

# **METHODS OF ASSESSMENT**

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# WHAT IS ASSESSMENT

- **“It involves systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.”**

(Source: AAHE Bulletin, Thomas A. Angelo, 1995)

# What is Classroom Assessment?

"Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality."

- “Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is
  - learner-centered,
  - teacher-directed,
  - mutually beneficial,
  - formative,
  - context-specific,
  - ongoing,
  - and firmly rooted in good practice.”

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

Teacher-directed: teacher selects, designs, administers and chooses how to respond to results

Formative: on-going during learning; diagnostic; interventions; not graded; remedial

# 1. FORMATIVE (LOW-STAKES) ASSESSMENTS

**Formative assessment techniques monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying. These are low-stakes assessments (i.e., they have low point values) that happen early and often in the semester.**

# 1.1. INFORMAL TECHNIQUES

## 1.1.A Written Reflections.

Sometimes referred to as "Minute Papers" or "Muddiest Points," these popular assessment techniques have students reflect immediately following a learning opportunity (e.g., at the end of a class or after completing an out-of-class activity) to answer one or two basic questions like:

“What was the most important thing you learned today?”

“What was the most confusing topic today?”

“What important question remains unanswered?”

### **1.1.B. Polls/Surveys.**

Data on student opinions, attitudes, behaviors or confidence in understanding can be gathered either during class (e.g., with a classroom response system) or outside of class. This can illustrate student engagement with the material as well as prior knowledge, misconceptions, and comprehension.

### **1.1.C. Checks for Understanding.**

Pausing every few minutes to see whether students are following along with the lesson not only identifies gaps in comprehension, but helps break up lectures (e.g, with Clicker questions) or online lessons (e.g., with embedded quiz questions) into more digestible bites.



### **1.1.D. Wrappers.**

"Wrapping" activities, using a set of reflective questions, can help students develop skills to monitor their own learning and adapt as necessary.

## 1.2. FORMAL TECHNIQUES

### 1.2.A. In-class Activities.

Having students work in pairs or small groups to solve problems creates space for powerful peer-to-peer learning and rich class discussion. Instructors and TAs can roam the classroom as students work, helping those who get stuck and guiding those who are headed in the wrong direction.

#### **Quizzes.**

Gauge students' prior knowledge, assess progress midway through a unit, create friendly in-class competition, review before the test – quizzes can be great tools that don't have to count heavily toward students' grades. Using quizzes to begin units is also a fun way to assess what your students already know, clear up misconceptions, and drive home the point of how much they will learn.

## **Online Learning Modules.**

Canvas and other Learning Management Systems allow students to solve problems or answer questions along the way. This can provide you with analytics on student responses and class performance so you can tailor your instruction to their particular learning needs.

*Modules enable you establish learning pathways for students by establishing prerequisites and requirements.*

### **1.2.B. Class Deliverables.**

In-class activities are designed so students, usually in groups, are required to submit a product of their work for a grade. Among the variety of techniques that can be used, the most effective will balance individual and group accountability and require students to think about authentic complex issues. **Team-Based Learning** uses four criteria in the design of collaborative application exercises.

## 2. SUMMATIVE (HIGH-STAKES) ASSESSMENTS

Summative assessment techniques evaluate student learning. These are high-stakes assessments (i.e., they have high point values) that occur at the end of an instructional unit or course and measure the extent to which students have achieved the desired learning outcomes.

### 2.1. Exams.

This includes mid-term exams, final exams, and tests at the end of course units. The best tests include several types of questions – short answer, multiple-choice, true-false, and short essay – to allow students to fully demonstrate what they know.

## **2.2. Papers, projects, and presentations.**

**These give students the chance to go deeper with the material to put the knowledge they've acquired to use or create something new from it. This level of application is an extremely important and often overlooked part of the learning process. These types of projects also give students who do not test well a chance to shine.**

## **2.3. Portfolios.**

Submitting a portfolio at the end of a course can be a powerful way for students to see the progress they've made. More than just a collection of students' work from the semester, good portfolios also include reflections on their learning. Asking students to spell out the concepts or techniques used with each piece, the themes addressed, and hurdles faced also brings a sense of completion to the learning process.

**THANK YOU**