

assessment methods / strategies[★]

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STRATEGY / METHOD	BRIEF DESCRIPTION
1. MULTIPLE CHOICE QUESTIONS	Often referred to as 'objective' tests (in terms of their marking), this method can sample a wide range of knowledge and memory quickly and has the potential for measuring understanding, analysis, problem solving skills and evaluative skills. There are a wide variety of formats from true/false to reason/assertion.
2. SHORT ANSWER QUESTIONS	They only test the lower cognitive levels. They are convenient to use when a number of assessors will mark the papers, and all alternatives can be considered. Marking for feedback (e.g. with formative assessment) can be relatively fast.
3. ESSAYS	These are applicable to any topic that requires the ability to construct and sustain a written argument. There are several types of essays that test different styles of writing and types of thinking. They can measure understanding, synthesis and evaluation, providing you ask the right questions.
4. CASES AND OPEN PROBLEMS	They have potential for measuring application of knowledge, analysis, problem-solving, evaluative skills and principles applicable to real-world situations.
5. PRESENTATIONS	These can test preparation, understanding, knowledge, capacity to structure, information and oral communication skills. Feedback can be from any mix of tutor, self and peers. Marking for grading based on simple criteria is fast and potentially reliable. Measures of ability to respond to questions and manage discussion could be included.

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6. DIRECT OBSERVATION	This is useful for immediate feedback, for developmental purposes and for estimating performance - providing a simple, structured system is used. Impressionistic observation can be useful if supported by constructive feedback.
7. POSTER PRESENTATIONS	These test students' capacity to present findings and interpretations succinctly and attractively. There is feedback potential from teachers, peer and themselves. Excellent for the visual learner
8. ORAL PRESENTATIONS	These test communication, understanding, capacity to think quickly under pressure and knowledge of procedures. It is particularly useful when there is a need to find out about learning which has not been directly observed. Hence, the questioning focus which comes as part of a debriefing process after practice has been observed.
9. PROJECTS AND GROUP PROJECTS	These are good for all-round ability testing. There is the potential for sampling a wide range of practical, analytical and interpretative skills, as well as the wider application of knowledge, understanding and skills to real/simulated situations. They can provide a measure of project and time management. Group projects can provide a measure of teamwork skills and leadership. Motivation & teamwork can be high. Learning gains can be high particularly if reflective learning is part of the criteria. They test methods and processes as well as end results. Projects allow students to contextualise ideas or material by applying them to practical instances.
10. PROBLEM SOLVING	This method has the potential for measuring application, analysis and problem solving strategies.

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11. INTERVIEWS	These are useful for assessing oral communication skills and for developing ways of giving and receiving feedback on performance.
12. LEARNING JOURNALS	Wide variety of formats ranging from an unstructured account of each day to a structured form based on tasks. Requires a high level of trust between assessors and students.
13. SELF ASSESSMENT	Student assesses their own work, useful to gain an understanding of students perception of their own abilities and skills
14. PORTFOLIOS	A portfolio consists of evidence assembled to show how the student can meet specified learning outcomes or assessment criteria. There are a wide variety of types from a collection of assignments to reflection upon critical incidents. The latter are probably the most useful for developmental purposes. They can be used as the basis for orals. They have a rich potential for developing reflective learning if students trained in these techniques. The will be high on validity if the structure matches course learning objectives / outcomes.
15. HANDS ON EXERCISES OR EXPERIMENTS	Students can demonstrate abilities and can make predictions, demonstrate problem solving and group work if assigned to work with a partner or team
16. PARTICIPATING IN ROLE PLAYS OR DRAMAS	Students can demonstrate their creativity, oral skills and team work abilities
18. CONDUCTING SURVEYS	Students can demonstrate their oral skills and ability to collect and organize data. Students must draw conclusions from information they collect and are required to use critical thinking

A. Thinking critically and making judgements

(Developing arguments, reflecting, evaluating, assessing, judging)

1. Essay
2. Report
3. Journal
4. Letter of Advice to about...
5. Book report (or article)
6. Write a newspaper article

B. Solving problems and developing plans

(Identifying problems, posing problems, defining problems, analysing data, reviewing, designing experiments, planning, applying information)

1. Problem scenario
2. Group Work
3. Work-based problem
4. Analyse a case

C. Performing procedures and demonstrating techniques

(Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions)

1. Demonstration
2. Role Play
3. Make a video (write script and produce/make a video)
4. Produce a poster
5. Prepare an illustrated manual on using the equipment, for a particular audience

D. Managing and developing oneself

1. Journal
2. Portfolio
3. Learning Contract
4. Group work

E. Accessing and managing information

(Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)

1. Project
2. Conducting surveys
3. Creating questionnaires
4. Applied task

F. Demonstrating knowledge and understanding

(Recalling, describing, reporting, recounting, recognising, identifying, relating & interrelating)

1. Written examination
2. Oral examination
3. Essay
4. Report
5. Devise an encyclopaedia entry
6. Produce an A - Z of ...
7. Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided-assessment)

G. Designing, creating, performing

(Imagining, visualising, designing, producing, creating, innovating, performing)

1. Portfolio
2. Performance
3. Presentation
4. Projects

H. Communicating

(One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms)

1. Written presentation (essay, report, reflective paper etc.)
2. Oral presentation
3. Group work
4. Discussion/debate/role play
5. Presentation to camera

I. Other

1. Direct observation and recording using jot notes
2. Student interviews