

Assessment Toolkit

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Overview

Assessment is a process, a tool and a skill. To determine if students have met course expectations (daily, weekly or at the end of the course), it is necessary to assess learning.

Assessment as a process is often done at the end – of a lesson or class – those are **summative** - or showing a completed or broader set of learning.

Assessments can also be done “along the way” as a method of guiding and enhancing student learning – those are **formative**.

Learning and Assessing

Mary Huba has described learner-centered instruction as a paradigm in which students ...”Construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, and problem solving. Student are actively involved in the process and assessment is used to diagnose and promote learning” (2000, p 5). It is important to break down the parts of concepts and skills and allow students to use and apply the information and practice the skills to attain competence.

Assessment of learning does not always need to be graded. Think of a time you were learning a new or different game (bridge) or skill (golf). Most likely you learned parts and practiced them and tried to get feedback from a learned one to improve your game. You weren’t tested all at once – or you may never have continued. For adult learners, being able to build on prior successes or knowledge (schema) makes learning more meaningful and natural. Building these new “connections” is difficult and takes time – thus many adults find it too challenging and overwhelming – unless there is some type of motivation. (We are lazy.)

To use an assessment tool, it is best to determine what learning is expected of students. It is also important to tell students ahead of time what exactly is expected. For example, if you were expected to write an essay for your bridge class (not the best tool, but sometimes it’s good to have a bad example), you would likely want to know how long it should be, if you needed citations, if it had to be typed and if there were a style expectation. In setting up a course or lesson, it is helpful to determine the level of performance that is expected. In the last century, Benjamin Bloom provided a taxonomy of learning levels (see chart). The lower levels (on left) typically can be assessed with objective tests – whereas those more complex levels, require a more subjective assessment. Sample verbs of learning expectation are listed under each level.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<i>Recall Info</i>	<i>Grasp the meaning</i>	<i>Use the info or skill in new and concrete situations</i>	<i>Break down the info into component parts</i>	<i>Put together the parts to create a new whole</i>	<i>Judge the value or quality</i>
Cite Count Define Describe Draw Enumerate Identify Index Label Match Name Outline Recall Record Repeat Select Trace	Articulate Associate Characterize Classify Compare Compute Contrast Defend Describe Differentiate Distinguish Elaborate Explain Express Extrapolate Generalize Infer Interpret Paraphrase Predict Summarize Translate	Adapt Apply Ascertain Assign Calculate Complete Transcribe Customize Demonstrate Derive Diminish Employ Explore Graph Illustrate Manipulate Modify Predict Produce Related Simulate Solve Translate Utilize	Analyze Audit Characterize Investigate Confirm Contrast Correlate Detect Diagnose Differentiate Distinguish Ensure Explore Illustrate Infer Interpret Maximize Minimize Optimize Prioritize Proofread Separate	Abstract Animate Arrange Assemble Budget Interface Categorize Compile Construct Create Debug Depict Design Devise Enhance Explain Facilitate Format Formulate Improve Incorporate Modify Revise Write	Appraise Assess Compare Conclude Critique Defend Determine Evaluate Interpret Judge Justify Predict Rank Recommend Select Test Validate Verify

An instructor who aims to enhance student learning, utilizing assessments at appropriate times, levels and methods would benefit from using a variety of tools. Described below are overall descriptions of objective and subjective tests and assessments. Following that, are samples of each with instructions on what they are, how they can be used and some guidelines for creating or modifying assessments. As you read through these, you should see samples of assessments that you could apply to your courses and build your own toolkit to enhance student learning.

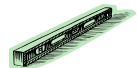
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Objective tests – Overview



Objective tests are those with finite responses (true/false, matching, multiple choice). These can easily assess factual knowledge and recall, and often textbook publishers provide test banks for instructors. Test answer sheets can be scored electronically and overall performance of a student and/or a class can be evaluated. If you use or create objective tests, consider these guidelines.

Guidelines for Objective Tests

- Use clear, concise language
- Proofread from students' viewpoint
- Test important ideas, not trivial points
- Write short, clear directions for all sections
- Don't copy statements from the text

Also, as you write these questions, there are typically two parts – a stem and options.

- Should ask a complete question
- Avoids “which of the following” items (so as not to penalize slow readers)
- Avoids common knowledge questions
- Avoids negatives
- Avoids grammar clues

Options or possible answers

- May vary the number of options to choose from
- Has a logical order of options
- Lines up vertically
- Makes all responses same length
- Avoids repeating words with stem
- Avoids using “none of these”
- Avoids using “none of the above”

Good Distracters

- Help diagnose where each student went wrong
- Use plausible statements
- Avoid trick questions



True/False Tests

- Make statements definitely true or definitely false
- Keep statements short
- Have only one idea per statement
- Use positive statements; if the statement contains a “not,” highlight it

- Make the “trues” and the “falses” about the same length
- Avoid patterns of answers (ttff, tftf)

Shortcomings of True/False

- Can guess correctly with 50% probability
- Provide no diagnostic information to the teacher
- Assess low-level, factual learning
- Hard to write without being ambiguous

If you must use true/false

- Keep these simple
- Use only to assess important learning goals
- Avoid negatives and double negatives
- Make them about half true, half false



Matching Tests

- Number the items in the first column; letter the responses in the second column
- Make the items and response choices “parallel” or similar in form
- Each response should be plausible (or it may not fit in the set of matching items)
- There should be from 5-10 items
- Avoid having the same number of responses
- Avoid using incomplete sentences as items
- Keep all parts of the second on one page



Multiple Choice Tests (many textbooks have test banks)

These types of test questions are difficult to write, especially at a higher level.

- Stems and options (abcd)
- The more similar the options, the more difficult the question is
- The stem should ask/imply a question
- Underline “not” if used
- Avoid statements of opinion
- Don’t link one item with an answer to another
- Don’t give the answer to one item in another item
- All options should be plausible
- Repeated words go in the stem

- All alternatives should be grammatically correct with the stem
- Avoid “all of the above”
- Limit “none of the above”
- Silly alternatives for humor should be avoided as an alternative – rather, if you need some humor, use a whole silly item

Subjective Assessments

These types of assessments often have more than one correct response or way to complete a task. For these tasks, it is essential that expectations are made clear and how “grades” are earned is communicated up front. (Students can also be subjective.) For each of the assessment tools, there is a short description of what the tool is, how to “set it up” and in general, guidelines for how to evaluate the performance or task. Many written assessments can also be done as oral presentations with some adjustments. The tools are listed in order of complexity, but that, too, is subjective.

For these assessments, each section is set up from easiest to more difficult or complex. However, that is also subjective and any assessment can be modified to alter complexity.



Written assessments

Many instructors, especially those who do not teach composition, avoid using written assessments because they take time and discipline to evaluate and grade. Although a polished paper is easy to read and one fraught with errors of all types is challenging, a written assessment pushes the learner to a very high level of abstraction and cognitive processing (because hopefully they are synthesizing concepts). Writing is difficult for many students. Beyond the mechanical components, students should be organizing ideas logically and also explaining a concept or process. It may be helpful to start with short essays or responses. In general, an instructor should not just read to correct grammar and usage. Following is a list of criteria to focus on when evaluating the written document. An instructor may find it useful to set up a scoring rubric to assist in grading and to provide feedback to the student. A sample is provided below for an assessment related to a Nutrition Analysis (not for an English class).

Criteria (choose the ones that align with your expectations) - Document shows:

- a clear purpose
- reflects accurate analysis of the target audience
- shows evidence of logical critical thinking
- follows an effective organizational plan
- follows prescribed format, meeting criteria for all components
- exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage

<p align="center">Rubric for scoring a Nutritional Analysis</p> <p align="center">(notice the focus is on how the analysis relates to a healthy diet)</p>					
Scoring	4-Well Balanced Diet	3-Healthy	2-Lack Nutrition	1-Malnourished	Score
Evidence of correct grammar, punctuation, spelling, and organization	No grammar or spelling mistakes. Material presented in a very logical and orderly way.	A few grammar and spelling mistakes. Material reasonable well-organized.	Some grammar and spelling mistakes. Overall organization okay, but some links are unclear.	Several grammar and spelling mistakes. Random, unlinked statements.	
Definition and analysis of the problem	Able to express his/her opinion about healthy eating. Provides several specific facts with clear explanation. Able to justify their meal plan decision with clear and specific explanations.	Able to express his/her opinion about healthy eating. Provide several facts to support his/her plan. Able to justify their meal plan.	Able to give his/her opinion about healthy eating but may not be convincing. Lack of sufficient facts to support his/her viewpoint. Vague on the explanation of their meal plan decision.	Opinion about healthy eating is unclear. Little if any facts to support his/her viewpoint. Unable to justify their meal plan decision.	
Knowledge/Accuracy	Demonstrates a thorough understanding of healthy food choices. Able to accurately evaluate a meal and determine whether it is nutritious. Able to create a well-balanced and nutritious meal plan that includes a wide variety of foods.	Demonstrates a clear understanding of healthy food choices. Able to evaluate a meal and determine whether it is nutritious or not. Able to make changes to a meal plan to make it healthier. Able to create a well-balanced and nutritious meal plan.	Demonstrates some understanding of healthy food choices, but has some difficulty evaluating a meal and determining whether it is nutritious. Student is able to make a few changes to an existing meal plan. Able to create a meal plan, but some choices may or may not be nutritious.	Demonstrates little understanding of healthy eating practices. Unable to evaluate a meal accurately or make any valid or nutritious changes. Creates a meal plan that lacks knowledge of a well-balanced meal.	



Summary

This is a brief and concise restatement of the main ideas. A summary can focus on an idea, concept, retelling of a situation or a reading.

Criteria - The summary should:

- Include only important and necessary information
- Be concise, but not sketchy
- Not repeat information
- Group similar ideas together
- Use a “heading” for groups of ideas
- be in one’s own words



Essay tests

Essay tests typically require a student to write a response to fulfill the requirements of the item. These tests can require complex learning objectives. Typically, essay test items make it difficult for students to guess the correct answers and requires demonstration of writing skills as well as correct spelling and grammar.

It may be helpful for these questions to focus on solving a “new” problem (cause/effect; draw conclusions; present arguments; defend a position; apply a principle).

The difficulties with essay items are primarily administrative. For one, these items take more time for test takers to answer. When these questions are answered, the answers themselves are usually poorly written because test takers may not have time to organize and proofread their answers. In turn, it takes more time to score or grade these items. When these items are being scored or graded, the grading process itself becomes subjective as non-test related information may influence the process. Thus, considerable effort is required to minimize the subjectivity of the grading process. Finally, as an assessment tool, essay questions may potentially be unreliable in assessing the entire content of a subject matter.

To establish criteria, the instructor must determine ahead of time what the expectations are and set up a scoring rubric to ensure the scoring is objective. What are the essential characteristics of a good

response? Specifically, what needs to be included in the response? Assign points for each of the components and tell students ahead of time what is expected in the response.



Reflection on Learning

This type of writing is introspective and done to relate personal impressions with a situation that has occurred. It is similar to journal writing, in that it is a personal response. And, with this type of writing, it is essential to establish expectations for the students and criteria for grading/ evaluating (rubric or check-off list).

Criteria - The reflection should be ____ in length and include:

- Summary of the event
- Goals for the learning experience – personal and areas to improve
- Result of the learning
- Examples to support claims
- Application of learning
- Reflection on what may need to occur in the future to enhance learning/ application



Proposal

A proposal is a written plan created to set up the expectations for a business solution, an activity to be done, a request for some action or a suggestion to solve a problem.

Criteria - The written proposal should include:

- a clear statement of the problem
- a clear solution to the problem
- details of the solution
- arguments for the viability of the solution
- the benefits of the solution
- sufficient and credible evidence
- proposal evidences correct grammar, punctuation and spelling
- proposal makes effective use of formatting and headings



Outline

An outline is an organized, focused listing of a concept or process that has headings and subheadings to delineate ideas.

Criteria - The outline should:

- be prepared using the standard outline format (formal)
- include main ideas
- include only relevant and necessary details
- be written in clear phrases or sentences
- be well organized and uses at least first and second level headings
- provide both a preview or summary of the work
- use correct grammar, punctuation, and spelling



Decision Analysis

This written assessment is similar to a compare/contrast essay in which students are asked to analyze several alternatives in order to choose a course of action.

Criteria for this Decision analysis may include:

- Clarification of the decision to be made
- description of the most important alternatives
- list of criteria for evaluating the alternatives
- determination of whether or not each alternative meets the criteria
- decision selected by the student
- explanation of why the decision was selected
- appropriate organization of ideas



Instructions (process or project)

Instructions are used to describe, explain or instruct how to do a task. They are often presented in chronological order or in sequence. Most instructions include a purpose or goal, the steps to be taken, the resources needed, a timeline or schedule, and a summary. Some longer instructions provide a baseline and a way to track progress (as in a process for strategic planning). Below is a sample of a rubric for writing directions – remember a rubric assists students in further learning by providing feedback on performance or product created.





Rubric for Instructions				
Aspect	Exceeds expectations	Fully meets expectations	Meets expectations	Does not meet expectations
Meaning Use of detail	Information is well-chosen, thorough, in student’s own words; Uses more than one source Specific details and/or examples provided	Generally accurate; complete; in own words; some relevant details and examples	Generally accurate but some key points and details are lacking; includes examples but some are irrelevant and /or inaccurate	Some information is inaccurate; copied; few details; some details are irrelevant or repetitive
Style – variety, use of language	Language is clear, varied; precise; flows smoothly with a variety	Language is clear; some variety and description; variety of sentence length	Language is simple; details are vague; sentence length varies; uses similar sentence patterns	Simple, repetitive language; may be mistakes; sentences are short
Form – organization and format	Clear and effective rules and headings; well organized steps or sections; numbered; diagrams and sketches are clear and helpful	Clear titles and headings; well organized steps and sections; diagrams are clearly labeled and generally accurate	Titles and headings are related to the purpose; some steps are omitted or combined; diagrams and sketches have errors	Titles and headings are omitted or inappropriate; steps or sections are omitted or out of order; diagrams and sketches are omitted or incorrect
Conventions – spelling, grammar, punctuation	No errors	Few errors; they do not interfere with meaning	Some noticeable and confusing errors	Frequent errors that interfere with meaning






Pamphlet

A pamphlet (or brochure) is typically used to highlight or advertise a service or set of information. There are many types of formats available, but as with a poster, the information should be focused, communicated effectively, visually appealing and appropriate for the audience. For this assessment, it would be helpful to determine the purpose and audience ahead of time.

A sample of a tri-fold, two-sided pamphlet template is shown here:

Another Title	Some Interesting Facts Go Here.	My Brochure Title
		
Facts. Details.	Facts and more facts. Yada yada, blah, blah.	
		<i>By: Keith K.</i>

	Inside of the Brochure	
So many things to see and do.	Many interesting things.	Good information.
		

Criteria for Pamphlet:

- pamphlet includes a table of contents
- is organized by sections
- information is clearly related to the theme
- section information is complete
- illustrations, graphics, and clip art are used to enhance the information
- professionally presented, eye catching, and colorful
- communicates well to the intended audience
- presents original thinking
- evidences correct grammar, punctuation, and spelling



Essay

Directions

For this performance assessment you will write an essay about [TOPIC]. Imagine that you have been asked to post an essay to your class web site about [TOPIC] for students to use in future classes. The essay should include relevant concepts presented in class as well as your own views and ideas.

Criteria Ratings

- introduction includes a clearly stated thesis
- introduction introduces the main ideas
- main ideas are relevant, appropriate, and accurate
- each main idea is developed in a paragraph
- each main idea is developed using supporting material
- essay arguments are based on logical assumptions
- essay arguments are to the point
- essay includes an interesting and thoughtful closing statement
- essay evidences correct grammar, punctuation, and spelling



Problem/Solution Report

This report should summarize a given or chosen problem, relevant to the course topic, and then provide a plausible solution.

Criteria for the report -

- includes a definition of the problem
- sketches the history of the problem
- includes an analysis of the problem
- includes a description of viable solutions
- identifies the solution most likely to solve the problem
- includes an explanation of why the solution is the best
- is well organized
- evidences correct grammar, punctuation, and spelling



Comparison Essay / compare-Contrast Essay

Comparisons and contrasts are ways of looking at objects, processes or concepts in how they are alike and different. As with the Venn Diagram or the Concept Map, making comparisons helps a learner to understand features of a topic or theme deductively (although, some may argue this could be an inductive process if the details drive the comparisons). The information below is used by the Santa Barbara City College Writing Center. A grading rubric with criteria detailed is also shown.

A comparison essay notes either similarities, or similarities and differences.
A contrast essay notes only differences.
The comparison or contrast should make a point or serve a purpose. Often such essays do one of the following:

- Clarify something unknown or not well understood.
Lead to a fresh insight or new way of viewing something.
- Bring one or both of the subjects into sharper focus.
- Show that one subject is better than the other.

Some common organizational structures include:

Block method (subject by subject) – After the introduction, the next paragraph will explain the attributes or features of the first topic; then the second topic will be fully explained or

detailed. This is followed by an analysis of the two topics and a conclusion. For example, in comparing dogs or cats as pets, the first paragraph would detail all the attributes of each animal, then analyze and summarize.

Point by point (Feature by feature) – Instead of organizing by main topic, the essay will discuss features or aspects of the two things being compared. In the same pet example, the aspects of pets is analyzed with examples given for the dogs and cats.

SAMPLE Rubric for a Compare/Contrast Essay

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction has a hook, provides background information, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Accuracy of Facts (Content)	Areas of comparison are stated clearly and all supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is \"getting at.\"	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
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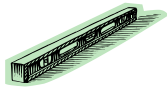


Investigative Report

For this performance assessment the student will complete an investigative report on a given or chosen topic. The student should research and gather information about topic and summarize the findings in a short report. This is similar to the newspaper article in its journalistic approach.

Criteria for the report

- includes the purpose of the investigation
- includes an explanation of the problem/issue
- presents an accurate account of the background information
- presents an accurate account of the current situation
- documents actions that have been taken to solve or clear up the problem/issue
- includes a logical recommendation for solving or clearing up the problem/issue
- is written in a factual manner
- presents information in an organized (chronological) fashion
- source information is properly cited in the report
- works cited page is included
- includes appropriate headings to break up and format the text
- evidences correct grammar, punctuation, and spelling



Oral Communication/discussions

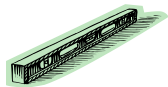
Some instructors give grades for class participation and discussions (especially online –see rubric below). How is this done??? To be fair to students, not just those who love to talk in class, expectations and a method of collecting participation should be communicated to students ahead of time. Below is a sample of a rubric for discussion in class. Criteria are listed in the left-hand column.

<p>Develop and demonstrate critical reading, listening, and viewing strategies.</p>	<p>Student gives passage, page number, and thorough explanation of the text’s significance.</p> <p>Student fully identifies and evaluates the primary focus, logic, style, and structure of a text.</p>	<p>Student gives general textual idea but cannot locate/identify passage for support.</p> <p>Student adequately identifies and evaluates the primary focus, logic, style, and structure of a text.</p>	<p>Student cannot give textual support for discussion point.</p> <p>Student cannot identify and/or evaluate the primary focus, logic, style, and structure of a text.</p>
<p>Construct meaning beyond the literal level—e.g., drawing inferences, confirming and correcting, making comparisons and connections, and drawing conclusions.</p>	<p>Student responds to questions with full and specific knowledge, and often uses literary language in their response—e.g., themes, imagery, symbolism, motifs, etc.</p>	<p>Student demonstrates general idea in her or his responses, but without key details or deeper analyses.</p>	<p>Student cannot answer questions about the topic.</p>
<p>Participate as an active member of a reading, listening, and viewing community.</p>	<p>Student listens attentively and refers to relevant class materials to aid in full participation in the discussion.</p> <p>Student records key ideas and revises her or his previous responses based on new findings from the discussion.</p>	<p>Student is attentive but may not refer to class materials during the discussion.</p> <p>Student may not record key ideas and information from the discussion.</p> <p>Student occasionally volunteers to share knowledge with class.</p>	<p>Student is inattentive and does not have or refer to class materials related to the discussion at hand.</p> <p>Student doesn’t take notes or revise his or her responses based on the discussion.</p>

	Student consistently volunteers to share knowledge with class.		Student never volunteers to share knowledge with class.
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Sample Rubric for online discussion

	4	3	2	0
Quality of Post	Appropriate comments: thoughtful, reflective, and respectful of other's postings	Appropriate comments and responds respectfully to other's postings	Responds, but with minimum effort. (e.g. "I agree with Bill")	No posting.
Relevance of Post	Posts topics related to discussion topic; prompts further discussion	Posts topics that are related to discussion	Posts topics which do not relate to the topic; makes short or irrelevant remarks	No posting.
Contribution to the Learning Community	Aware of the community; attempts to motivate the group discussion; presents creative approaches to the topic	Attempts to direct the discussion and present relevant viewpoints for consideration by the group; interacts freely	Does not make efforts to participate in learning community as it develops	No feedback provided to fellow students



Oral Presentation

An oral presentation, or speech, allows students to share information to others in the class. As with other presentations, the information given is part of the assessment. Delivery skills and possibly visual aids may be part of the assessment. It is often helpful to get feedback from classmates – and it keeps them involved in the presentation. A sample rubric is shown below.

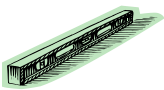
Category	Sample Scoring Criteria	Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	

Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	10	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Information was well communicated.	10	
Score	Total Points	100	

Criteria for an oral presentation:

- information is presented in a style and tone consistent with the audience's level of interest and level of knowledge or understanding
- delivery is extemporaneous
- delivery holds audience attention; you are energetic and enthusiastic
- voice inflection, volume, and rate are appropriate for the content
- nonverbal communication is consistent with the verbal message
- maintain eye contact with audience
- use acceptable language
- presentation purpose is clear
- introduction includes an attention getter that grabs the audience's attention
- introduction includes an overview of the main points

- main points are clear and concise
- each main point is proven using a variety of supporting material
- sufficient supporting material is used to persuade the audience
- conclusion includes a summary of the main points
- introduce and use the visual aid appropriately
- visual aid (including any words or pictures on the visual) is large enough to be seen by the audience
- visual aid includes only one main idea
- visual aid is visible to all members of the audience



Electronic Presentation (Power point, Prezi, etc)

For this performance assessment you will create an electronic presentation on [TOPIC]. This assessment should indicate the focus, style, length and other specific requirements.

Criteria TECHNICAL

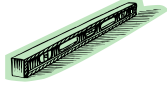
- presentation includes a minimum of _____ slides
- presentation includes a variety of text, graphics, clip art, and sounds
- presentation has a professional look with an overall graphic theme
- presentation slides are visually neat and incorporate a variety of layouts
- slide uses text, graphics, sounds and transitions that complement the information
- presentation sounds add to the overall show; not detract from it
- graphics and clip art are visually appealing; not overdone

CONTENT

- presentation includes a clear introduction, body and conclusion
- the amount of information presented is sufficient for the topic
- information is well-researched, well-written and well-organized
- information is directly related to the topic
- information is relevant and interesting

COMMUNICATION

- maintain eye contact with the group
- deliver information clearly
- use the slides as presentation guides and add to them verbally as necessary



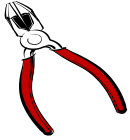
Informational Interview

This assessment requires students to delve into a topic and seek information and/or a different perspective of an idea from someone else. Determine the nature of the interview with the students ahead of time and establish the protocol for contacting and interviewing the person. Interviews should take about 15 minutes and may be done in person or over the phone. Questions and ideas should be developed before the interview. The written component of the assessment may be an essay, summary, newspaper article or presentation.

Criteria for Interview and follow-up

- an informational interview was held
- general information about your interview is provided: who was interviewed, when, where and why
- paper includes 5-7 open, focused interview questions
- questions are directly related to the topic/ focus
- paper includes a summary of what was learned in the interview
- summary is accurate
- summary provides relevant details
- personal reflections and conclusions evaluate the information gained in the interview
- all work evidences correct spelling, grammar and punctuation

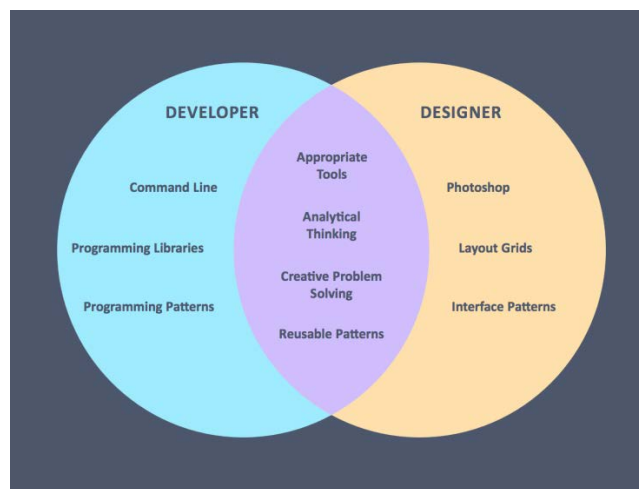
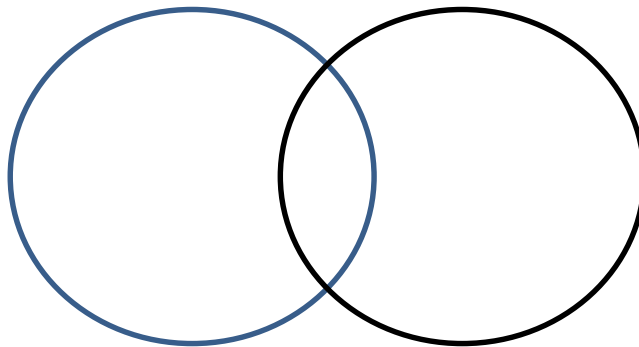
Concept Crafting – Visuals



Venn Diagram

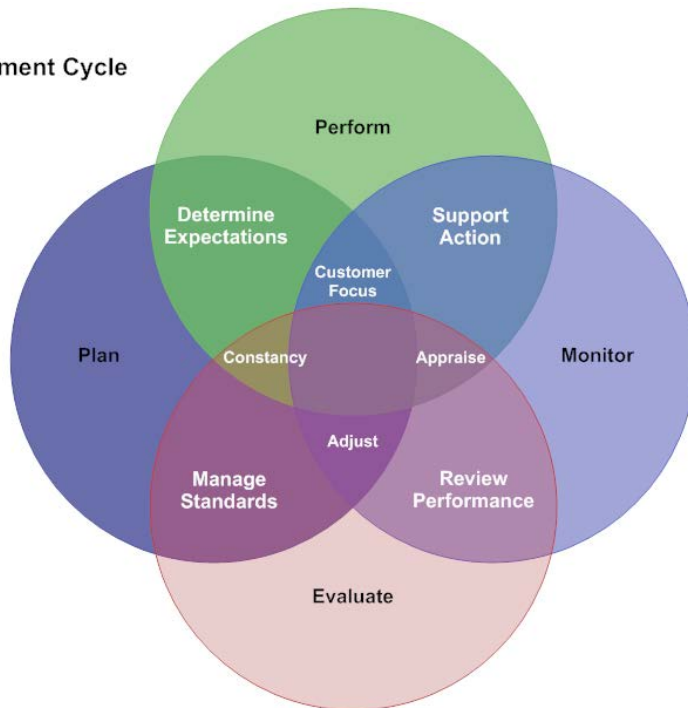
A Venn Diagram shows how concepts are related – in terms of being different and alike.

In each circle, identify distinct characteristics of a character, concept, process or idea. In the intersecting space, identify the similar characteristics of the two components. One use of these is for comparing and contrasting political opponents, characters in a novel, or scientific concepts. The sample provided is from a design course.



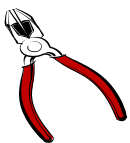
More concepts could be added, depending on the complexity of the subject. See sample below.

Management Cycle



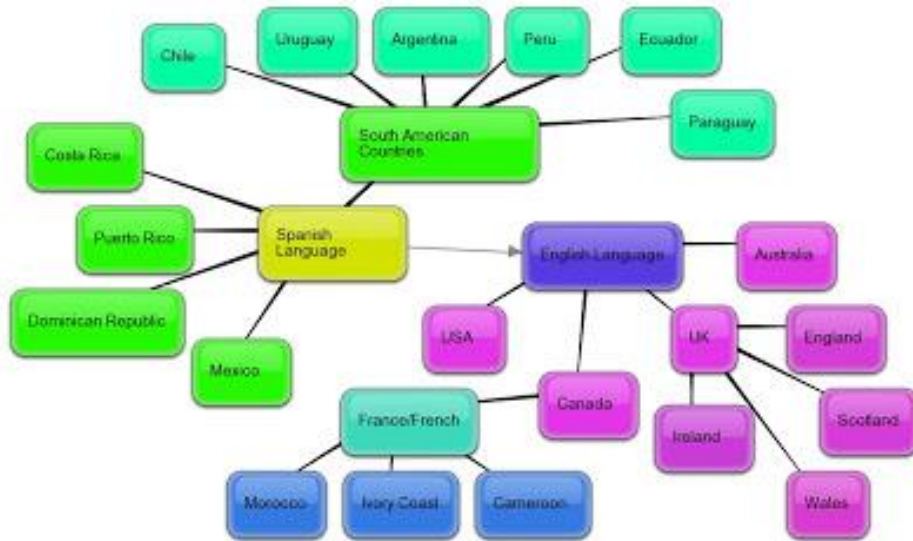
Criteria - The diagram:

- clearly compares and contrasts two (or three) events or concepts
- includes a list of characteristics for the first event or concept
- includes a list of characteristics for the second event or concept
- shows characteristics common to both events or concepts
- shows characteristics unique to both events or concepts
- shows a priority within each list
- is neat and presentable
- written summary, if required provides a reasonable interpretation of the diagram
- written summary compares and contrasts the events or concepts



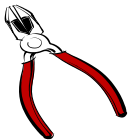
Concept Map

A concept map visually illustrates the relationships between concepts and ideas. It is a type of graphic organizer that helps students depict hierarchical concepts (main and supporting ideas). These can be shown with different shapes and colors and can be quite complicated, depending on the topic.








Criteria - concept map or web

- important terms or concepts are identified and shown as larger shapes
- Concepts are arranged in a logical order so ideas are visual
- Similar shapes are used for similar concepts. Ideas are linked with lines
- Map is visually appealing and appropriately depicts the concepts and their relationships

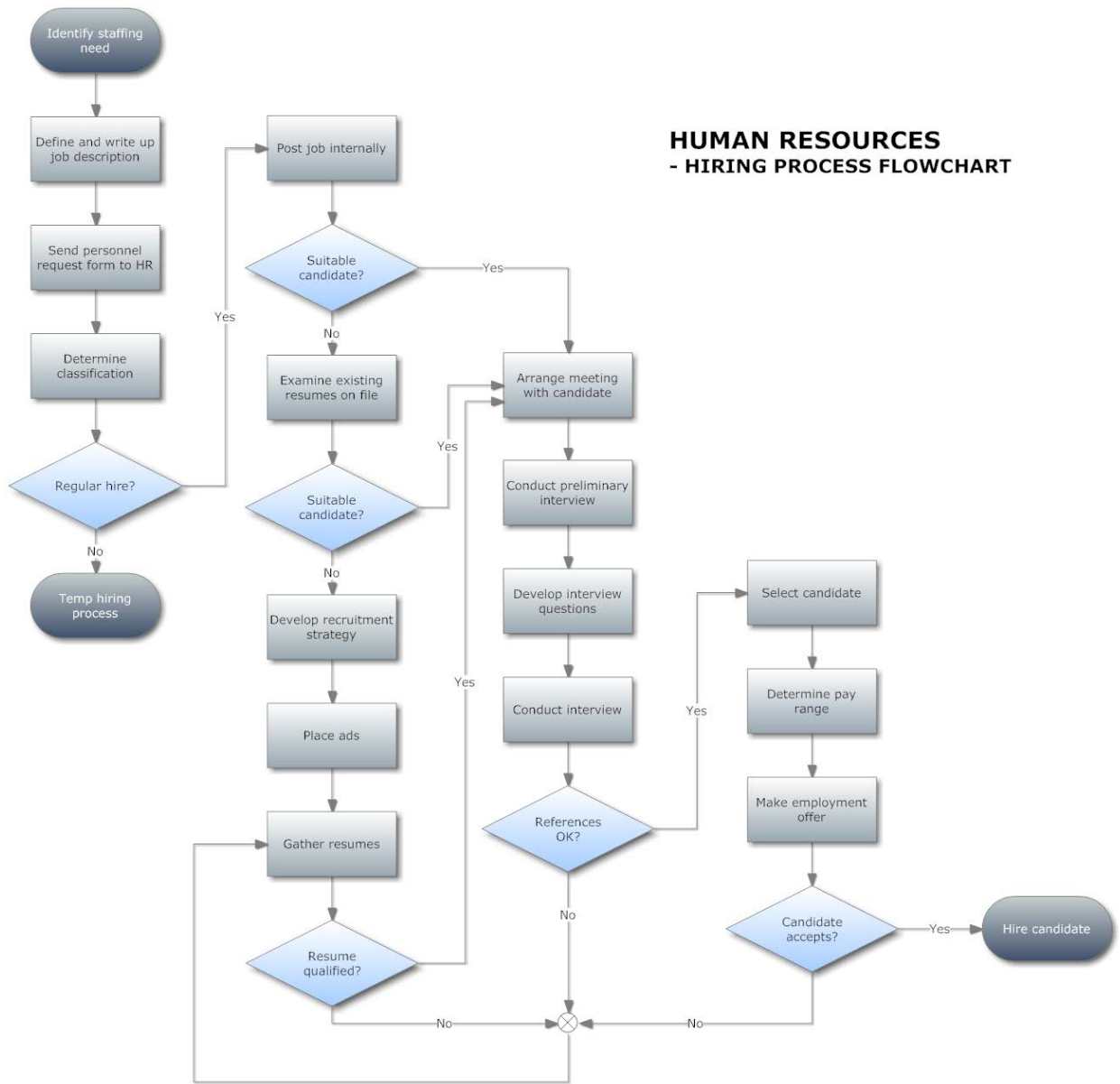


Flowchart

A flowchart represents a process, steps or workflow with a specific order. Not all ideas or concepts work for this type of assessment. Symbols often stand for certain functions. Below is a chart showing these.

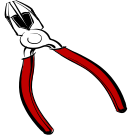
Symbol	Name	Function
	Start/end	An oval represents a start or end point.
	Arrows	A line is a connector that shows relationships between the representative shapes.
	Input/Output	A parallelogram represents input or output.
	Process	A rectangle represents a process.
	Decision	A diamond indicates a decision.

A sample flowchart for a hiring process is provided.



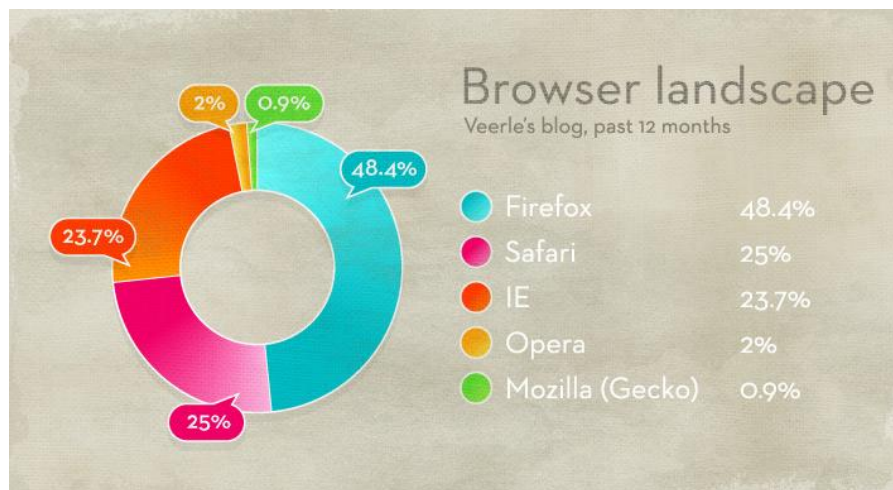
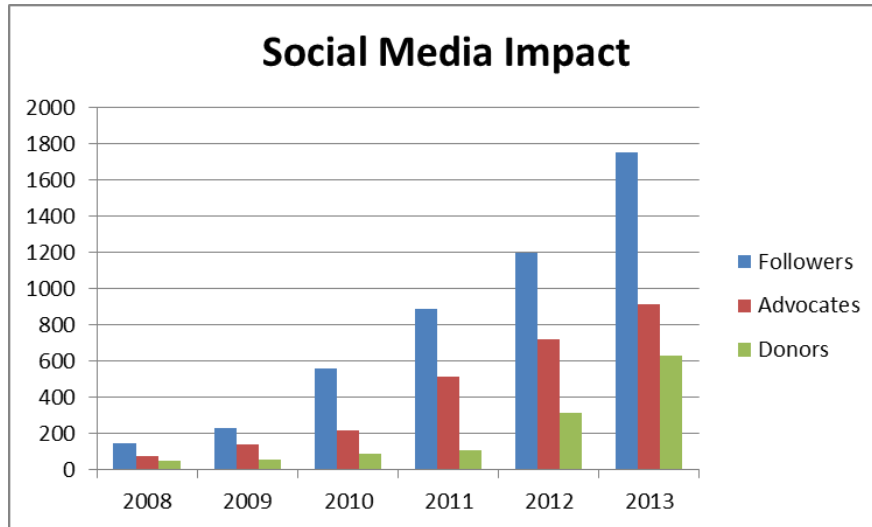
Criteria - flowchart

- depicts all of the items in the process
- shows the relationship of one step to another
- shows a clear understanding of the topic
- shapes are used correctly
- is neat and well organized



Graph

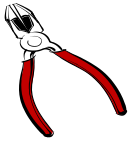
Graphs and charts are used to show ideas and concepts in a visual format. Typically, data on spreadsheets and reports are best suited to these graphics. Below are a bar graph and a circular graph.



Criteria Ratings

- graph type is appropriate for information presented
- graph is titled
- graph axes are labeled
- graph includes a key

- graph is scaled accurately
 - graph data is accurate
 - graph includes colors and/or textures to increase readability
 - graph is neat and attractive
- If a summary is required
- graph summary gives a reasonable interpretation of the data
 - graph summary is concise
 - graph summary evidences correct grammar, punctuation, and spelling
 - graph summary is neat and attractive



Poster and Guide

For this performance assessment students will plan and create guide for a given topic or task. This poster and guide will be used to teach a group about the topic. As posters are typically visual, the intent and format should be determined ahead of time with students. You may determine that the poster should be more visual than text-heavy. A sample of a template is provided below that is an educational poster.

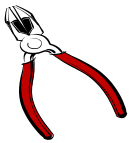
Title of Poster Needs a Subject and a Verb

Your Name, California State University, Fullerton School of Nursing

<p style="text-align: center; background-color: #f4a460; margin: 0;">Title</p> <ul style="list-style-type: none"> Section headings are boldface. You can move them around to accommodate your information. Draw a text box and input or import copy. Use bulleted lists to make reading easier. You can put color boxes behind the headings to make them stand out. Copy the color box, place it where you want it, and <send to back > (under the arrange) (20) <p style="text-align: center; background-color: #f4a460; margin: 0;">Title</p>	<p style="text-align: center; background-color: #f4a460; margin: 0;">Title</p> <ul style="list-style-type: none"> This is the place to put charts, figures, graphs, etc. You can create them in any program, including powerpoint. Make sure they have a title. <div style="border: 1px solid #ccc; height: 100px; margin: 10px 0;"></div> <p style="text-align: center; background-color: #f4a460; margin: 0;">Title</p>	<p style="text-align: center; background-color: #f4a460; margin: 0;">Title</p> <ul style="list-style-type: none"> Use a picture if it helps illustrate a point. Powerpoint clip art is fine. Images captured from web OK only for on screen viewing, not printing. <p style="text-align: center; background-color: #f4a460; margin: 0;">Title</p>
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Criteria for poster

- a clear main theme is evidenced
 - information is accurate
 - information is appropriate to theme and audience
 - elements work together--the poster isn't just a collection of information
 - pictures, photographs, drawings, diagrams, graphs or other visual items add interest and meaning to the poster
 - poster is neat and attractive (no errors in spelling, grammar or punctuation)
 - poster is creative and interesting
- If you require a guide, then the guide should:
- match the poster
 - be accurate and describes activities appropriate for the audience
 - be organized and focused



Model

Creating a model of a concept or idea requires students to apply the principles of a concept or a system to develop a new way of looking at it. Models are also done in technical areas (welding, machining, construction); those projects may show a single or a culmination of skills. Conceptual models typically establish a need for a change or new idea, then provide details of what the new model could look like and why. This is similar to a proposal in that the model is done to address a need – as in a model for online instruction at the middle school level.

Criteria - for Model

- model was developed/ made by the student
- demonstrates the concept it is intended to show
- is detailed to ensure completeness
- model is neat and attractive
- explanation includes a clear description of how the model demonstrates the topic and related concepts



Performance Assessment/ Skill Presentation

For these assessments, the student will demonstrate a technical skill required to perform a task. This will likely be done in a laboratory or simulated work environment. Equipment, instruments, tools, supplies, materials that are needed will be provided, but the student will be required to select the appropriate items need to complete the task.

In general, the criteria will include:

- selecting the correct tools/equipment/ instruments/ materials and/ or supplies
- all critical steps are performed in the right order
- the demonstration is done as required
- safety procedures are followed
- if required, an explanation of the process is provided during the demonstration



Case Study

A case study is an activity in which an actual situation is used to focus on a problem, process or procedure. The case requires the students to step figuratively into the position of a particular decision maker, specifically to identify, analyze, and to propose solutions to the problem using data analysis, technology and other research tools. The assessment may be a presentation (individual or group) or a written response. As this is a high-level assessment, supporting concepts and strategies should be scaffolded with feedback (ie, practiced). A sample rubric with criteria follows.

Case Study Grading Rubric					
	Pts	Below Standard 0-2	Approaching Standard 2-3	At Standard 4	Exceeds Standard 5
<p><i>Clear explanation of key strategic issues</i></p> <ul style="list-style-type: none"> • The problems, scope, and seriousness was clearly identified in the discussions. • There was a well focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues. 		Shows little understanding of the issues, key problems, and the company's present situation and strategic issues. Executive summary	Shows some understanding of the issues, key problems, and the company's present situation and strategic issues.	Shows adequate knowledge of the issues, key problems, and the company's present situation and strategic issues.	Shows superior knowledge of the issues, key problems, and the company's present situation and strategic issues.

<ul style="list-style-type: none"> • Effective Executive Summary • Did not waste space summarizing information already found in the case. 		missing or poorly constructed	Executive summary inadequate	Executive summary adequate	Effective Executive Summary
<p><i>Valid arguments; analysis of financial performance with relevant supportive detail</i></p> <ul style="list-style-type: none"> • Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified • Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported. 		Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were partially identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported.
<p><i>Appropriate analysis, evaluation, synthesis for the specific industry identified</i></p> <ul style="list-style-type: none"> • There was complete data on which to base a thorough analysis • Key change drivers underlying the issues were identified. • Synthesis, analysis, and evaluations were clearly presented and supported in a literate and effective manner. 		Analysis of key change drivers and the underlying the issues inadequate.	Analysis of key change drivers and the underlying the issues were not identified.	Analysis of key change drivers and the underlying the issues were partially identified	Analysis of key change drivers and the underlying the issues were clearly identified
<p><i>Conclusions and recommendations are congruent with strategic analysis</i></p> <ul style="list-style-type: none"> • Specific recommendations and/or plans of action provided. • Specific data or facts were referred to when necessary to support the analysis and conclusions. • Recommendations and conclusions were presented and supported in a literate and effective manner. 		Effective recommendations and/or plans of action not provided. Specific data or facts necessary to support the analysis and conclusions was not provided.	Effective recommendations and/or plans of action inadequate. Specific data or facts were not referred when necessary to support the analysis and conclusions.	Effective recommendations and/or plans of action were partially provided. Specific data or facts were occasionally referred when necessary to support the analysis and conclusions.	Effective recommendations, solutions, and/or plans of action were provided. Specific data or facts were referred when necessary to support the analysis and conclusions.

<p><i>Proper organization, professional writing, and logical flow of analysis. APA formatting</i></p> <ul style="list-style-type: none"> • Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. • Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. • Proper grammar, spelling, punctuation, 3rd person objective view, professional writing, and syntax. 		<p>Key points were poorly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.</p> <p>Grammar, spelling, punctuation, professional writing, and syntax needs significant improvement</p>	<p>Key points were not identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.</p> <p>Grammar, spelling, punctuation, professional writing, and syntax needs improvement</p>	<p>Key points were partially identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.</p> <p>Adequate grammar, spelling, punctuation, professional writing, and syntax</p>	<p>Key points were clearly identified and supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case.</p> <p>Excellent grammar, spelling, punctuation, professional writing, and syntax</p>
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Resource List

- Bain, Ken. (2004). *What the Best College Teachers Do*. Cambridge: Harvard University Press.
- Blumberg, Phyllis. (2014). *Assessing and Improving Your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning*. San Francisco: Josey-Bass.
- Huba, Mary E. & Freed, Jann E. (2000). *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Needham Heights: Allyn and Bacon.
- Maki, Peggy L. (2004). *Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Sterling: Stylus Publishing.
- Miller, Allen H., Imrie, Bradford W., & Cox, Kevin. (1998). *Student Assessment in Higher Education: A Handbook for Assessing Performance*. London: Kogan Page Limited.
- Nilson, Linda B. (2010). *Teaching At Its Best: A Research-Based Resource for College Instructors*. San Francisco: Josey-Bass.
- Palomba, Catherine A. & Banta, Trudy W. (1999). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Josey-Bass.
- Suskie, Linda. (2004). *Assessing Student Learning: a common sense guide*. Bolton: Anker Publishing Company.
- World Wide Instructional Design. Performance Assessment Tasks.
- Online samples not cited were found in public domain. There are millions of other examples.