So why assess?

- discuss assessment terminology in order to recognize the difference between evaluation and assessment

- analyze common assessment techniques in order to determine the most appropriate option for a given instructional scenario
Evaluations vs. Assessment

✓ How effective was this instruction session?

✓ What did the students learn?

✓ How well did you teach the class?

✓ Were the students satisfied with the experience?
# Evaluations vs. Assessment

<table>
<thead>
<tr>
<th>Dimension of Difference</th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> timing, primary purpose</td>
<td><em>Formative:</em> ongoing, to improve learning</td>
<td><em>Summative:</em> final, to gauge quality</td>
</tr>
<tr>
<td><strong>Orientation:</strong> focus of measurement</td>
<td><em>Process-oriented:</em> how learning is going</td>
<td><em>Product-oriented:</em> what’s been learned</td>
</tr>
<tr>
<td><strong>Findings:</strong> uses thereof</td>
<td><em>Diagnostic:</em> identify areas for improvement</td>
<td><em>Judgmental:</em> arrive at an overall grade/score</td>
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</tbody>
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Adapted from
Informal
use of perceptions, reflections or secondary evidence to make inferences about student learning.

Formal
measures of learning are based on student performance or demonstration the learning itself.
Formative Assessment

**Uses**

- improve learning
- identify strengths and weaknesses
- gauge students’ comprehension

**Examples**

- concept maps
- submit one or two sentences identifying the main point of a lecture
- ongoing research journals
more examples
✓ reflective writing
✓ “think alouds”
✓ self or peer-evaluations
✓ sentence summaries
✓ demonstrations
✓ tweets
✓ blog reflections
Summative Assessment

**Uses**
- gauges understanding of a unit or course
- comparing student work against some standard or benchmark
- often high stakes

**Examples**
- midterm exam
- final project presentation
- research paper
- capstone portfolio

Photo Credit: venspired via Compfight cc
more examples
✓ ask instructor for a range of student papers (2 good, 2 average, 2 bad) & analyze
✓ research portfolios
✓ observe class presentations or speeches
✓ annotated bibliographies
✓ embed a quiz in Brightspace
Do you have a little time ...

✓ Instruct students write a paragraph critically evaluating a source
✓ Have students construct a citation map or a concept map
✓ Observe students working in groups
✓ Have students email you 2 peer reviewed articles

.... or a lot?

✓ Have students complete a worksheet
✓ Divide students into groups and have each group do a mini presentation
✓ Write “Letters to the Editor”
✓ Instruct students to write a research reflection (via social media or Brightspace) after a couple of days
More data collection methods

- Pre- and post-tests
- Faculty feedback
- Assignment analysis
- Follow-up sessions
So how do you know if they’ve learned anything?
Checking for understanding

What questions do you have?

What would you do next?

Tell me more about that . . .

How would you describe this process to someone?

I don’t understand the question and I won’t respond to it.
Performance based assessment

✓ Authentic learning experiences

✓ Application of knowledge and skills
  It's like teaching someone to ride a bike!

✓ Transferability
In the order of importance, please list the most important concepts or skills presented in this session.

Please summarize the above points into a single sentence.

Additional comments or suggestions?
What are some interesting techniques or strategies that were presented or occurred to you from today's session?

How can you apply these techniques or strategies to your research?
Scenario Activity for Marketing 609: Marketing Programs

**Learning Outcomes**
After this instruction, you will be able to:
- assess data retrieved from different databases in order to determine if you have enough information to complete your case analysis report.
- recognize the need to access information from a variety of business sources in order to complete your assignments.

**Scenario**
You are a marketing manager for Whole Foods Market. You’ve just received word that tomatoes from one of your suppliers might be infected by salmonella. You are asked to provide the company with a report that details how this might affect the company both socially and financially. You remember that this has happened before - a few years ago, the spinach supply was also infected by salmonella. You decide to investigate what happened to the company during this time and if there were any repercussions regarding consumer relations. Work in small groups to answer the following questions.

1) What do you need to know?

2) Where can you locate the data to help you determine this information?
“what will you do differently?”

What is the most important thing you learned from this class/your training?

When working on research projects and searching for information, what will you do differently based on what you learned in this session?
Final thoughts ...
Set clear expectations

List out criteria for assessment.

Examples:
✓ Find a minimum of 3 citations.
✓ Evaluate a source according to credibility, authority, accuracy, relevance, and purpose.
✓ Locate 4 peer reviewed sources.
✓ Discuss at least 2 reasons why a source is relevant to your topic.
To make your life (and the students’ lives!) easier, remember:

✓ Tie assessment to learning outcomes

✓ Self-reflection doesn't tell you about learning

✓ Tests & quizzes aren't always reliable instruments

✓ Always try to provide feedback as quickly as possible

✓ Focus on transferable skills

✓ Try to stick to performance-based assessment (essays, worksheets) - rubrics make these easy to score
“... the classroom can be noisy and active, and there can be general disorder during the reporting phase. However, it is important for instructors to remember that learning is still taking place.”