

Assessment Toolbox

Assessment is the process by which instructors evaluate what students know, think, or do as a result of a course or program. Instructors can then use assessment results to make any improvements needed to the course and/or the curriculum. Below, you will find explanations for formative and summative assessment, and tools in order to complete either type of assessment.

Formative Assessment

Overview:

- It is assessment for learning. Its focus is on students' future achievement. It is usually ungraded, and provides instantaneous feedback for instructors.
- We use it because it provides us with insight of how well students are meeting the learning outcomes, and guides us in terms of our instruction.

“Low Tech” Tools:

- Think/Pair/Share
- World Cafe
- Gallery Walk
- Muddiest/Clearest Point
- 1-Minute Papers
- Application Cards
- Paper/Project Prospectus
- One-Sentence Summary
- Punctuated Lectures

Online Tools:

- Poll Everywhere
- Kahoot
- Mentimeter
- Linoit
- Socrative
- Quizlet
- Online Surveys
- Discussion Board (Canvas)
- GoSoapbox
- Twitter

Formative Assessments LOW-TECH TOOLS

- [Think/Pair/Share](#) – George Williams explains the concept of Think/Pair/ Share in the Chronicle of Higher Education. This strategy involves presenting students with a reflection question and asking them to pair up and discuss their answers (Williams, 2011).
- [World Café](#) – This method is a form of classroom discussion that involves students moving from one station to another, sharing ideas. The World Café Method website provides further information on this strategy (2018).
- [Gallery Walk](#) – Instructors post a question on several posters around the room and invites students walk around and write their ideas on the posters (SERC, 2016). The Science Education Resource Center (SERC) at Carleton College provides resources on this method.

- **Muddiest/Clearest Point** – Students write down the “muddiest” and the clearest point of a lecture or a presentation. This strategy is derived from the resource Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition, by Thomas A. Angelo and K. Patricia Cross (1993). The Center for Teaching (CFT) at Vanderbilt provides information on this strategy.
- **1 Minute Paper** – This activity, also derived from Classroom Assessment Techniques, involves presenting students with an open-ended question and gives them one minute to answer on a sheet of paper or index card.
- **Punctuated Lectures** – This Classroom Assessment Technique provides immediate feedback on how students are learning from a lecture or a demonstration and how their behavior may be influencing the process. The Center for Teaching Excellence (CTE) at Lansing Community College provides information on this strategy.
- **One Sentence Summaries** – Students summarize a concept in one sentence. Implementation of this strategy can be found on the Center for Innovation in Teaching and Learning (CITL) website.
- **Application Cards** – The Western Washington University Teaching Handbook provides resources on how to implement “application cards.” For this activity, students write one or more real world applications for a concept on index cards.
- **Paper / Project Prospectus** – Students write a detailed plan for a project or a paper. The Gettysburg Institutional Analysis website provided templates for implementing this strategy.

Formative Assessments

ONLINE TOOLS

- **Poll Everywhere** – Can be used to ask questions or create polls.
- **Kahoot** – A game-based online quiz tool. Can be used in large classes: <https://www.getkahoot.com>
- **Mentimeter** – Can be used to ask questions, create polls, and create online quizzes.
- **Lino** – Can be used to brainstorm ideas or answer questions.
- **Twitter** – Can be used to ask questions or field responses to questions.
- **Socrative** – Can be used to create quizzes and exit tickets for easy assessment of student learning.
- **Quizlet** – Creates flashcards for students and can be used to create quizzes for large classes.
- **GoSoapBox** – A web-based clicker tool that checks for student understanding of concepts.

Summative Assessment

Overview:

- It is assessment of learning. It assesses what has been learned in the past. It is usually graded, and serves as culminating activities for demonstrating student learning of an outcome.
- We use it because it provides us with feedback that ultimately can be used to improve our program(s) as a whole.

Traditional Tools:

- Multiple-choice/short answer exams
- Essay tests
- Research papers
- Oral Presentations
- Team Projects
- Literature Review
- Thesis/Dissertation
- Lab report
- Web pages
- Case studies

Alternative Tools:

- Group/Two-Stage Exams
- ePortfolios
- Prezis
- Visual Essays
- Gaming

Summative Assessments ADDITIONAL RESOURCES

- [Carl Wieman from the Stanford University Teaching Commons](#) explains how to create and implement group and two-stage exams.
- [The Higher Education Academy](#) looks at how to implement gaming in your course, along with examples and resources.
- [English instructor Virginia Kearney](#) explains how to “write” a visual essay.
- [Prezi](#) provides visually stimulating presentation software that can be used in lieu of Powerpoint.
- [San Francisco State University](#) delves into the value of ePortfolios and how to implement and assess them.

References

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