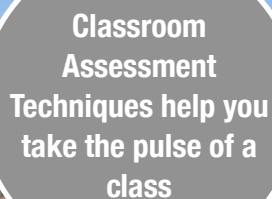# FQAS-ASSESSMENT

Employ a Variety of Formative Assessment Strategies

Classroom Assessment Techniques help you take the pulse of a class

TO DEMONSTRATE THIS COMPETENCY...

You will develop and describe a collection of formative assessment strategies for a specific course or learning experience (i.e. Classroom Assessment Techniques)

Where do I start?

1. Review the competencies for your course.
2. Search the internet or other sources for information about and examples of Classroom Assessment Techniques.
3. Think about Classroom Assessment Techniques you've used in the past.
4. Review the attached grading criteria.
5. Select a sample of Classroom Assessment Techniques that you do or can use in class, making sure they meet the criteria.
6. Customize each one so it can be used in your class.
7. Write a brief description and evaluation of each one that meets the listed criteria.
8. Submit your collection and descriptions to your a peer for review.
9. Submit the peer-reviewed collection to your instructor.

What's the Point?
Checking in with students helps you make adjustments to the course "on the fly" and enhances student performance. Making these opportunities anonymous helps all students participate.

SCORING GUIDE

Employ a variety of formative assessment strategies

You must achieve a rating of at least "2" or "yes" on each SHADED criterion to demonstrate competence. Work that does not meet these criteria may be returned to you for revision. Criteria in non-shaded rows impacts your grade, but is not tied directly to the competency evaluation.

Student Rating Scale	Instructor Rating Scale
4:.I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.	+: I agree that you have met competence but feel that you have **understated** your performance for this criterion
3: I've done more than the minimum. I've looked at other examples of work, and mine is as good or a little better.	=: I agree that you have met competence and feel that you have **accurately** assessed your performance for this criterion
2: I've done the minimum and I know the basics are covered.	-: I agree that you have met competence but feel that you have **overstated** your performance for this criterion
0: I've left something out or done something wrong.	0: You have failed to meet competence in this criterion and revision is necessary.

Scoring Guide

Criteria	Student Rating				Peer Rating			
You create a collection of Classroom Assessment Techniques (CAT's) includes **at least FOUR different items**, including at least one that assesses course related knowledge and skills, at least one that addresses skill/competency building, at least one that assesses learner attitudes, values, and self awareness and at least one that assesses learner reactions to the learning experience	yes		no		yes		no	
Your collection is mutually beneficial to learners and teacher, involving learners in the process of improving their learning	yes		no		yes		no	
Your collection is learning centered, focusing primarily on improving learning rather than on teaching	yes		no		yes		no	
Your CAT's are are designed to improve learning, not to provide evidence grading	yes		no		yes		no	
Each of your CAT's are customized for a specific discipline and learning environment and are quick and easy to administer	yes		no		yes		no	
Each of your CAT's has a brief description that includes the learning outcome it can be used for, what it assesses (knowledge, skills, skills, attitudes, etc.), and how the results could help the learners and the instructor improve learning	4	3	2	0	+	=	-	0
Each of your CAT's has a brief description that includes how this has been or could be used in class, and how you have or could use the results of the activity to improve the learning process.	4	3	2	0	+	=	-	0