

Classroom Assessment



FOUNDATIONS

Classroom assessment is a set of strategies, techniques, and procedures that instructors and students engage in to support, evaluate, and report on student learning.



Evidence of learning

All assessments share the underlying function of providing evidence of student learning. This means assessment must be connected to learner outcomes.



Reliability

Reliability is the consistency of scores across conditions, time, and scorers. Consistency contributes to fairness.



Valid inferences

Valid inferences refer to the reasonableness of the interpretations that are made based on the evidence of learning.



Professional judgement

Assessment relies on the professional judgment of instructors who can distinguish different qualities of student work.

QUICK TIPS

These quick tips are intended to focus on designing fair assessments that serve their function without overwhelming instructors, students, or learning.

1 Backward design

For each learner outcome, ask yourself: What do you want students to be able to show you, and how will you "see" it? Assess only that.

2 Quality over form

No form of assessment is automatically better or worse than another. Each assessment must be designed intentionally to be good.

3 Less is more

Keeping assessments straightforward, clear, and reasonable in frequency lets students focus on showing what they know without busy work. Assessment doesn't need to dominate learning.

4 Avoid freebies

Students like freebies, wishes, bonuses, and dropping scores, but they are questionable practices. Assessments need to measure all learner outcomes with meaningful weights.

5 Don't use grades for compliance

Students engage in all sorts of content and activities to support their learning. Using grades to compel students to complete these tasks or participate is not an assessment of learning.

6 Grading dates

To maximize the time students have to do their work and minimize the time between submission and feedback, use grading dates instead of due dates. Take things in when you actually start scoring them.

NOTES