

Assessment Paradigms

Formative: low stakes, informative		Summative: high stakes, evaluative	
Minute papers	Rough drafts	Midterm or final exam	Statewide or national tests
Discussions	Think/pair/share	Paper	Placement exams
Graphic organizers	Peer or self assessments	Final project	Performances
Practice tests or assignments	Journals or reflective writing	Portfolio	Student evaluations of teaching

Direct Measures of Student Learning: assessment of actual samples of student work	Indirect Measures of Student Learning: assessment of attitudes, perceptions, feelings, values, etc. that imply student learning by employing self-reported data and reports
Pre- and Post-Testing Essay test question Term paper Oral presentation or examination Multiple-choice test question Performance piece (e.g., musical recital) Class project (individual or group) Poster presentation Course-embedded assessment (e.g., homework assignment; essays; locally developed tests/exams) Comprehensive exams Certification exams, licensure exams Reflective journals External examiners/peer review Grading with criteria or rubrics Scores and pass rates on standardized tests Writing samples Score gains Portfolio artifacts Case studies Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences Graduates' skills in the workplace rated by employers	Grades assigned to student work in one particular course Departmental survey Employer survey Graduation and retention rates Percentage of students who study abroad Comparing admission and graduation rates Reputation of graduate or post-graduate programs accepting graduating students Employment or placement rates of graduating students into appropriate career positions Course evaluation items related to the overall course or curriculum quality, rather than instructor effectiveness Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews with current students, alumni, and/or faculty and staff member's perceptions of student learning Survey of internship supervisors Quantitative data, such as enrollment numbers

Horizontal: influencing course-level curriculum and outcomes	Vertical: influencing program and school-level curriculum and outcomes
Assessments; formative, summative, direct and/or indirect; most often applied at the course level; used to measure student learning. (See ABA 314)	Assessments; formative, summative, direct and/or indirect; applied at the course, program, curriculum, school, institutional and/or profession levels; in addition to measuring student learnings is used to evaluate faculty, curriculum, program and institutional effectiveness. (See ABA 315)