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| **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        | Presentation of works in the arts.                                        |  • Pre/post-performance evaluation  
  • Overall performance                                                   |  • Using a student-centered design can promote student motivation        |  • 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       | 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. |