Summer Teaching Institute
Assessment Session

Formative and Summative Assessment
Classroom Assessment Techniques
Designing Rubrics for Assessment

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Tenn TLC
Your Experience with Assessment

Discussion
Assessment is the process of gathering, analyzing, and interpreting information on student learning and instructional choices in order to provide students with feedback, improve student learning, and inform instructors as to the effectiveness of their pedagogy.
Assessment is the means of answering these questions:

- How well do we achieve our educational intentions?
- How do we know when our teaching is effective?
- How do we know when the light goes on?

Adapted from Peggy Maki (2004) Assessing for Learning
Assessment of Learning 2X2

1. Formative assessment of learning
2. Formative assessment of instruction
3. Summative assessment of learning
4. Summative assessment of instruction
Beside each square, write what you do in class:

1. Formative assessment of learning
2. Formative assessment of instruction
3. Summative assessment of learning
4. Summative assessment of instruction
Suggested Methods

1. Formative assessment of learning

FOUR CATS:
- Minute paper
- Clearest point / muddiest point
- One sentence summary
- One minute lecture list
Classroom Assessment Techniques (CATS)

- Background Knowledge Survey
- Pre/Post Tests
- Primary Trait Analysis
- Minute Papers
- Misconception/Preconception Check
- Clearest Point
- Muddiest Point
- Classroom Opinion Polls and surveys
- Reading Reaction
- Paper Reaction
- Pair Share
- Portfolio Analysis
- Punctuated Lectures
- Clicker questions
- Chain Notes
Seven Characteristics of CATS

1. Learner-centered
2. Instructor-directed
3. Mutually beneficial
4. Formative
5. Context-specific
6. Ongoing
7. Based on instructional best practices
Suggested Methods

2. Formative assessment of instruction

- Feedback sheets (instructor-created addressing specific aspects of class)
- Surveys about instruction
  - “3 points” (what did you understand best? What do you have questions about? What suggestions do you have about class?)
- Informal peer observation
- Student focus groups
- Blackboard survey
- Self Reflection (teaching journal or other type of reflection)
Suggested Methods

3. Summative assessment of learning

Homework
Multiple Choice Exams
Short Answer Exams
Quizzes
Essays
Projects
Papers
Presentations
Group Exercise

Consider the pros and cons of each summative assessment of learning method:

- Homework
- Multiple Choice Exams
- Short Answer Exams
- Quizzes
- Essays
- Projects
- Papers
- Presentations
Suggested Methods

Peer Evaluation
Self-reflection
Video Tape of Class and Analysis
Student Evaluation of the Course
Teaching Portfolio

4. Summative assessment of instruction
On a piece of paper, please:

(Four Groups)

1. List all the key points that you can recall (in one minute) from the talk you just heard.
2. One sentence summary of what you just heard
3. One minute reflection
4. Answer: What was the clearest point? What was the muddiest point?

Please turn in your sheet unsigned. Thank you!
RUBRICS
# Assignment Title: Bake a Chocolate Chip Cookie

**Rubric Grid** (fill in criteria and descriptors)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 / Beginning “Poor”</th>
<th>2 / Developing “OK”</th>
<th>3 / Accomplished “Good”</th>
<th>4 / Exemplary “Best”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 1:</td>
<td></td>
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<tr>
<td>Criteria 2:</td>
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<td>Criteria 3:</td>
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<tr>
<td>Criteria 4:</td>
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</tbody>
</table>
Rubric Example (Class Presentation)

Undergraduate Research Presentation Rubric

Name _____________________________

Undergraduate research is becoming more important in higher education as evidence is accumulating that clear, inquiry-based learning, scholarship, and creative accomplishments can and do foster effective, high levels of student learning. This curricular innovation includes identifying a concrete investigative problem, carrying out the project, and sharing findings with peers. The following standards describe effective presentations.

<table>
<thead>
<tr>
<th>Standards</th>
<th>5 - 4 Exemplary</th>
<th>3 - 2 Satisfactory</th>
<th>1-0 Unacceptable</th>
<th>Score</th>
<th>Weight</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Has a clear opening statement that catches audience’s interest, maintains focus throughout; summarizes main points</td>
<td>Has opening statement relevant to topic and gives outline of speech, is mostly organized; provides adequate “road map” for the listener</td>
<td>Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation</td>
<td>X 2</td>
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<tr>
<td>Content</td>
<td>Demonstrates substance and depth; is comprehensive; shows mastery of material</td>
<td>Covers topic; uses appropriate sources; is objective</td>
<td>Does not give adequate coverage of topic; lacks sources</td>
<td>X 2</td>
<td>---------</td>
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</tr>
<tr>
<td>Quality of conclusion</td>
<td>Delivers a conclusion that is well documented and persuasive</td>
<td>Summarizes presentation’s main points; draws conclusions based upon these points</td>
<td>Has missing or poor conclusion; is not tied to analysis; does not summarize points that support the conclusion</td>
<td>X 2</td>
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</tr>
<tr>
<td>Delivery</td>
<td>Has natural delivery; modulates voice; is articulate; projects enthusiasm, interest, and confidence; uses body language effectively</td>
<td>Has appropriate pace; has no distracting mannerisms; is easily understood</td>
<td>Is often hard to understand; has voice that is too soft or too loud; has a pace that is too quick or too slow; demonstrates one or more distracting mannerisms</td>
<td>X 1.5</td>
<td>---------</td>
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</tr>
<tr>
<td>Use of media</td>
<td>Uses slides effortlessly to enhance presentation, has an effective presentation without media</td>
<td>Looks at slides to keep on track; uses an appropriate number of slides</td>
<td>Relies heavily on slides and notes; makes little eye contact; uses slides with too much text</td>
<td>X 1.5</td>
<td>---------</td>
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</tr>
<tr>
<td>Response to Questions</td>
<td>Demonstrates full knowledge of topic; explains and elaborates on all questions</td>
<td>Shows ease in answering questions but does not elaborate</td>
<td>Demonstrates little grasp of information; has undeveloped or unclear answers to questions</td>
<td>X 1</td>
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</tbody>
</table>

Reviewer _____________________________  Grand Total ______________

9/24/2010 – Dorothy Mitsifer, Kappa Omicron Nu

http://rubrics.kon.org/rubric-undergraduate-research-presentation.html
When and How Much Assessment?

Suggested Criteria:

1. When there is complexity in the course and potential “toe stubs” for students
2. Difficulty of the session material
3. When I as a teacher might be making assumptions I want to verify
4. When I need to check how students are progressing on an individual project or group assignment
5. When there is a switch in topics
6. When I want students to reflect on a unit and make connections
Summary

**Pedagogies:**
- Guided discussion
- Panel
- Reflection (minute paper)
- Lecture
- Group work
- Pair-share
- Individual work

**Assessments:**
- Pre-assignment
- Minute paper
- Clicker questions
- Reporting on pair/share
- Clearest point / muddiest point
- Final evaluation
Question: Where do UT teachers go to…?

- Engage students and enhance learning,
- Improve their teaching practice,
- Access and apply information on new pedagogies,
- Discover how to best address problems,
- Request facilitation on program-wide curriculum revision,
- Explore avenues for scholarly teaching and faculty inquiry,
- Discuss issues regarding career and professional development?

Answer: the TENN TLC

We provide completely confidential consultation services to all teachers—faculty, lecturers, adjuncts and GTAs—at UTK.

Contact us:

The Tennessee Teaching and Learning Center
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