessment results          |
| <input type="checkbox"/> | Use the new WEAVE                                 |



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### ***Resources***

1. Angelo, T., & Cross, K. (1998). Classroom assessment technique 41. In *Classroom assessment techniques: A handbook for college teachers* (Second ed., pp. 322-326). San Francisco, California: Jossey-Bass.
2. Angelo, T., & Cross, K. (1998). Classroom assessment technique 35. In *Classroom assessment techniques: A handbook for college teachers* (Second ed., pp. 290-294). San Francisco, California: Jossey-Bass.
3. Angelo, T., & Cross, K. (1998). Classroom assessment technique 1. In *Classroom assessment techniques: A handbook for college teachers* (Second ed., pp. 121-125). San Francisco, California: Jossey-Bass.
4. Anderson, L. & Krathwohl, D.R. (Eds.) (2001). *A taxonomy for learning, teaching, and assessment: A revision of Bloom's taxonomy of educational objectives* (Abridged Ed.). New York: Allyn & Bacon.
5. Cook, E., Kennedy, E., & Mcguire, S. (2013). Effect of teaching metacognitive learning strategies on performance in general chemistry courses. *Journal of Chemical Education*, 90(8), 961-967. doi:10.1021/ed300686h