



# Classroom Assessment

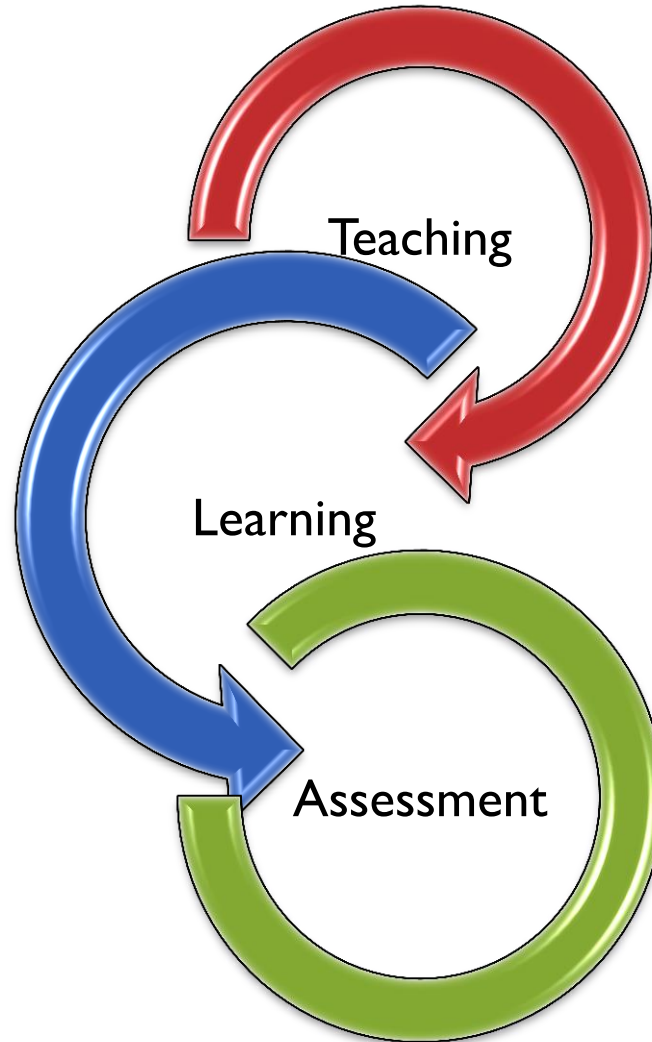
*New Faculty Orientation/Development Series*

*Yun K. Kim, Ph.D., VP for Institutional Effectiveness*

*November 22, 2013*

*Bergen Community College*

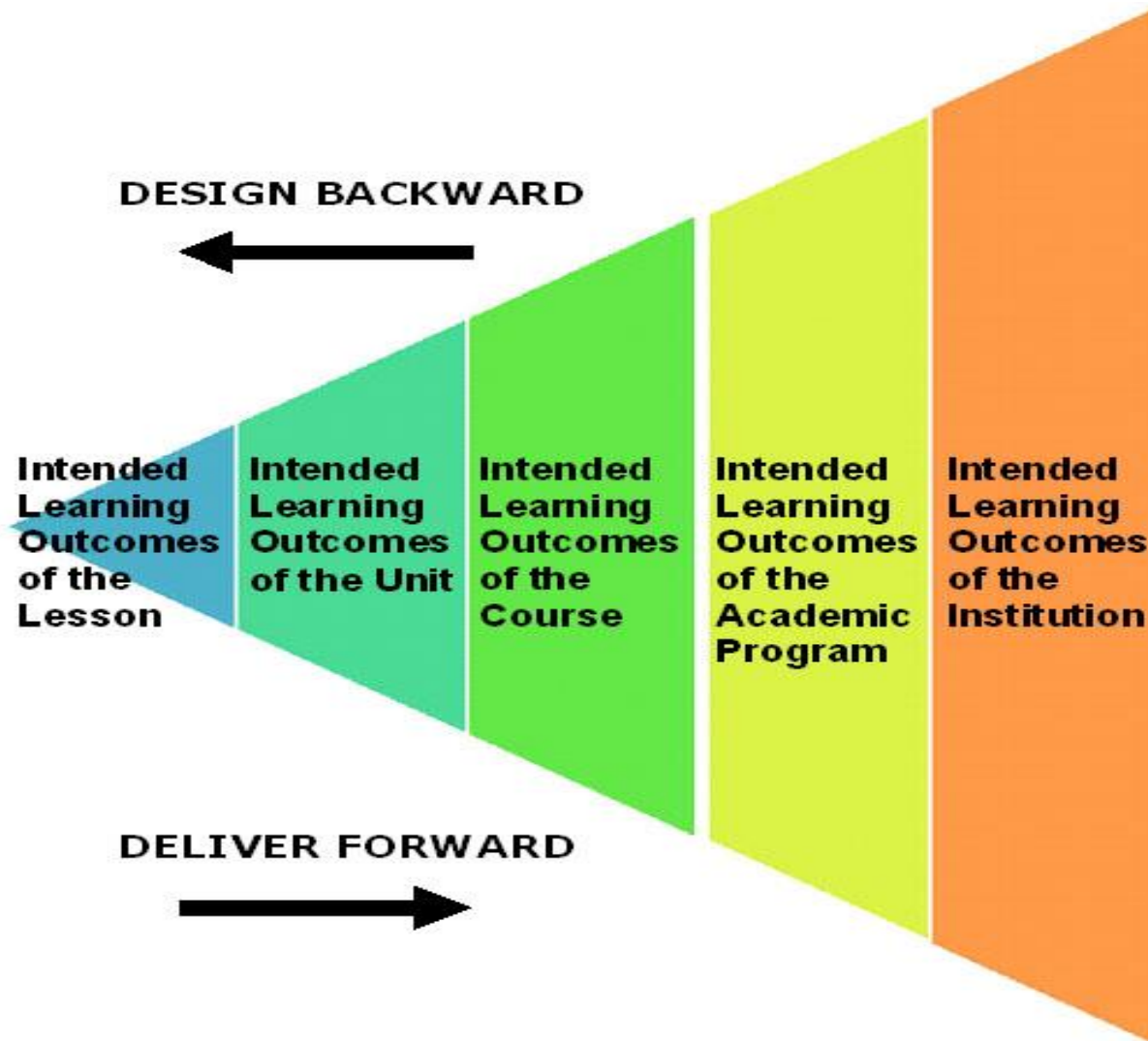
# Objective – Facilitate Conversation



# Group Work

- What's in your course syllabus?
- Why conduct classroom assessment?

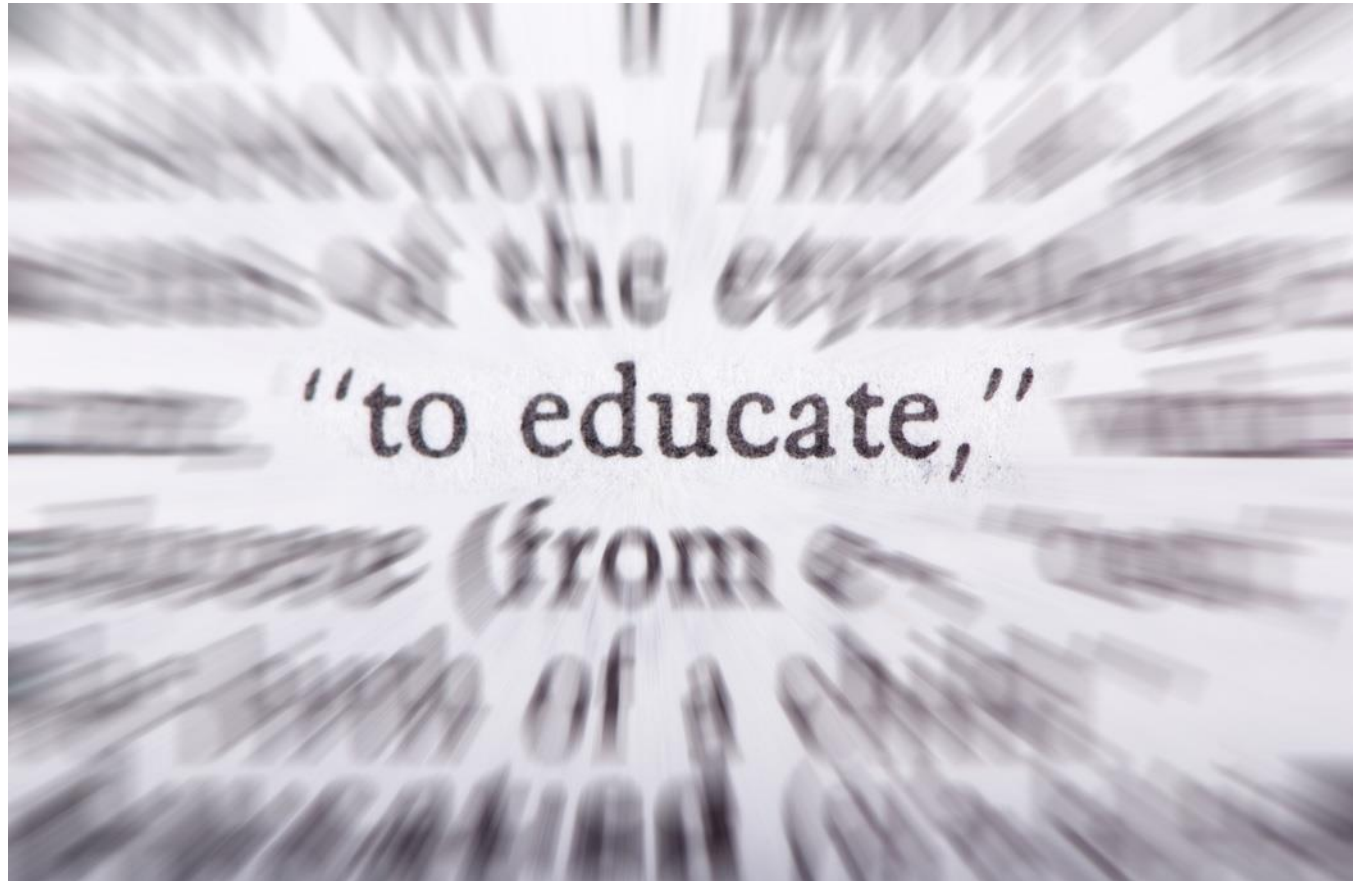
# Your Courses – Keystones



# 7 Principles of Good Practice for UG Education:

- Student – Faculty contact
- Cooperation among students
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Respect for diverse talents and ways of learning

# 7 Principles and Your Course



# 7Ps and Classroom Assessment

- *No Surprises, Please!*
- Frequent formative assessments
- Continuous data on student learning & teaching effectiveness

# Classroom Assessment Techniques

- One-Minute Paper

- “What was the most important thing you learned during today’s class?”
- “What important question remains unanswered?” or “What are you still confused about?”

- The Muddiest Point

- Ask students to jot down a quick response to – “what was the muddiest point in [the lecture, demo, homework, the reading, etc.]?”



# Classroom Assessment Techniques

- **Student-generated Test Questions**
  - Students are asked to prepare 2 or 3 potential test questions and correct responses
- **Pro and Con Grid**
  - Students are asked to jot down a quick list of pros and cons on a particular topic or issue
- **Paper or Project Prospectus**
  - Structured first-draft plan for a term paper or term project – topic, purpose, intended audience, major questions to be answered, etc.

# What's in your assessment tool box?



*Do you see multiple data points reflecting diverse talents and ways of learning?*

# References/Resources

- Association for the Assessment of Learning in Higher Education (AALHE) – Sample Rubrics
- Center for Teaching, Vanderbilt University
- General evaluation rubric for college papers, Fordham University
- Thomas Angelo & Patricia Cross (1993), Classroom Assessment Techniques: A Handbook for College Teachers
- Institute for Teaching Excellence, Penn State University
- Center for Teaching & Learning, Distance Education Division, Johns Hopkins Bloomberg, School of Public Health