

Classroom Assessment Techniques	Assessment of Objectives/Learning/Teaching	Teaching Goals Inventory
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## 2. APA Citation:

- Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey-Bass Publishers.

## 3. Goal of the chapter or book

- The goal of this book is to offer insight into classroom assessment techniques that can measure student learning and acquisition of knowledge (objectives) for a program.

## 4. Main ideas

- Through simple classroom assessments, educators can get insight into how students “respond to particular teaching approaches” (3)
- “Learning can and often does take place without the benefit of teaching – and sometimes even in spite of it – but there is no such thing as effective teaching in the absence of learning. Teaching without learning is just talking” (3)
- Classroom Assessment should follow along this approach: (5-6)
  - Learning Centered, Teacher-Driven, Mutually Beneficial, Formative, Context-Specific, On-going, Rooted in Good Teaching Practice
- There are 7 major assumptions of classroom assessment:
  - Quality of student learning is directly, although not exclusively, related to quality of teaching.
  - To improve effectiveness, teachers need to make goals and objectives explicit, and then get comprehensive feedback on which they are achieving those goals and objectives.
  - To improve learning, students need to receive appropriate and focused feedback, early and often
  - The type of assessment most likely to improve teaching and learning is that conducted by faculty to answer questions they themselves have formulated in response to issues or problems in their own teaching.
  - Systematic inquiry and intellectual challenge are powerful sources of motivation, growth, and renewal for college teachers, and classroom assessment can provide such challenge.
  - Classroom assessment does not require specialized training; it can be carried out by dedicated teachers from all disciplines.
  - By collaborating with colleagues and actively involving students in Classroom Assessment efforts, faculty enhance learning and personal satisfaction (7-11)
- Teaching Goals Inventory
  - Allows educators to clarify the goals they want students to learn
  - Taking the TGI and utilizing the responses to direct classroom assessment
    - Connect priorities to assessment techniques

## 5. Other sources I would like to look at:

- Student Engagement Techniques by Barkley and Major