

## Selecting an Assessment Method

Method	When to Use	Implementation Considerations
<p><b>Course assessments and assignments</b></p>	<ul style="list-style-type: none"> <li>When you need to capture <b>direct</b> evidence of <b>course learning objectives</b> (e.g., essays, projects, exams, quizzes, case studies)</li> </ul>	<ul style="list-style-type: none"> <li>Consider the difference between formative (<i>for</i> learning) and summative (<i>of</i> learning) assessments</li> <li>Prepare students for a bigger (summative) assignment by giving them smaller, low-stakes tasks or quizzes (formative assessments) leading up</li> <li>Adopt a rubric for any assignments that entail the creation of an artifact or some form of student performance</li> </ul>
<p><b>Journals, reflections or discussion board posts</b></p>	<ul style="list-style-type: none"> <li>When you need to gather <b>informal</b> reflections regarding student or participant experiences or perceptions</li> <li>When you are interested in seeing student or participant <b>growth</b> or commentary <b>over time</b> or hope to create a <b>dialogue</b> between students or participants</li> </ul>	<ul style="list-style-type: none"> <li>Easy to administer either on paper or digitally, but may require qualitative analysis to glean themes or take-aways</li> <li>If you are looking for specific types of responses, be sure to articulate specific questions, prompts, or instructions</li> <li>If appropriate, adopt a rubric to more easily quantify and streamline the review of responses</li> </ul>
<p><b>Surveys, minute papers or exit tickets</b></p>	<ul style="list-style-type: none"> <li>When you need to know what students or participants <b>experienced</b> or <b>perceived</b></li> <li>When you need <b>quick</b> and/or <b>anonymous</b> feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>Relatively easy to administer and interpret</li> <li>Consider conducting a diagnostic survey at the start of the semester to supplement traditional end-of-term course evaluations or a pre/post to gain insight into changes over time</li> </ul>

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<p><b>Interviews or focus groups</b></p>	<ul style="list-style-type: none"> <li>When you are exploring a particularly <b>complex</b> set of questions that may require on-the-spot follow up to dig deeper into the issue or phenomenon or as a <b>follow up</b> to an <b>existing survey</b></li> <li><i>For focus groups:</i> When discussion among participants may help to “jog” their memories and produce more complex or multi-faceted responses to questions</li> </ul>	<ul style="list-style-type: none"> <li>Can be time intensive and require familiarity with qualitative data analysis procedures and/or software</li> <li>Prepare an interview or focus group protocol</li> <li>Be prepared to probe for more complete answers and draw out quieter participants</li> <li>Consider recording the interview or focus group to ensure you do not lose any important data</li> </ul>
<p><b>Observations</b></p>	<ul style="list-style-type: none"> <li>When the construct being measured (e.g., group collaboration, clinical observations) happens in <b>real time</b></li> </ul>	<ul style="list-style-type: none"> <li>Adopt a rubric or checklist to ensure consistency across observations and/or observers</li> </ul>
<p><b>Tracking data or learning analytics</b></p>	<ul style="list-style-type: none"> <li>When you need to know if and/or how often students are engaging in certain <b>behaviors</b>, including their use of online tools (e.g., Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>Check ahead of time to ensure the tools you’re using provide tracking information or analytics</li> <li>Remember that behavior does not measure learning, but can provide context for how students are engaging with the learning environment (e.g., course tools, videos, readings)</li> </ul>