

Assessment

- A. You of the students
- B. You and the students of you
and the course

Purposes of Assessment

Assignments and tests should:

- Reinforce your learning goals
- Provide you and your students with feedback on their progress
- Provide you with feedback on *your* performance

Some Vocabulary

- Choice type (CT) tests
- Criterion-referenced systems
- Analytical scoring rubrics
- Formative feedback
- Supply type (ST) tests
- Norm-referenced systems
- Holistic scoring rubrics
- Summative feedback

Reliability and Validity: The Gold Standard

- If a test is **reliable**, it is a dependable, stable indicator of student learning, and scores should be consistent across components and across time.
- If a test is **valid**, it measures what it is supposed to measure.

More on Formative Assessment

- For them
 - Mud cards
 - PRS
 - Drafts of papers
- For you
 - Mid-semester evaluations
 - Focus groups
 - Observers in the classroom

Several Other Points

- A Table of Specifications (p. 131) can be very helpful
- Ask colleagues to review new tests
- Use scoring rubrics when appropriate
- Oral exams are excellent indicators of what the student has (and hasn't) learned
- Writing, grading, and analyzing exams is hard work