

Applying Classroom Assessment Techniques in the Online Class

Based on P.K. Cross & T. Angelo's book
Classroom Assessment Techniques (1993)

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What is classroom assessment?

"Classroom assessment is both a teaching approach and a set of techniques. The approach is that the more you know about what and how students are learning, the better you can plan learning activities to structure your teaching. The techniques are mostly simple, non-graded, anonymous, in-class activities that give both you and your students useful feedback on the teaching-learning process."

<http://www.ntlf.com/html/lib/bib/assess.htm>

Seven Characteristics of Classroom Assessment

1. Learner-Centered: focused on learning rather than teaching.
2. Teacher Directed: depends on the judgment and knowledge of teachers.
3. Mutually Beneficial: benefits both students & teachers.
4. Formative: used to improve teaching, not evaluate overall effectiveness.
5. Context-Specific: what works in one class may not work in another.
6. Ongoing: uses a perpetual "feedback loop".
7. Rooted in Good Teaching Practice: takes what teachers already do and tries to make it more systematic, more flexible, and more effective.

http://www.teachopolis.org/library/classroom_assessment_techniques.htm

How is classroom assessment different?

"Classroom assessment differs from tests and other forms of student assessment in that it is aimed at course improvement, rather than at assigning grades. The primary goal is to better understand your students' learning and so to improve your teaching."

<http://www.ntlf.com/html/lib/bib/assess.htm>

How do Classroom Assessment Techniques benefit instructors?

- ❑ Provide short-term feedback about the day-to-day learning and teaching process at a time when it is still possible to make mid-course corrections.
- ❑ Provide useful information about student learning with a much lower investment of time compared to tests, papers, and other traditional means of learning assessment.
- ❑ Help to foster good rapport with students and increase the efficacy of teaching and learning.
- ❑ Encourage the view that teaching is a formative process that evolves over time with feedback.

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How do Classroom Assessment Techniques benefit students?

- ❑ Help them become better monitors of their own learning.
- ❑ Help break down feelings of anonymity, especially in larger courses.
- ❑ Point out the need to alter study skills.
- ❑ Provide concrete evidence that the instructor cares about learning.

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How to Use Classroom Assessment Techniques

- Decide what you want to learn from a classroom assessment.
- Choose a Classroom Assessment Technique (CAT) that provides this feedback, is consistent with your teaching style, and can be easily implemented in your class.
- Explain the purpose of the activity to students, then conduct it.
- After class, review the results and decide what changes, if any, to make.
- Let your students know what you learned from the CAT and how you will use this information.

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Classroom assessment techniques (CATs) for the online class

Below are several CATs that can be converted for use in the online class.

- Minute paper
 - Muddiest point
 - One-sentence summary
 - Application cards
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Minute paper

<http://www.ntlf.com/html/lib/bib/assess.htm>

□ **Traditional class:**

Description: During the last few minutes of the class period, ask students to answer on a half-sheet of paper: "What is the most important point you learned today?"; and, "What point remains least clear to you?". The purpose is to elicit data about students' comprehension of a particular class session.

What to do with the data: Review responses and note any useful comments. During the next class periods emphasize the issues illuminated by your students' comments.

- **Online class (D2L Survey – short answer):** After a topic has been covered, create **two Survey** questions asking students to answer: **(1)** "What is the most important point you learned today?" and **(2)** "What point remains least clear to you?". Review responses and note any useful comments. Create a News or Content item that discusses the issues highlighted by the students' comments.
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Muddiest point

http://www.cnsm.csulb.edu/depts/scied/scied490/5_assess_technique.pdf

□ **Traditional class:**

Description: Similar to the Minute Paper, at the end of a class, students are given a 3X5 card and jot down a quick response to the question "What was the muddiest point in the... (lecture, discussion, homework, reading, the film, etc.)?" This technique provides quick feedback on what students find least clear or most confusing.

What to do with the data: Review the students' responses to determine where there seems to be the greatest confusion. Share your observations with your students.

- **Online class (D2L Survey – short answer):** After a topic has been covered, create a **Survey** question asking students to respond (quickly) to the question "What was the muddiest point in the... (lecture, discussion, homework, reading, the film, etc.)?" Evaluate the responses as described above. Share your observations in a News item or create a supplemental lesson to clarify the "muddiest point(s)."
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One-sentence summary

<http://www.ntlf.com/html/lib/bib/assess.htm>

□ **Traditional class:**

Description: Students summarize knowledge of a topic by constructing a single sentence that answers the questions “Who does what to whom, when, where, how, and why?” The purpose is to require students to select only the defining features of an idea.

What to do with the data: Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with your students.

- **Online class (D2L Survey – short answer):** After a topic has been covered, create a **Survey** question asking students to construct a single sentence that answers the questions “Who does what to whom, when, where, how, and why?” related to the topic. Evaluate the summaries as described above. Share your observations in a News item.
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Application cards

<http://www.ntlf.com/html/lib/bib/assess.htm>

□ **Traditional class:**

Description: After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.

What to do with the data: Quickly read once through the application statements and categorize them according to their quality. Pick out a broad range of examples and present them to the class.

- **Online class (D2L Survey – short answer):** After the theory, principle, or procedure has been covered, create a **Survey** question asking students to construct a single sentence that asks students to write down at least one real-world application for what they have just learned. Evaluate the students’ responses as described above.
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