

# **Choosing the Right Assessment Tool**

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| <b>Assessment Tool Checklist</b> |   | <input checked="" type="checkbox"/> |
|----------------------------------|---|-------------------------------------|
| 1.                               | Does the assessment adequately evaluate academic performance relevant to the desired outcome? (validity)  |                                     |
| 2.                               | Does this assessment tool enable students with different learning styles or abilities to show you what they have learned and what they can do?                |                                     |
| 3.                               | Does the content examined by the assessment align with the content from the course? (Content validity)  |                                     |
| 4.                               | Does this assessment method adequately address the knowledge, skills, abilities, behavior, and values associated with the intended outcome? (Domain validity) |                                     |
| 5.                               | Will the assessment provide information at a level appropriate to the outcome? (Bloom's)  |                                     |
| 6.                               | Will the data accurately represent what the student can do in an authentic or real life situation? (Authentic assessment)                                     |                                     |
| 7.                               | Is the grading scheme consistent; would a student receive the <i>same</i> grade for the <i>same</i> work on multiple evaluations? (Reliability)               |                                     |
| 8.                               | Can multiple people use the scoring mechanism and come up with the same general score? (Reliability)  |                                     |
| 9.                               | Does the assessment provide data that is specific enough for the desired outcomes? (alignment with SLO)   |                                     |
| 10.                              | Is the assessment summative or formative - if formative does it generate diagnostic feedback to improve learning?   |                                     |
| 11.                              | Is the assessment summative or formative - if summative, is the final evaluation built upon multiple sources of data? (AAHE Good practice)                    |                                     |
| 12.                              | If this is a summative assessment, have the students had ample opportunity for formative feedback and practice displaying what they know and can do?          |                                     |
| 13.                              | Is the assessment unbiased or value-neutral, minimizing an attempt to give desirable responses and reducing any cultural misinterpretations?                  |                                     |
| 14.                              | Are the intended uses for the assessment clear? (Grading, program review, both)   |                                     |
| 15.                              | Have other faculty provided feedback?   |                                     |
| 16.                              | Has the assessment been pilot-tested?   |                                     |
| 17.                              | Has the evaluation instrument been normed?  |                                     |
| 18.                              | Will the information derived from the assessment help to improve teaching and learning? (AAHE Good Practice)  |                                     |
| 19.                              | Will you provide the students with a copy of the rubric or assignment grading criteria?   |                                     |
| 20.                              | Will you provide the students examples of model work?   |                                     |

### Choosing the Right Assessment Tools -- Overview

| Assessment Tool                     | Data Direct or Indirect | Domain Cognitive, Psychomotor, or Affective | Formative or Summative | Bloom's Knowledge, Comprehension, Application or Analysis/Synthesis/Eval |  |  |
|-------------------------------------|-------------------------|---|------------------------|--|--|--|
| Abbreviation                        | D or I                  | C, P or A                                   | F or S                 | K, C, A, ASE   | Pros   | Cons   |
| <u>Multiple Choice Exam</u>         | D                       | C   | F & S                  | K, C<br>If carefully constructed<br>A, S, & E                            | easy to grade<br><br>objective   | reduces assessment to multiple choice answers  |
| <u>Licensing Exams</u>              | D                       | C   | S                      | K, C, A  | easy to score and compare  | no authentic testing, may outdate  |
| <u>Standardized Cognitive Tests</u> | D                       | C   | S                      | K, C, A?   | comparable between students  | heavily dependent on exposure to topics on test  |
| <u>Checklists</u>                   | D                       | C, A, P                                     | F, S                   | variable   | very useful for skills or performances<br><br>students know exactly what is missing            | can minimize large picture and interrelatedness<br>Evaluation feedback is basically a yes/no - present/absent - without detail |
| <u>Essay</u>                        | D                       | C, A  | F, S                   | K, C, A, ASE   | -displays analytical and synthetic thinking well   | time consuming to grade, can be subjective   |
| <u>Case Study</u>                   | D                       | C, A  | F, S                   | K, C, A, ASE   | -displays analytical and synthetic thinking well<br>-connects other knowledge to topic         | creating the case is time consuming, dependent on student knowledge from multiple areas  |
| <u>Problem Solving</u>              | D                       | C   | F, S                   | K, C, A, ASE   | displays analytical and synthetic thinking well<br>authentic if real world situations are used | difficult to grade due to multiple methods and potential multiple solutions  |

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| Oral Speech                        | D                       | C   | F, S                   | variable<br>K, C, A, ASE   | easily graded with rubric allows other students to see and learn what each student learned connects general education goals with discipline-specific courses | difficult for ESL students stressful for students takes course time<br><br>must fairly grade course content beyond delivery               |
| Debate                             | D                       | C, A  | F, S                   | K, C, A, ASE   | provides immediate feedback to the student reveals thinking and ability to respond based on background knowledge and critical thinking ability               | requires good rubric more than one evaluator is helpful difficult for ESL students stressful for students takes course time ability       |
| Product Creation & Special Reports | D                       | C, P, A                                     | F, S                   | variable<br>K, C, A, ASE   | students can display skills, knowledge, and abilities in a way that is suited to them  | must have clearly defined criteria and evaluative measures "the look" can not over-ride the content                                       |
| <u>Flowchart or Diagram</u>        | D                       | C   | F, S                   | C, A, ASE  | displays original synthetic thinking on the part of the student perhaps the best way to display overall high level thinking and articulation abilities       | more difficult to grade, requiring a checklist or rubric for a variety of different answers difficult for some students to do on the spot |

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| <u>Portfolios</u>                 | D                       | C, P  | S                      | variable   | provides the students with a clear record of their work and growth best evidence of growth and change over time students can display skills, knowledge, and abilities in a way that is suited to them promotes self-assessment | time consuming to grade different content in portfolio makes evaluating difficult and may require training bulky to manage depending on size                               |
| Exit Surveys                      | D, I                    | A   | S                      | ASE  | provides good summative data easy to manage data if Likert-scaled responses are used   | Likert scales limit feedback, open-ended responses are bulky to manage,  |
| Performance                       | D                       | C, P  | F, S                   | variable<br>K, C, A, ASE   | provides best display of skills and abilities provides excellent opportunity for peer review students can display skills, knowledge, and abilities in a way that is suited to them   | stressful for students may take course time some students may take the evaluation very hard - evaluative statements must be carefully framed                               |
| <u>Capstone project or course</u> | D                       | C, P, A                                     | F, S                   | ASE  | best method to measure growth overtime with regards to a course or program - cumulative  | focus and breadth of assessment are important understanding all the variables to produce assessment results is also important may result in additional course requirements |

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|  |                         |   |                        |  |  | requires coordination and agreement on standards   |
| <u>Team Project</u>                        | D                       | C, A  | F, S                   | variable<br>K, C, A, ASE   | connects general education goals with discipline-specific courses  | must fairly grade individuals as well as team grading is slightly more complicated student interaction may be a challenge          |
| <u>Reflective self-assessment essay</u>    | D, I                    | C, A  | S                      | ASE  | provides invaluable ability to evaluate affective growth in students   | must use evidence to support conclusions, not just self-opinionated assessment   |
| <u>Satisfaction and Perception Surveys</u> | I                       | C, P, A                                     | S                      | C, A, ASE  | provides good indirect data data can be compared longitudinally can be used to determine outcomes over a long period of time | respondents may be influenced by factors other than those being considered<br><br>validity and reliability must be closely watched |