

CLASSROOM ASSESSMENT

Angelo, T.A., and Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

This handbook-style text elaborates on the concept of "Classroom Assessment Techniques," a term used by the authors to refer to alternative methods of evaluating or assessing student learning. The book provides a wide variety of techniques, and the user should be able to find several applicable techniques for a particular educational situation. The book features fifty classroom assessment techniques, each including a concise description; step-by-step procedures for administering the technique; and practical advice on how to analyze the data. The handbook is arranged in terms of types of assessment that may be conducted with each group of techniques. The authors illustrate their approach through twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects.

Boix Mansilla, V., Duraisingh, E.D., Wolfe, C.R., & Haynes, C. (2009). Targeted assessment rubric: An empirically grounded rubric for interdisciplinary writing. *Journal of Higher Education*, 80(3) 334-353.

This is a study of faculty beliefs about the assessment of interdisciplinary student work. Participants in the study were interviewed and observed at four well-recognized interdisciplinary undergraduate programs. In total, data for this study consisted of 69 interviews, 10 classroom observations, 40 samples of student work, and assorted program documentation. Two researchers conducted in-depth, semi-structured interviews of 1–1.5 hours with faculty and students. The findings were integrated into a framework designed to focus evaluators' attention on the key qualities of interdisciplinary work worth attending to in assessment. The assessment framework highlights three core dimensions of students' interdisciplinary work—disciplinary grounding, advancement through integration, and critical awareness. The framework informs how faculty set learning objectives and standards, and it enables them to provide students with informative feedback throughout a course. The results shed light on the qualities they associated with more and less accomplished interdisciplinary student work and on the particular assessment challenges posed by work at disciplinary crossroads.

Boix Mansilla, V., & Duraisingh, E.D. (2007). Targeted assessment of students' interdisciplinary work: An empirically grounded framework proposed. *The Journal of Higher Education*, 78(2), 215-237.

This article presents a study of experienced faculties' beliefs about the assessment of interdisciplinary student work. Data for this study came from 69 interviews, 10 classroom observations, 40 samples of student work, and assorted program documentation. Two researchers conducted in-depth, semi-structured interviews of 1–1.5 hours with faculty and students from four well-recognized interdisciplinary undergraduate programs. The results shed light on the qualities they associated with more and less accomplished interdisciplinary student work and on the particular assessment challenges posed by work at disciplinary crossroads. Findings from the study are integrated into a framework designed to focus evaluators' attention on the key qualities of interdisciplinary work worth attending to in assessment.

Cabrera, A.F., Colbeck, C.L., & Terenzini, P.T. (2001). Developing performance indicators for assessing classroom teaching practices and student learning. *Research in Higher Education*, 42(3), 327-352.

This article describes the results of an evaluation project that sought to develop performance indicators of educational gains for undergraduate engineering students. The study also sought to document the connection between classroom practices and educational gains. The universities included in the study are members of the National Science Foundation (NSF)-funded Engineering Coalition of Schools for Excellence in Education and Leadership (ECSEL). The conceptual foundation for this study comes from two sources: assessment literature and the Teaching for Competence model. In 1998, 1,258 students enrolled in engineering courses in ECSEL, an NSF funded coalition of seven engineering schools, completed a pencil-and paper, multiple choice questionnaire. The questionnaire was organized into four areas: (1) students' background characteristics, (2) instructional practices in the particular course, (3) perceptions of classroom climate, and (4) the extent to which the students believed they gain in a variety of skill development as a result of taking the course. The results of this study corroborate evidence from other research indicating that learning involves active participation of the faculty member in the use of active and collaborative instructional methods (Tinto, 1997).

Headden, S. (2011). New ways to measure student learning. *Lumina Foundation Focus* (Winter), 3-21.

This article showcases colleges that are finding new ways to assess student learning. Examples from five schools, University of Wisconsin-Madison, Millsaps College, Alverno College, Western Governors University, and LaGuardia Community College are presented. The article begins by discussing the need to define learning outcomes. The University of Wisconsin-Madison and Millsaps College are presented as examples of institutions that explicitly work

toward clearly defining the learning outcomes they expect their students to achieve. Millsaps College specifically focuses on writing proficiency in order to improve learning outcomes. The article presents a brief history of credit hours and the role they have played in the assessment of student learning. The author suggests that this method of assessment may no longer be appropriate. As an alternative, Alverno College and Western Governors University are presented as examples of institutions that use a competency-based learning approach. In addition to institution specific examples of assessment of learning outcomes, large scale standardized assessments, such as the CLA and NSSE, are discussed. The article concludes with a discussion of LaGuardia Community College's use of electronic learning portfolios.

Maki, P.L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.

This book focuses on the importance student learning as it relates improving educational practices. The author defines assessment as a process that helps determine the fit between what students can be expected to understand and what they actually demonstrate at points along their educational careers. This book sets the assessment of learning within the contexts of: (1) the level of a program, department, division, or school within an institution; and (2) the level of an institution, based on its mission statement, educational philosophy, and educational objectives. Each chapter explores ways to position assessment within program- and institutional-level processes, decisions, structures, practices, and channels of communication. In addition providing a framework and examples of campus assessment practices, the book also provides resources, guides, worksheets, and exercises to assist in the development systematic assessment.

Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

This book summarizes contemporary thinking on the practice of assessing student learning. It approaches assessment according to Suskie's Continuous Four-Step Cycle of establishing learning goals, providing learning opportunities, assessing student learning, and using the results. The author offers guidance for assessment practitioners and for faculty who want to improve assessment within their classrooms. The book is organized into four parts. It begins by discussing the nature of and rationale for assessment, principles of good practice, and campus culture. The authors go on to provide an overview of the decisions that must be made in order to launch successful assessment efforts, including planning assessment strategies, establishing learning goals, and choosing appropriate assessment tools and approaches. The third part of the book includes information on a wide range of assessment tools, including hands-on assignments, reflective writing, portfolios, traditional tests, surveys and focus groups, and

published instruments. The book concludes with information on summarizing, analyzing, and communicating assessment results and using them effectively and appropriately.

Weaver, R., & Jiang, Q. (2005). Classroom organization and participation: College students' perceptions. *Journal of Higher Education*, 76(5), 570-601.

This study attempts to understand and integrate the research on class participation within a broader framework that views the classroom as a social organization with its own structure. The variables used for this study were drawn from our survey of teaching and learning at a medium-sized, urban, public university in the Midwest. The researchers developed a path model to estimate how students' perceptions of the formal and informal structures, as well as students' attributes, directly and indirectly influence class participation. Analysis suggests that there are ways whereby faculty can foster participation and learning.