Assessment
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Levels of Understanding change over time.

Pre-Formative; Formative; Formative; Formative; Summative
Assessment Types

Pre (Diagnostic)
- Typically, at the start of a course, topic, or lesson
- Provides an indicator of learners’ existing knowledge and skills sets
- Develops self-regulated learners
- Influences content, instructional direction, and resources

Formative (Informal)
- On-going
- Can be through observations and/or monitoring
- Provides learners timely feedback
- Intended to impact current content and learning to improve performance

Summative (Formal)
- Typically at the “end”
- Can be through grading, judging, and/or ranking
- Students often use performances in summative tasks as a proxy measure of learning

Crisp, 2012
We Assess What We Value

Precisely communicate what you value and how they will be assessed.
### Class Participation Rubric 2013
OSU CTL

<table>
<thead>
<tr>
<th><strong>Discussion</strong></th>
<th><strong>Exemplary</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Beginning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Content</strong></td>
<td>Extends and refines the discussions by contributing outside readings, references, and points of view</td>
<td>Contributions are thoughtful and informed; perspective is supported by course readings</td>
<td>Contributions tend to be experiential; rarely or occasionally includes reading citing</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Consistently alert and engaged; consistently waits for others to complete contributions before speaking; invites unheard to contribute</td>
<td>Attentive listening throughout the conversation; waits for colleagues to finish speaking before contributing</td>
<td>Attention varies during the discussion; occasionally interrupts others with off task comments or side conversations</td>
</tr>
<tr>
<td><strong>Discussion Etiquette</strong></td>
<td>Links contributions of others to points to further group understanding; regulates frequency of own contributions; allows silence when appropriate</td>
<td>Contributes thoughtfully to the discussion when appropriate</td>
<td>Contributions are either infrequent or dominating</td>
</tr>
<tr>
<td><strong>Self Assessment</strong></td>
<td>Thoughtful, honest assessment of performance supported by data with concrete recommendations and a plan for future improvements</td>
<td>Thoughtful and honest assessment of performance supported by concrete evidence from the class experience</td>
<td>Self-assessments are inaccurate or unsupported by evidence from class behavior</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Collaboration</strong></th>
<th><strong>Beginning</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Exemplary</strong></th>
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<td><strong>Engagement</strong></td>
<td>Actively helps group identify goals and encourages all members to equitably contribute towards meeting group goals</td>
<td>Consistently stays on task and effectively carries out assigned roles and responsibilities</td>
<td>Inconsistently works towards group goals or interferes with group progress towards goals</td>
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<tr>
<td><strong>Interpersonal skills</strong></td>
<td>Summarizes contributions; promotes positive group interaction by ensuring all members are respectful of the ideas, knowledge base and feelings of group members</td>
<td>Encourages quiet members to contribute ideas and opinions; is sensitive to feelings and knowledge base of group members</td>
<td>Even with prompting does not express ideas or opinions; may be insensitive to others feelings or knowledge base</td>
</tr>
</tbody>
</table>