

INSPECTION GRADE



Welcome to Dealing with Data!

Card Number FA0014513
Establishment Name A & H FOOD PLAZA
Date Issued JUNE 1, 2011

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<http://www.flickr.com/photos/notionscapital/6176631409/sizes/z/in/photostream/>

Word Association!



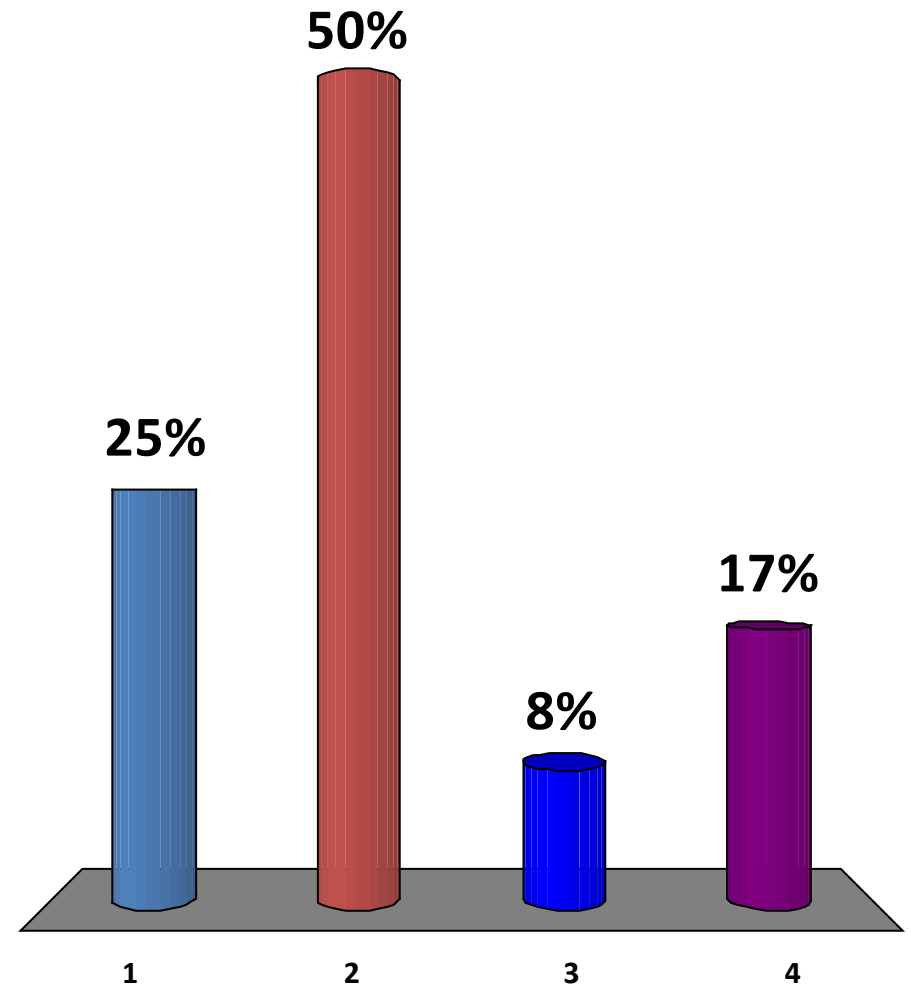
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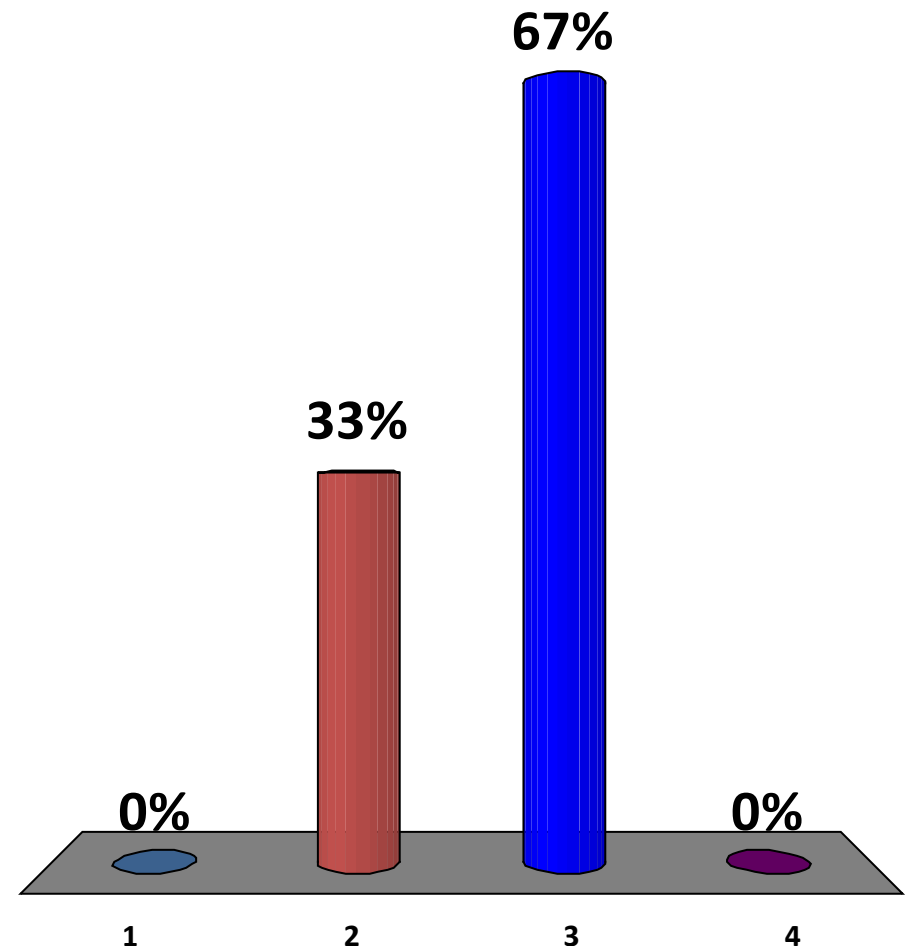
Where are you in the assessment journey?

1. I love assessment! I do it all the time!
2. I sometimes assess my classes.
3. I never assess because I've never thought about it.
4. I never assess because I'm afraid to



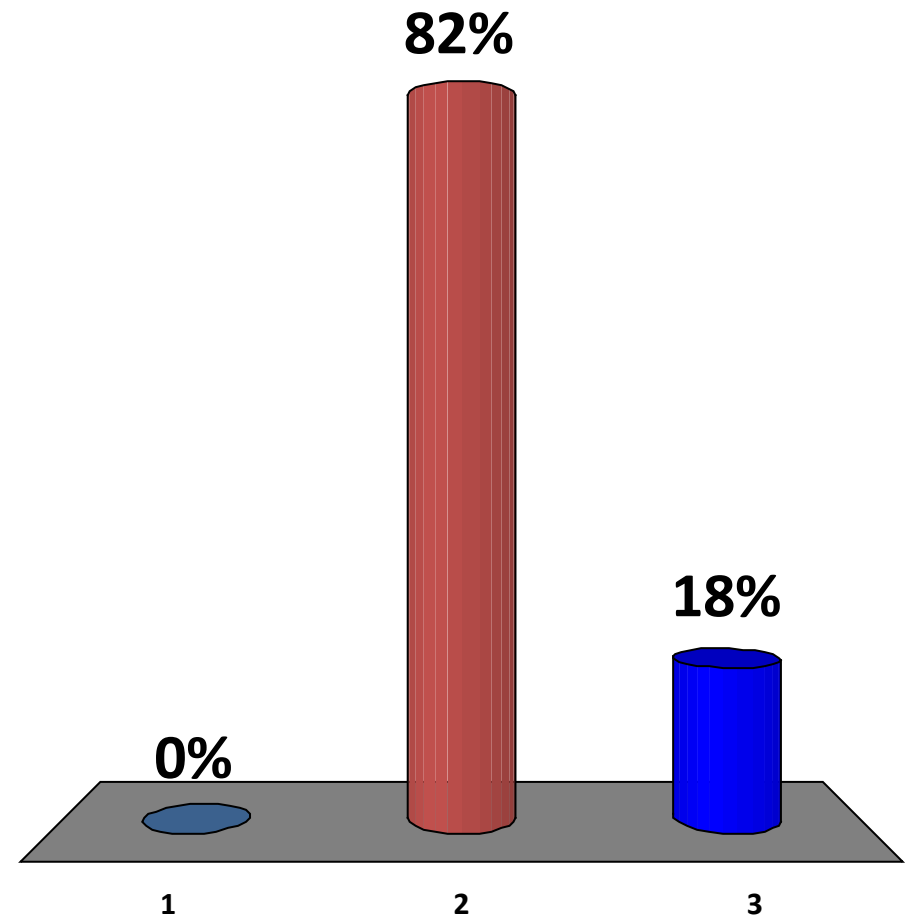
What do you want to get out of today?

1. A newfound respect for assessment
2. An actual assessment tool I can use
3. Both of the above
4. Neither of the above



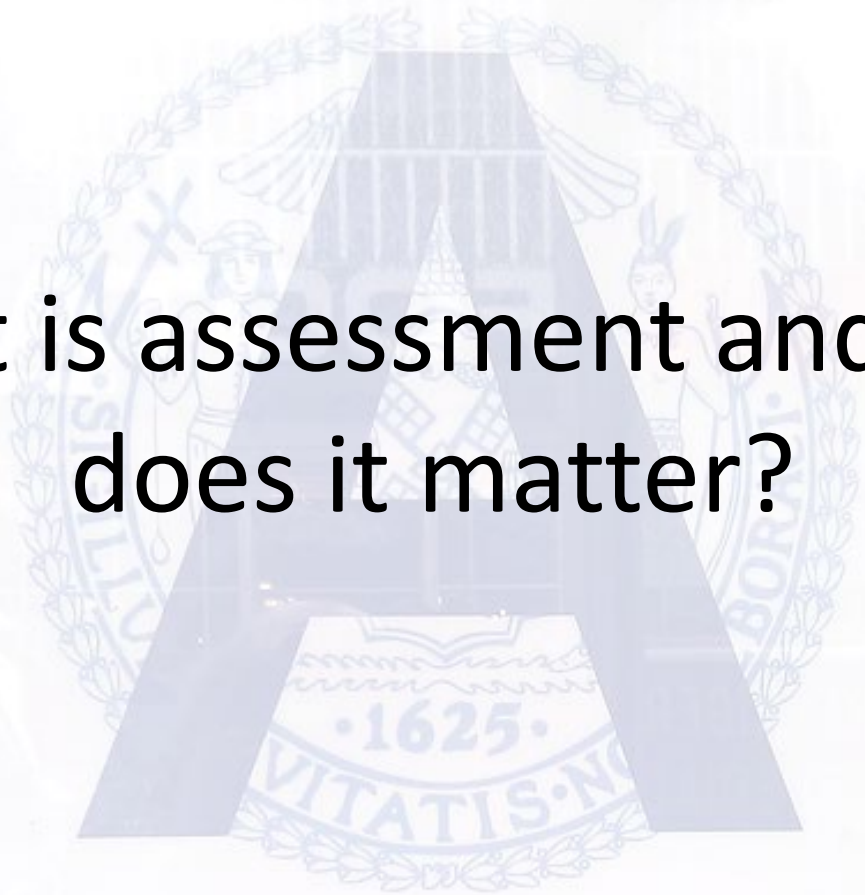
If you assess, what do you do with your data?

1. I don't assess
2. I use it to improve my teaching and/or program
3. It goes into a giant black hole, never to be seen again



INSPECTION GRADE

What is assessment and why does it matter?



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Definition time!!

Two main types: formative and summative

- Formative: formal or informal ongoing assessments used to improve teaching and student learning
- Summative: formal assessment used to determine program effectiveness and/or student learning

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Definition time!

Assessment: formative, process oriented,
measured individually

Evaluation: summative, product oriented,
comparative

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Characteristics of Classroom Assessment

Learner-Centered

Teacher-Directed

Mutually Beneficial

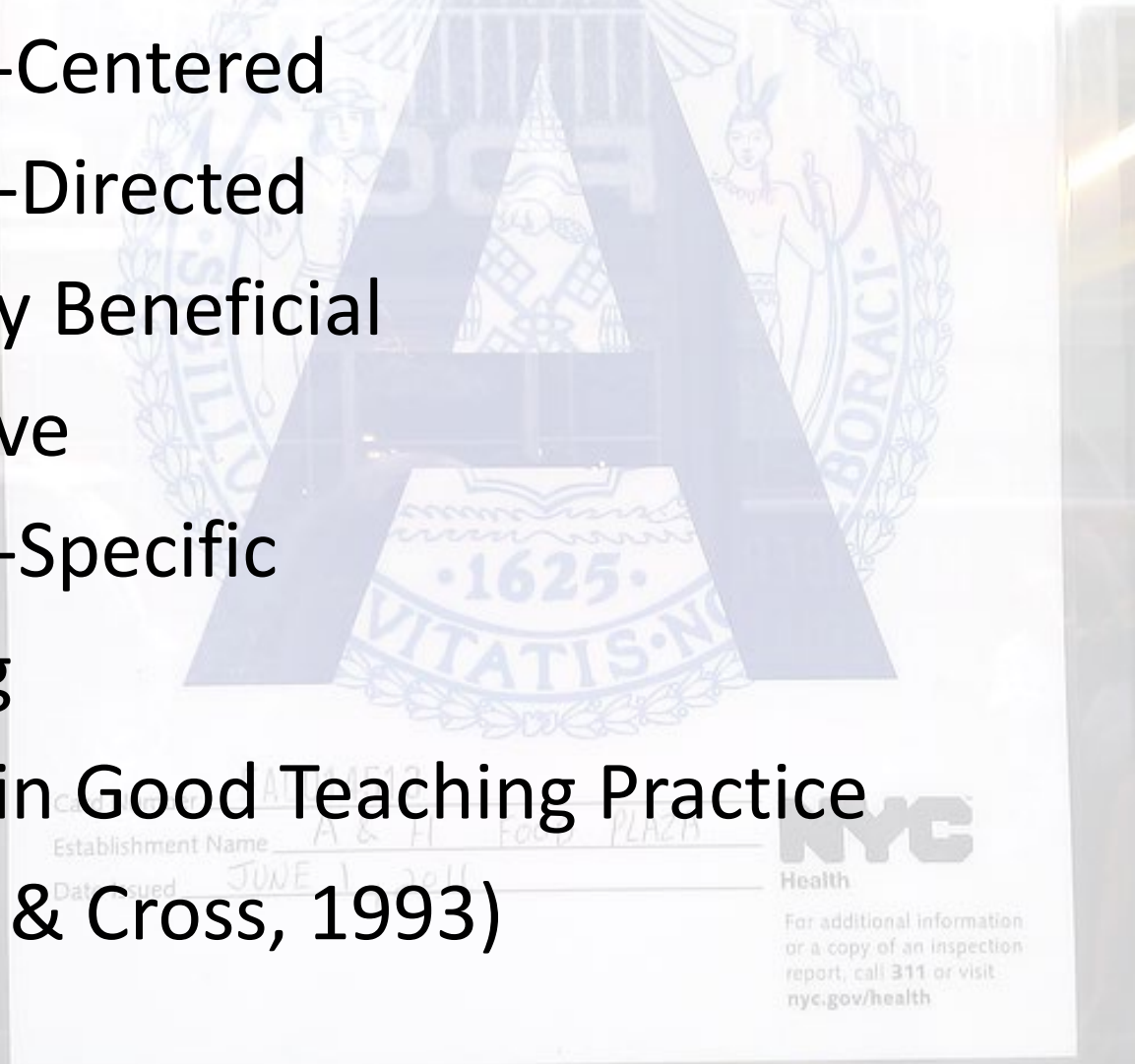
Formative

Context-Specific

Ongoing

Rooted in Good Teaching Practice

(Angelo & Cross, 1993)



Ways to do assessment

- Just-in-time
- Standardized
- Quiz

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Tips for Creating Good Assessments

- Start with good learning outcomes
- Keep it simple
- Use a combination of multiple-choice and open-ended questions
- Use assessment as an opportunity to start classroom discussion

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Bonus tips!

- Pilot, tweak, then walk away
- Don't let the cart lead the horse
- Relax, you'll always learn something (even learning you have a bad tool is something)
- Just because you teach it, doesn't mean you have to assess it.

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A wooden toolbox is shown open, revealing a collection of tools. The tools are arranged in a row on a shelf inside the box. From left to right, there are several screwdrivers with different colored handles (black, silver, blue, red, yellow, green, and red), a pair of pliers, and a wrench. The toolbox has a metal latch on the front. The background is a plain, light-colored surface.

Cool assessment tools

<http://www.flickr.com/photos/lenore-m/2515800654/sizes/z/in/photostream/>

Poll Everywhere

- Free!
- Multiple-choice and open-ended questions
- Instant results
- Example: <http://uncg.libguides.com/psc260>

Libguides Poll

- Ask one multiple choice question in a box
- Instant results
- Don't forget to clear results!

Google Forms

- Free (must have Google account)
- Lots of different question types (open-ended and multiple-choice)
- Can embed in [Libguides](#)
- Results go into Google Spreadsheet

Clickers

A row of approximately 15 colorful clickers (pens) in various colors like blue, red, green, and black, arranged in a wooden tray. The tray is part of a larger wooden structure, possibly a desk or a storage unit, with a metal latch visible at the bottom.

- NOT free
- Quick feedback
- Use with computer or receiver

Other types of assessment

- Worksheets
- Email relevant articles
- Assess final products
- What else have you done?

A wooden toolbox is shown open, revealing a collection of tools. The tools are arranged in a somewhat organized manner, with wrenches and sockets on the left, and screwdrivers and other tools on the right. The toolbox has a metal latch on the front. The background is a plain, light-colored surface.

Which of these methods will
work best for you?

Lunchtime!!



<http://www.flickr.com/photos/thehutch/3372608479/>

A word about rubrics...

- Useful for determining level of mastery of concepts
- Can be as simple or complex as you need
- Consistency helps

Some sample rubrics

- [Big-picture info lit](#)
- [A bunch of different ones](#)
- We take a much simpler approach

Data Collection

A photograph of a baby wearing a headband, looking down at a set of colorful blocks. The image is overlaid with a semi-transparent green filter. The baby is holding one of the blocks, and another block is being placed on top of it. The background is blurred, suggesting an indoor setting.

- Once you've collected your assessment data, what do you do with it?
- How can we use numbers to tell our story?

Data Collection

- Google docs/forms
- [WASSAIL](#)



Putting it all together

- Do you feel differently about assessment than you did this morning?
- What's your action item?