Types of Assessment

Type of Assessment	Definition	Components	When to use	Advantages	Disadvantages
Capstone Project	• In-depth exploration of an area of the curriculum. • Usually occurs in the final term of study and builds on previous learning	• Identifying the problem they will work on • Developing the approach and methods • Carrying out the investigation • Present findings	Usually occurs at the end of program where the student applies what she/he has learned in the real world.	• Comprehensive in nature and allows students to demonstrate a range of abilities • Provide info about SLOs related to a major, and general students, etc. • Used to administer exams or surveys	• Needs to be carefully planned • Should be designed and evaluated by all of the program's faculty and not just course instructor
Essay	A paper that is given a specific topic in which to write about	• An introduction, • Thesis statement, • Points, • Explanation • Followed by a conclusion.	Fields that require a lot of writing or analysis	• Harnesses critical thinking. • Reach deeper into material study • Show writing skills	• Not enough time to finish for students • Exam graders are graded by human eyes • Tunnel vision testing
Interview	A conversation with or questioning of a person, usually conducted for a beginning/ending of a semester/program	Series of questions about a topic	Entrance/exit interview of program	• Used to assess transfer of skills and integration of content • Engages students • Dimension of depth not available in the classroom • Allows faculty to gain clearer picture of student understanding. • Can provide an avenue for student self-assessment and reflection	• Time consuming • Labor intensive to design • Ratings can be more subjective • Sample of behavior or performance may not be reliable especially if observers are present
Oral Presentation	An individual presentation in which an individual presents what they have learned over a certain amount of time	Evaluates the students ability to do research, structure, and effectively communicate a topic of their own choice	To assess individual(s) overall knowledge of a subject	• Oral examinations have the advantage of being more realistic measurements of learning achievements, • Closer to what will be required beyond graduation	• Many types of learning mastery cannot be measured under these conditions

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Performance	Performance tasks are hands-on activities that require students to demonstrate their ability to perform certain actions	Presentation of works in the arts.	• Pre/post-performance evaluation • Overall performance	• Using a student-centered design can promote student motivation • Engages students • Active learning • Dimension of depth not available in the classroom • Can be score holistically or analytically	• Time consuming • Ratings can be more subjective • Sample of behavior or performance may not be reliable especially if observers are present • Inter-rater reliability must be addressed
Portfolio	A purposeful collection of student-generated data.	Portfolio may contain any of the forms of assessment plus additional materials such as work samples, official records, and student-written information.	Identifying a particular type of culminating event in which students draw upon the skills they have developed over time.	• Illustrators longitudinal trends • Samples are more likely than test results to reflect students ability • Opportunity for faculty to exchange, develop, discuss the curriculum goals and objectives, review of criteria, and program feedback • Can be used for diagnostic and perspective purposes Minimized test anxiety • Maximizes performance	• Portfolio will be no better than the quality of the collected artifacts, • Time consuming and challenging to evaluate • Costly in terms of evaluator time and effort • If samples have been already graded faculty may be biased • Inter-rated reliability must be addressed.
Poster Presentation	Display of results from an investigative project over a period of time	Hypothesis, Research, and Conclusions	Finals Presentations	• Using a student-centered design can promote student motivation • Engages students • Active learning • Dimension of depth not available in the classroom • Can be score holistically or analytically	• Time consuming • Production costs may be prohibitive for some student hinders reliability

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Practicum	Assessment of practical skills in an authentic setting	Opportunities to engage in activities that will advance a student's career	• Project-oriented work in a field • Application of graduate level skills in field	• Active learning • Allows faculty to gain clearer picture of student understanding. • Can provide an avenue for student self-assessment and reflection	• Usually the most costly approach
Reflective Journals	Develops an awareness of process overtime	Compiled thoughts and experiences.	An overall sense of what the student has learned over the course of a project or experience.	• Allow them to hone in on what they actually learn • Prompts them to reflect upon teaching methods, and course content	• Go off on tangents • Eyes of the beholder • Tunnel vision of what they have learned
Research Paper	Requires students to locate information about a topic (to conduct research), take a stand on that topic, and provide support for that position in an organized report.	Explores either through research or through a theoretical framework	• Final evaluation of knowledge obtained • Comparing two areas within a topic	• Demonstrates mastery of skills and information. • Learn and understand the material at a deeper level.	• Require careful supervision and considerable time, • Prone to abuse through plagiarism.
Standardized Testing	Tests that are administered and scored under uniform (*standardized*) conditions.	• Questions • Length of time students have to complete it • When the test was taken	Assess students overall performance (i.e., end of semester/year test)	• Test knowledge quickly within large groups • Used to provide quick feedback • Automatically scored • Administered and scored consistently • Stored in banks of questions and re-used as required	• Take extra time to construct • Test knowledge and recall only • Never test literacy, or ability to analyze • Never test creativity or unique thinking • Encourages students to take a surface approach to learning

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Survey	A query or form that collects data for analysis of some aspect of a group or area.	A series of questions about a given topic	• Course evaluations, graduate surveys, etc.	• Easy to administer • Can Cover a variety of topics in a brief amount of time • Helps to establish relationships with stakeholders • Demonstrates concern about gathering feedback	• Good survey and questionnaires are difficult to develop • Voluntary participation may result in biased results • Low response rate • Forced-response choices may not allow individuals to respond as they wish
Thesis	• A long essay or • Dissertation involving personal research	• What is the problem • Experimental design/method • Results • Possible application of the future.	Completion of program	• Stud. becomes very familiar with one are of their particular future field	• Only specializes within a general area • Prone to abuse through plagiarism.