Efficient Assessment and Evaluation

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Introductions

- Hi, I’m Jeff. I’m the MC for today.
- Before we get going, I’d like to introduce our speakers and tell you a little bit about how we met.
- BSTS: What It Is, How you Get Involved
Preview of Upcoming Attractions

- **Strategy 1**: Formative Assessment – Sara Fry
- **Strategy 2**: Student Interns – Sara Seely
- **Strategy 3**: Reducing Turn-Around Time on Homework Assignments – Leslie Moreau

*Action! With Steve!!!! 😊*
Strategy 1:

Formative Assessment
Formative Assessment = assessment *for* learning

(Stiggins, 2007).
Formative assessment comes before assessments of learning – e.g. summative assessments like tests, papers, quizzes (Stiggins).
Formative Assessment

- Enhances the learning process (Stiggins).
- Is not graded.
What can this look like in the college classroom and how the heck is it efficient?
Spring 2010:

- Sara required participation in 3 forms of formative assessment for all major assignments:
  - peer,
  - self,
  - and/or instructor.
Example 1: Small Group Presentations

- Peer formative assessment on advanced draft of presentation plan.
- Instructor formative assessment.
Small Group Presentations

Results

- Best presentations in 8 semesters.
- Not a one was bad!
Small Group Presentations – Self Assessment

- Due within one week of the presentation.
- Detailed requirements.
Small Group Presentations – Summative Assessment

- Efficient because of Self Assessment.
- Efficient because of quality of presentations.
Example 2: Papers

- In-class peer assessment.
- Mandatory 10 minute writing conferences for 1-3 pages with instructor or GA.
Papers – Results

- More really good papers than previous 8 semesters.
- Lower numbers of poor papers.
Papers – Efficiency

- Efficient because familiarity = quicker to read.
- Efficient because (more) good papers = quicker to respond to.
Sara’s Overall Suggestions for Formative Assessment

- Make completion worth approximately 10% of grade.
- Select a portion of an assignment for instructor feedback (20-30%).
- Take time to prepare students to provide peer feedback.
Student Suggestions for Peer Feedback

- Grade it
- Anonymous
- Exchange work w/ multiple peers
- Allow plenty of time
Reflections

- This is a very strong evaluation. Please follow your peer’s suggestions for improvements – she made some good ones – and you’re sure to earn full points on this portion of the assignment.
References

Strategy 2:

Student Interns
Large online course

- 25 student in-person course

Became a...

- 125 students online course
Student interns

- Advertised through English department

- 1-2 credit unpaid internship equals 35-70 hours
Student interns

- Time-saving assessment
  - Rubrics – guide for evaluating student work
  - Faculty & interns work together
Be aware

- Quality control
- Students have busy schedules
Bonus

- Interns can get a lot out of the experience
- Students relate to students
Strategy 3

Reducing turnaround time on homework assignments
Challenges for Leslie

- Weekly written assignments in music theory
- Class size doubled (15 to 30)
- No graduate TA
- Grading time increased
- Assignments not returned in timely manner
Changed grading method

- Circle instead of write corrections
- Students learn more from discovering their errors
- Answer keys posted on blackboard if they need help
More spot-checking

- Determine a sampling of a variety of questions to grade
- Check the same questions on all papers
- Full answer key posted on blackboard
Simplification of grading system

- Completeness

- ✔+ = Few errors (100%)

- ✔ = Several minor errors (85%)

- ✔- = Significant errors, concepts not understood (70%)
More short in-class quizzes #1

- 5 minutes
- Single concept or process assessed
- Collect only 1/3 for a grade
- Students self-assess or peer-assess quizzes that are not collected
More short in-class quizzes #2

- Always go over quiz answers (instant feedback and learning opportunity)

- Discourages tardiness, focuses students (first 5 minutes of class)
Reflections

- Reduced turnaround time on homework assignments

- Provided more opportunities for feedback on progress

- Consequence: students have more personal responsibility
ACTION!

1. Describe your efficiency challenge
   • Identify a solution
2. Think—Pair—Share
   • Pick your favorite challenge
3. Critique the other pair at your table
4. Report out
Possible Techniques

- Sara’s Strategy
- Sara’s Strategy
- Leslie’s Strategy
- Vanderbilt:
Vanderbilt: Making Grading More Efficient

- Create assignments that have clear goals and criteria for assessment. The better students understand what you’re asking them to do the more likely they’ll do it!
- Use different grading scales for different assignments. Grading scales include:
  - letter grades with pluses and minuses (for papers, essays, essay exams, etc.)
  - 100-point numerical scale (for exams, certain types of projects, etc.)
  - check +, check, check- (for quizzes, homework, response papers, quick reports or presentations, etc.)
  - pass-fail or credit-no-credit (for preparatory work)
- Limit your comments or notations to those your students can use for further learning or improvement.
- Spend more time on guiding students in the process of doing work than on grading it.
- For each significant assignment, establish a grading schedule and stick to it.
Thank You!

- Center for Teaching and Learning
- Boise State Teaching Scholars Program
- And you for coming . . .