

# Choosing the Right Assessment Tools

Examples of various assessment tools are included in the table below. It should be noted that the categorizations may vary depending upon your perspective and the way in which you construct the assessment.

<b>TOOL</b>	<b>METHOD</b> D=Direct I=Indirect	<b>DOMAIN</b> C=Cognitive P=Psychomotor A=Affective	<b>USAGE TYPE</b> F=Formative S=Summative	<b>BLOOM'S LEVEL</b> K=Knowledge C=Comprehension A=Application ASE=Analysis or Synthesis of Evaluation	<b>PROS</b>	<b>CONS</b>
<b>Multiple Choice Exam</b>	D	C	F or S	K, C If carefully constructed: ASE	Easy to grade; objective	Reduces assessment to multiple choice answers
<b>Licensing Exams</b>	D	C	S	K,C, A	Easy to score and compare	No authentic testing, may outdate
<b>Standardized Cognitive Tests</b>	D	C	S	K,C, A	Comparable between students	Heavily dependent on exposure to topics on test
<b>Checklists</b>	D	C, A, P	F or S	Variable	Very useful for skills or performances; students know exactly what is missing	Can minimize large picture and interrelatedness; evaluation feedback is basically a yes/no - present/absent - without detail
<b>Essay</b>	D	C, A	F or S	K, C, A, ASE	Displays analytical and synthetic thinking well	Time consuming to grade, can be subjective
<b>Case Study</b>	D	C, A	F or S	K, C, A, ASE	Displays analytical and synthetic thinking well; connects other knowledge topics	Creating the case is time consuming, dependent on student knowledge from multiple areas



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<b>Problem Solving</b>	D	C	F or S	K, C, A, ASE	Displays analytical and synthetic thinking well; authentic if real world situations are used	Difficult to grade due to multiple methods and potential multiple solutions
<b>Oral Speech</b>	D	C	F or S	Variable K, C, A, ASE	Easily graded with rubric; allows other students to see and learn what each student learned; connects general education goals with discipline-specific courses	Difficult for ESL students; stressful for students, takes course time; must fairly grade course content beyond delivery
<b>Debate</b>	D	C, A	F or S	K, C, A, ASE	Provides immediate feedback to the student; reveals thinking and ability to respond based on background knowledge and critical thinking ability	Requires good rubric; more than one evaluator is helpful; difficult for ESL students; stressful for students; takes course time
<b>Product Creation &amp; Special Reports</b>	D	C, A, P	F or S	Variable K, C, A, ASE	Students can display skills, knowledge, and abilities in a way that is suited to them	Must have clearly defined criteria and evaluative measures; "the look" cannot override the content
<b>Flowchart or Diagram</b>	D	C	F or S	C, A, ASE	Displays original synthetic thinking on the part of the student; perhaps the best way to display overall high-level thinking and articulation abilities	More difficult to grade, requiring a checklist or rubric for a variety of different answers; difficult for some students to do on the spot

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<b>Portfolios</b>	D	C, P	S	Variable	Provides the students with a clear record of their work and growth; best evidence of growth and change over time; students can display skills, knowledge, and abilities in a way that is suited to them; promotes self-assessment	Time consuming to grade; different content in portfolio makes evaluating difficult and may require training; bulky to manage depending on size
<b>Exit Surveys</b>	D, I	A	S	ASE	Provides good summative data; easy to manage data if Likert-scale responses are used	Likert-scales limit feedback, open-ended responses are bulky to manage
<b>Performance</b>	D	C, P	F or S	Variable K, C, A, ASE	Provides best display of skills and abilities; provides excellent opportunity for peer review; students can display skills, knowledge, and abilities in a way that is suited to them	Stressful for students; may take course time; some students may take the evaluation very hard - evaluative statements must be carefully framed
<b>Capstone project or course</b>	D	C, P, A	F or S	ASE	Best method to measure growth overtime with regards to a course or program cumulative	Focus and breadth of assessment and understanding all the variables to product assessment results are important; may result in additional course requirements; requires coordination and agreement on standards
<b>Team Project</b>	D	C	F or S	C, A, ASE	Displays original synthetic thinking on the part of the student; perhaps the best way to display overall high-level thinking and articulation abilities	More difficult to grade, requiring a checklist or rubric for a variety of different answers; difficult for some students to do on the spot

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<b>Reflective self-assessment essay</b>	D or I	C, A	S	ASE	Provides invaluable ability to evaluate affective growth of students	Must use evidence to support conclusions, not just self-opinionated assessment
<b>Satisfaction &amp; Perception Survey</b>	I	C, P, A	S	C, A, ASE	Provides good indirect data; data can be compared longitudinally; can be used to determine outcomes over long period of time	Respondents may be influenced by factors other than those being considered; validity and reliability must be closely watched
<b>Analytic Rubric</b>	D	C, P, A	F or S	Variable	Best method to evaluate students on multiple criteria; provides a descriptive and comprehensive scale	Difficult and time consuming to construct and modify; does not provide specific feedback to students
<b>Holistic Rubric</b>	D	C, P, A	F or S	Variable	Best method to evaluate students on a specific criteria; provides a descriptive and comprehensive scale	Limited to one criteria to assess students; does not provide specific feedback to students
<b>Scoring Guide Rubric</b>	D	C, P, A	F or S	Variable	Best method to evaluate students on a specific criteria; provides more descriptive feedback than holistic & analytic rubrics	Limited to only the highest accepted standard for each criterion
<b>Self - assessment evaluation</b>	I	C, P, A	F or S	ASE	Provides additional perspective of student learning; allows students to contribute to the assessment process	Must use evidence to support conclusions, not just self-opinionated assessment
<b>Peer Evaluation</b>	I	C, P, A	F or S	ASE	Allows students to contribute to the assessment process; provides a detailed evaluation of students that the instructor might otherwise miss; good for measuring collaboration	Must use evidence to support conclusions, not just opinionated assessment