

Alternative Approaches for Assessment

January 27, 2017

Welcome & Introductions



How do we know what our students know?



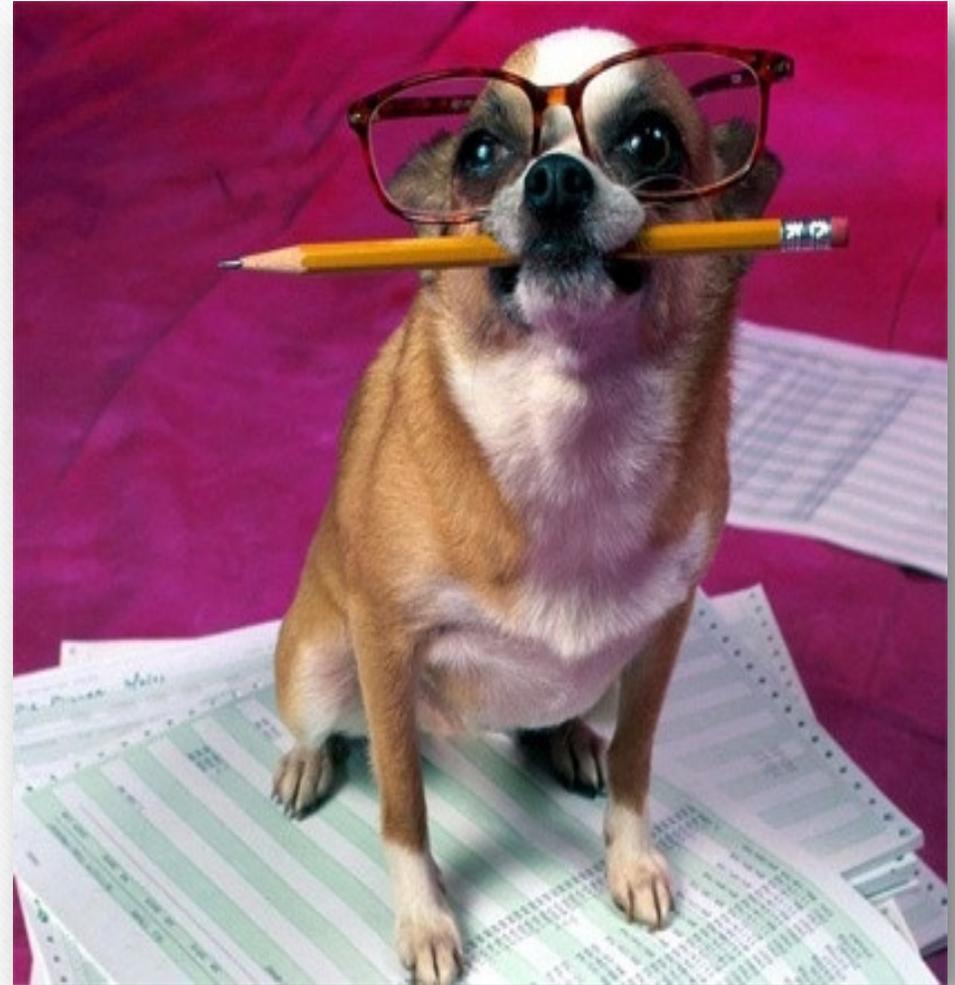
**"I probably remember 20% of the stuff
I learned in school and forgot the other 90%."**

Collage Drawing **Poster** Timeline Cartoon or Comic Strip **Webpage** **Handbook** **Essay**
 Diorama **Quilt** **Bulletin Board** Scrapbook Magazine **Manual** E-mail or Text Message **Letter**
 Sculpture **Visual** Advertisement **ABC Book** **Written** **Editorial**
 Jigsaw Puzzle Overhead Transparency **Flowchart** **Maps:** Political Dictionary Glossary Scientific Report **Biography**
Graph **Photo** **Book Jacket** Aerial Weather Thematic Road **Menu** **Fantasy** **Newspaper** **Journal**
 Coloring **Book** **Story Map** **Brochure** Time Capsule **Pop-Up Book** **Short Story** Fairy Tale or Tall Tale
Mural Concept Map **Song** **Questionnaire**
Flannel Board Board Game **Rap** Emergency News Bulletin
Video **Costume** Comedy Routine **Mock Trial** PowerPoint Presentation **Voki Script** **Storytelling**
Experiment **Puppet Show** **Musical** Soap Opera **Speech** **Sales Panel** Recorded Discussion **Review**
Scavenger Hunt **Performance** **Sitcom** **Interview** **Spoken** **Rhyme**
Simulation Acceptance Speech **Demonstration** **Game Show** **"How To"** Persuasive Argument **Presentation** **Lesson**
Dance **Play** **Commercial** **Poetry** **Infomercial** **Focus Group** **Audio Recording** **Sportscast**
Radio Play **Monologue** **Re-enactment** **Readers' Theater** **Show & Tell** **News Report** **Discussion** **Debate**

101 Ways to Show What You Know



How are we
currently assessing
our students?



Case Study #1

Jamie, an instructor at a community college, was discussing her current class with a colleague:

“If there had been at least a handful of A’s on the midterm exam, I would have worried less. I really thought they were well prepared. They did well on class activities, someone always knew the answer when I asked a question, and no one ever came to my office for additional help. I know some students don’t expect to work much and a bad mid-term grade can be a useful wake-up call. But when even the most engaged students can’t break a low B, it’s clear that something is amiss at my end of things.”

Her colleague responded:

“My teaching philosophy is to have high expectations for my students; if I expect the best of them they will never fail to give it to me.”

Jamie was happy that her expectations were high as well, but did not find the advice as helpful as she would like, so she explained further:

“I do that. I really do! I continue to require (what I hear is) ‘a lot’ of reading in my courses, because I am trying to set the bar high and let them rise to the occasion. I also don’t spoon-feed them information.

I am at my wits end! I feel like the only option is to “dumb down” the tests. Or, do I just plow ahead with my current standards, knowing some of them will fail or drop out, while hoping others will be inspired to work harder? I only have seven more weeks to figure this out! I wish I knew what an excellent teacher would do.”

Background information:

Jamie assigns lengthy weekly readings for her class, gives a midterm and a final, and has the students write a paper due at the end of the semester. She holds regular office hours, but students very rarely show up to office hours. She feels disconnected from her students and isn't sure how to figure out how to bring the students up to her academic expectations.



Case Study #2

Mark or Claire



Switch

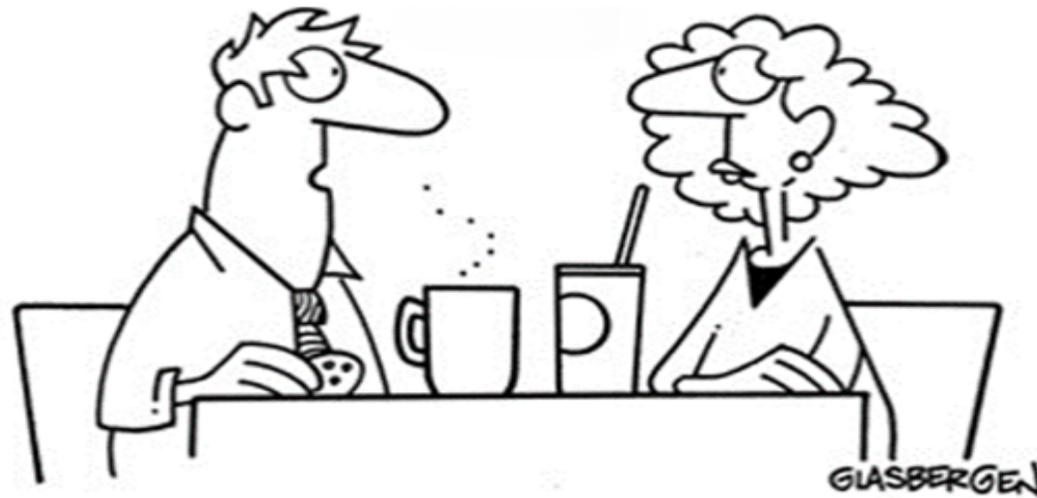
Case Study #3

Mark or Claire



Questions ???

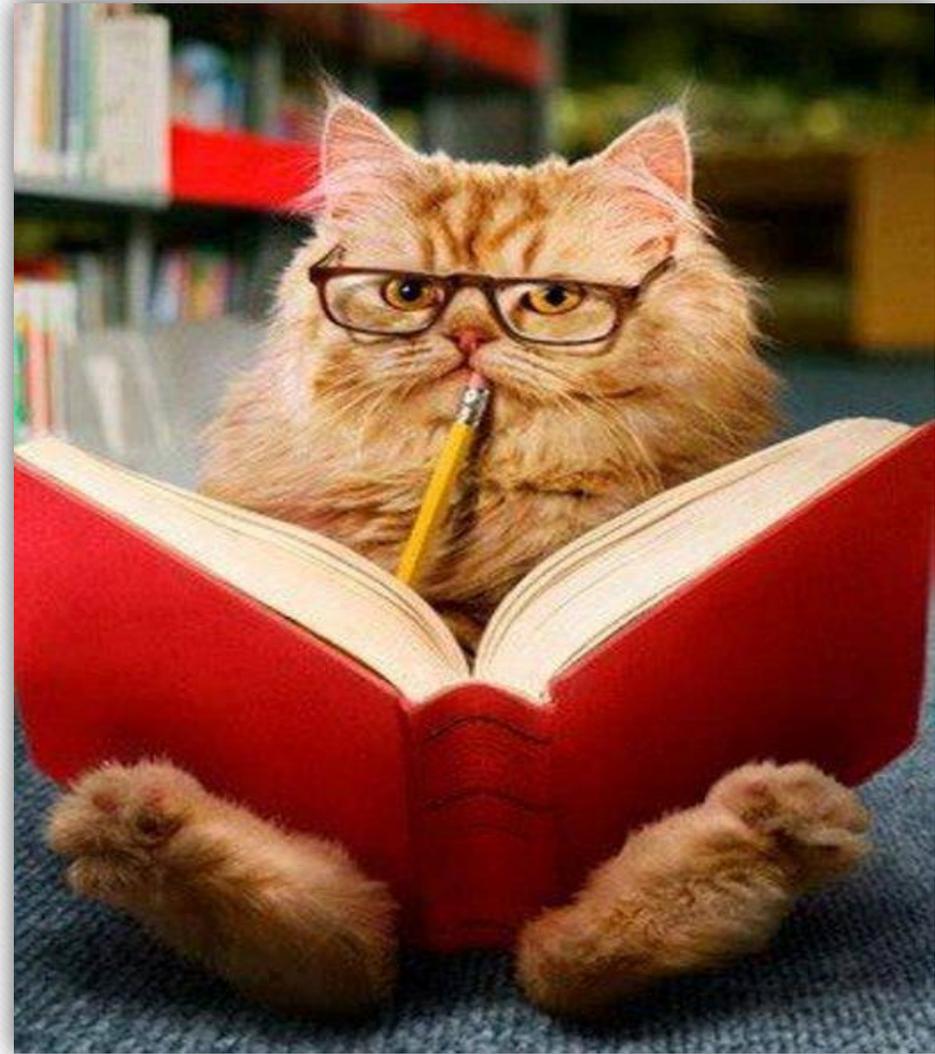
Teachers' Lounge



"The kids don't listen, so I have to repeat myself. I'm always repeating myself. You know, always saying the same thing more than once. I say it once, and then they make me say it again..."

Classroom Assessment Techniques (CATs)

Adapted from Angelo & Cross, 1993.





Thank you for your time today!

Resources

- Angelo, T.A., and Cross, K.P. Classroom Assessment Techniques: A Handbook for College Teachers. San Francisco: Jossey-Bass, 1993.