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Classroom Assessment Techniques

Seven Principles for Good Practice in Undergraduate Education

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback on performance
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

----A.W. Chickering & Z.F. Gamson, 1987. AAHE.

"Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality. College instructors use feedback gleaned through Classroom Assessment to inform adjustments in their teaching. Faculty also share feedback with students, using it to help them improve their learning strategies and study habits in order to become more independent, successful learners.... Classroom Assessment is one method of inquiry within the framework of Classroom Research, a broader approach to improving teaching and learning."

----Angelo, T.A., 1991. *Ten easy pieces: Assessing higher learning in four dimensions*. In *Classroom research: Early lessons from success*. New directions in teaching and learning (#46), Summer, 17-31.

"Why do we insist on measuring it with a micrometer when we mark it with chalk and cut it with an axe?"

---Peter Ewell

● The GIFT:
Classroom Interviews

What Students
Want in a Professor

Assessment of
Group Work

Assessing
Group Effectiveness

Effective Study Time

