

Getting started in classroom assessment -- What is classroom assessment? -- The teaching goals inventory -- First steps -- Planning and implementing classroom assessment projects -- Twelve examples of successful projects -- Classroom assessment techniques -- Choosing the right technique -- Techniques for assessing course-related knowledge and skills -- Techniques for assessing learner attitudes, values, and self-awareness -- Techniques for assessing learner reactions to instruction -- Building on what we have learned -- Lessons and insights from six years of use -- Taking the next steps in classroom assessment and research.


The article discusses the effectiveness of assessment of learning in American higher education. The accountability of colleges and universities to their constituents is not argued. However, findings reveal that relying on relatively simple, campus-wide indicators of learning can neither capture the complexity of students' learning. They are also revealed not to provide the faculty with the information to help the learners improve. It stresses meaningful assessment practices that look deeper at college students' authentic work and real experiences rather than doing away with useless assessment practices.


Prologue -- CAS standards: the context and preamble -- CAS characteristics of individual excellence -- CAS statement of shared ethical principles -- CAS general standards --

Academic advising programs -- Admission programs -- Alcohol, tobacco, and other drug programs -- Campus activities programs -- Campus information and visitor services --

Campus religious and spiritual program -- Career services -- Clinical health programs --

College honor societies -- College unions -- Commuter and off-campus living programs --

Conference and events programs -- Counseling services -- Disability support services --

Distance educational programs -- Financial aid programs -- Fraternity and sorority advising programs -- Health promotion programs -- Housing and residential life programs --

International student programs -- Internship programs -- Learning assistance programs -- Lesbian, gay, bisexual, and transgender programs -- Multicultural student programs and services -- Orientation programs -- Outcomes assessment and program evaluation -- Recreational sports programs -- Registrar programs and services -- Service-learning programs -- Student conduct programs -- Student leadership programs -- TRIO and other educational opportunity programs -- Women student programs -- Masters level student affairs administration preparation programs -- Appendices: CAS member associations (June 2006); CAS protocols for developing and revising standards; Glossary of terms; Frequently asked questions; CAS publications ordering and Website information.

The State University of New York (SUNY) is in the process of implementing a remarkably ambitious and collegial system-wide assessment of general education and academic majors across its 64 campuses. The SUNY Assessment Initiative is founded upon a balanced view of assessment as both accountability and improvement as well as the utilization of best assessment practices. Another fundamental component is the critical role of faculty governance in the assessment of student learning outcomes, at the campus and system levels. This paper explains the rationale underlying the SUNY Assessment Initiative, describes specific procedures and processes involved in its implementation, and provides a preliminary report on its status. [ABSTRACT FROM AUTHOR]; Copyright of Assessment & Evaluation in Higher Education is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts)


The outcomes of learning are persistent states that make possible a variety of human performances. While learning results are specific to the task undertaken, learning investigators have sought to identify broader categories of learning outcomes in order to
foresee to what extent their findings can be generalized. Five varieties of learning outcomes have been distinguished and appear to be widely accepted. These categories are intellectual skills (procedural knowledge), verbal information (declarative knowledge), cognitive strategies (executive control processes), motor skills, and attitudes. Each of these categories may be seen to encompass a broad variety of human activities. It is held that results indicating the effects on learning of most principal independent variables can be generalized within these categories but not between them. Five categories exist because (1) they differ as human performances, (2) the requirements for learning them are different despite the pervasiveness of such general conditions as contiguity and reinforcement, and (3) the effects of learning differ. It is argued that these categories represent a functional middle ground and are well-suited as a basis for future research. (50 ref) (PsycINFO Database Record (c) 2008 APA, all rights reserved)


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Surveying the scholarship of teaching and learning -- Defining features -- Mapping the commons -- Pathways into the scholarship of teaching and learning -- The campus as commons -- Knowledge building and exchange -- An action agenda for the scholarship of teaching and learning.


The article discusses a study which aimed to estimate whether student engagement at institutions where faculty reported behaviors consistent with the teacher-scholar model differ from those of their counterparts at other schools. The analytical method used was hierarchical linear modeling (HLM), which allows for the appropriate control of student background characteristics and institutional factors while protecting against problems of correlated error terms associated with using a conventional regression model for analyzing multi-level data.


Introduction -- Motivating and involving the campus community -- Learning goals --
Evaluating student learning -- The student learning assessment plan in the context of institutional planning -- Using assessment results to improve teaching and learning.


The article comments on the requirement for universities to write teaching and learning strategies as part of the Teaching Quality Enhancement Fund in Great Britain. Most of the universities renamed the strategies into learning, teaching and assessment. There was no focus on assessment of teaching and learning.


What is assessment? -- How can student learning be assessed? -- What is good assessment? -- Why are you assessing student learning? -- The keys to a culture of assessment: tangible value and respect -- Supporting assessment efforts with time, infrastructure, and resources -- Organizing an assessment process -- Developing learning
goals -- Using a scoring guide or rubric to plan and evaluate an assignment -- Creating an effective assignment -- Writing a traditional test -- Assessing values, attitudes, dispositions, and habits of mind -- Assembling assessment information into portfolios -- Selecting a published test or survey -- Setting benchmarks or standards -- Summarizing and analyzing assessment results -- Sharing assessment results with internal and external audiences -- Using assessment results effectively and appropriately -- Keeping the momentum going.


A personal narrative is presented which explores the experience of the author as a professor at Baruch College on embarking on a journey to learning assessment.


Examination performance of introductory psychology students (N = 576) was significantly enhanced (p < .001) in each of 4 separate comparisons of those taking tests with a partner versus traditional solo testing. In each case, mean test scores were raised significantly and grade variability was reduced. The power of cooperative team testing is shown in the robust average effect size of .80. Teammates also reported a host of positive attitudes toward the experience, notably (a) reduced test anxiety, (b) elevated confidence, (c) irrelevance of cheating, and (d) increased enjoyment of the course and subject matter. Similarly, the authors found positive effects for both required assignment to testing teams and in freely chosen teams. Comparison students given hypothetical scenarios regarding team versus solo testing misjudged some key features of the cooperative testing procedures. Recommendations for utilizing this effective educational
strategy are proposed, and the social and motivational processes that it engages are discussed. [ABSTRACT FROM AUTHOR]; Copyright of Journal of Experimental Education is the property of Heldref Publications and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts)