The Pulaski Technical College Field Guide of Assessment


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Assessment (from the Latin *assidere* meaning “to sit by as an assistant judge”) concerns the gathering of data regarding how well a student is acquiring the concepts, skills and processes being taught. These data can also be used to inform the instructor as to the effectiveness of certain instructional practices.

The purpose of this field guide is to provide a quick reference to the various types of assessments commonly used in postsecondary educational institutions. Modeled after the *Audobon Field Guide to North American Birds*, this guide features information in brief on the three families or types of assessment: diagnostic, formative, and summative. This guide describes the various types of assessments related within each family and demonstrates the relationship among each while providing a succinct overview. The guide is organized in alphabetical order by assessment name (not the Latin name, but the common English name), but can also be accessed by family using the table of contents below.

### Types of Assessments (Families)

**Diagnostic Assessments**

These assessments are typically standardized tests used to diagnose a student’s knowledge gaps, learning disabilities or provide instructors with information about student's prior knowledge and/or misconceptions before beginning an instructional unit or learning module. These tests also provide baseline data for understanding how much learning has taken place after the instructional unit or learning module is completed.

**Formative Assessments**

Formative assessments are typically used by an instructor to receive immediate feedback from the student during the instruction regarding conceptual understanding, progress on implementation of a new process or application of a new skill or new knowledge to a different situation. The emphasis of formative assessment is on identifying any knowledge areas or steps in a process that may require additional practice, instruction or remediation in order to obtain improved learning results. Typically, formative assessments are not scored for a grade. Sometimes these are employed at the beginning of an instructional session in order to activate prior learning and memory for the purpose of connecting new learning to the previously learned material.
Summative Assessments

Summative assessments are typically used by an instructor to gauge how well the student acquired the concepts, skills and processes engaged in during the instruction and practice time. These assessments come in a variety of formats, but essentially are intended to evaluate the level of learning achieved by the student over time. These assessments usually have a standard set by the instructor of what level of expertise or knowledge denotes successful achievement in the learning process.

By matching the appropriate assessment to stated learning objectives and Student Learning Outcomes, the instructor provides students with valid and reliable ways to measure learning.

The entries for *The Pulaski Technical College Field Guide of Assessment* are listed in alphabetical order by family using the assessment’s common English name (not its Latin name). See the chart below for the entries by family.

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Assessment Name: Pre-test or diagnostic test

Assessment Family: Diagnostic

Latin Name: diagnosis valui

Description:

Typically a standardized and/or computerized multiple-choice assessment that gathers data regarding how comprehensive an individual’s knowledge or skill base is in regard to a particular subject or discipline such as reading or mathematics.

Purpose:

- To measure where a student is in terms of his/her knowledge and skill base in a particular discipline or subject area.
- To measure a student’s strengths and weaknesses in the subject area or gaps in knowledge.
- To gather baseline data for the determination of growth in knowledge or skill acquisition.

Types:

- Pre-tests (sometimes followed by a Post Test)
- COMPASS Mathematics Diagnostic Tests
- Gray Diagnostic Reading Tests
- Accuplacer Diagnostic College Tests

Resources:

- [https://www.accuplacer.org/cat](https://www.accuplacer.org/cat)

Habitat:

This assessment is most often found in the College Studies Department, but can also be found nesting in other courses as part of pre-/post testing.
Formative Assessments

Formative assessments are typically used by an instructor to receive immediate feedback from the student during the instruction regarding conceptual understanding, progress on implementation of a new process or application of a new skill or new knowledge to a different situation. The emphasis of formative assessment is on identifying any knowledge areas or steps in a process that may require additional practice, instruction or remediation in order to obtain improved learning results. Typically, formative assessments are not scored for a grade. Sometimes these are employed at the beginning of an instructional session in order to activate prior learning and memory for the purpose of connecting new learning to the previously learned material.
Assessment Name: Checks for Understanding

Assessment Family: Formative

Latin Name: comprehensus videre

Description:

This is a special way of asking students whether they “Got it [the concept].” The instructor employs a variety of individual and whole group methods throughout the semester to ascertain whether the students is learning--to check for understanding.” An instructor should check often and in a meaningful way during instruction to collect data on which student is having trouble and with what concepts, skills or processes the student is struggling.

Purpose:

- It is all in its name: To check for student understanding.

Types:

- According to Edutopia (see link below), there are 53 different species of Checks for Understanding.
- The Misconception check is most important in the Sciences: Biology, Astronomy, Physics, Chemistry, Aeronautics

Resources:

- [http://www.christina.k12.de.us/literacylinks/elemresources/comprehension/techniques.pdf](http://www.christina.k12.de.us/literacylinks/elemresources/comprehension/techniques.pdf)

Habitat:

This assessment has been sighted throughout all the PTC campus locations in various levels of meaningful usage.
**Assessment Name:** Discussion (also known as Q&A)  
**Assessment Family:** Formative  
**Latin Name:** discutere  
**Description:**  
Instructor provides a scenario either via audio/video clip or written narrative that students review. Instructor and/or a student leads a ensuing discussion among the students to address a series of higher order thinking questions that require students to solve a problem, identify and ameliorate differences, identify and come to consensus on addressing specific issues.  
Also, considered a form of informal observation.  
**Purpose:**  
- To engage students in higher level thinking skills (application, analysis, synthesis, evaluation).  
- Sometimes used by instructors as a form of informal observation.  
**Types:**  
- Ethical case studies discussion: synchronus chat or in-class discussion  
- Socio-political environmental issues: synchronus chat or in-class discussion  
- Jigsaw: group discussion  
**Resources:**  
- [http://sgo.sagepub.com/content/3/4/2158244013515688.full-text.pdf+html](http://sgo.sagepub.com/content/3/4/2158244013515688.full-text.pdf+html)  
- [https://www2.viu.ca/iel/teachlearn/guide/files/PracticalGuide.pdf](https://www2.viu.ca/iel/teachlearn/guide/files/PracticalGuide.pdf)  
**Habitat:**  
This assessment is most often found in the Departments of English, Communication, History, Political Science, Sociology, Psychology, Education, Medical Sciences, Biology, Environmental Science, Information Technology, Anthropology, Computer Science and Business, but can also be found nesting other courses wherever instructors engage students in meaningful discourse.
**Assessment Name:** Graphic Organizers

**Assessment Family:** Formative

**Latin Name:** graphicus organizare

**Description:**
A visual representation of a concept or related concepts. These make more visible a student’s thinking regarding a topic. Effective for visual learners, these can be applied across the curriculum to enhance learning and understanding of content.

**Purpose:**
- To facilitate student learning by helping them identify areas of focus within a broad topic or make connections between ideas or concepts.
- To help students make connections and structure thinking.
- To quickly ascertain gaps in student knowledge or lack of connections in student thinking.

**Types:**
- Webs
- Concept maps
- Mind maps
- Stack plots
- Venn diagrams

**Resources:**
- [http://www.isetl.org/conference/presentation.cfm?pid=1257](http://www.isetl.org/conference/presentation.cfm?pid=1257)
- [http://ctl.utexas.edu/teaching/engagement/teaching-large/emphasize-time-task/graphic-organizers](http://ctl.utexas.edu/teaching/engagement/teaching-large/emphasize-time-task/graphic-organizers)

**Habitat:**
This assessment is most often found in the English Department, but can also be found nesting in other courses such as Graphic Arts, Communication, Speech, History, Anthropology and Culinary.
**Assessment Name:** Homework Exercises

**Assessment Family:** Formative

**Latin Name:** domicilium studium exercitium

**Description:**

Practice problems assigned by the instructor to ensure that students become more fluent in processes while retaining the concepts instructed upon during class time.

**Purpose:**

- To ensure that students become more fluent in newly learned processes
- To ensure that students retain the concepts instructed upon during class time
- That newly acquired concepts, skills and processes move from short-term into long-term memory and move into automaticity.

**Types:**

- Podcasts
- Writing journals/logs
- Practice problems
- Short answer questions
- Term paper

**Resources:**

- [http://www.nea.org/tools/56548.htm](http://www.nea.org/tools/56548.htm)

**Habitat:**

This assessment has been sighted throughout all PTC campus locations. There have been multiple sightings in the library.
**Assessment Name:** Informal Observation

**Assessment Family:** Formative

**Latin Name:** observatio casualis

**Description:**
This is the daily observations made by instructors during the course of instruction. Instructors observe students as they work in collaborative groups, as they problem solve in class, as they practice their learning. The instructor makes mental notes that in some instances do get recorded for future reference, but most often are used to provide immediate feedback or correction during a practice session. Often times, the instructor uses this method to ascertain what previously taught concepts require further reinforcement or review.

**Purpose:**
- To provide immediate correction or feedback to a student.
- To ascertain whether a concept, skill or process requires review, further student practice or re-teaching.

**Types:**
- Question and answer period to review previous learning.
- Review a practice performance by a student of a task or process or set of procedures.

**Resources:**
- [http://www.scholastic.com/teachers/article/observing-students](http://www.scholastic.com/teachers/article/observing-students)
- [http://www.intime.uni.edu/coop_learning/ch6/observing.htm](http://www.intime.uni.edu/coop_learning/ch6/observing.htm)

**Habitat:**
This assessment is most often found in the T&I Division and Early Childhood Program and Allied Health Programs, but can also be found in various locations around campus wherever faculty watch or monitor students closely while students are engaged in the learning process.
Assessment Name: Learning/Response Logs

Assessment Family: Formative

Latin Name: responsum diurnalis

Description:
As writing across the curriculum is critical to learning, Learning/Response Logs are an important part of every course in any discipline. Typically, these are assigned by the instructor using a two-part prompt or a series of thought questions or one multi-part question. Sometimes the instructor provides a list of questions and asks the student to select one question to address after viewing a film, video clip, or presentation or after reading an assigned article or written piece. These response logs are typically not graded or scored, however they are useful to the instructor in determining how well students are acquiring the needed concepts, skills and processes being addressed.

Purpose:

• To provide additional writing practice for students
• To assist students in formulating thoughts concerning a critical concept

Types:

• Asynchronus chats
• Reading journal kept by a student while engaged reading a novel, short story or play
• A lab journal that records results and a student’s thoughts regarding the application and/or implication of lab results to the concepts being studied
• A cooking diary that reflects what and how the student prepares food at home

Resources:

• http://wvde.state.wv.us/teach21/LearningResponseLogs.html
• Learning Logs Online: Examples and Photos of Learning Logs: http://www.learninglogs.co.uk/

Habitat:

Commonly found in the English, Communication, Theater Arts, History, Political Science, Sociology, Psychology and Anthropology disciplines, but can be used in Business, Culinary, Music, and Natural Sciences.
Assessment Name: Polls/Surveys
Assessment Family: Formative
Latin Name: supervidere
Description:
These have typically been sighted using a quick two to five review question format. Though routinely performed having students raise their hands, these are best done when using student response systems as part of a review of the concepts just taught or as a way to ascertain whether concepts taught much earlier in the semester have been retained. The instructor typically delivers multiple choice type questions or a true-false type questions and students then select the most appropriate response (answer). Sometimes these are a series of open-response questions that build on the concept recently taught to ascertain where in their learning they are not understanding a concept or process.

Purpose:
• For a review of the concepts just taught
• A way to ascertain whether concepts taught much earlier in the semester have been retained

Types:
• Verbal question with answers supplied by instructor, students raise their hands to respond.
• Teacher presents questions with responses using a student response system. Students use their responder or mobile phone app to respond silently to each question. Instructor displays the correct response along with a graph that displays how the students in percentages responded as a group.

Resources:
• http://www.educationworld.com/a_curr/curr364.shtml

Habitat:
No nesting of this assessment has been observed, however, it has been sighted occasionally across the PTC campuses.
Assessment Name: Pre-test as a self-assessment

Assessment Family: Formative

Latin Name: testum firstus

Description:
Typically, this is full-fledged test that contains questions of the true-false and multi-choice species to short answer or essay questions. The scores from this test are compared to the scores from a second administration to determine where growth in learning was achieved by each student. Often times, these tests are used to inform the student where their weaknesses in learning are or where they have knowledge gaps.

Purpose:

- Primarily as a self-assessment to demonstrate to the student where their knowledge gaps are and what concepts, skills and processes they need to focus on in order to acquire the stated learning outcomes.
- Secondarily, these are used as a comparative score to the final exam which is then used to demonstrate areas of growth in student learning as well as areas overall within the instruction that might require revision or application of a different instructional method.

Types:

- Diagnostic tests
- Pre-/post tests

Resources:

- [www.paradisevalley.edu/al-archive/docs-assess/PrePost.doc](http://www.paradisevalley.edu/al-archive/docs-assess/PrePost.doc)

Habitat:

This assessment is most often found in the College Studies Department, but can also be found nesting in online courses and other courses as part of pre-/post testing.
**Assessment Name:** Reflective or Cognitive Wrappers  
**Assessment Family:** Formative  
**Latin Name:** reflectere involoper  

**Description:**  
A metacognitive method for having students consider how they learn and how they spend their time when they are learning or practicing what they have learned.

José Bowen (*Teaching Naked*, 2013; see website link below) provides a model for a four-part wrapper:

- **Rationale:** This is only to help you improve.
- **Reflection:** How did you prepare for this exam?
- **Comparison:** What kinds of mistakes did you make?
- **Adjustment:** How will you prepare differently next time?

According to Bowen (from his website *Teaching Naked*, 2013; website listed below under Resources section):

> Writing, for example, is activity that really consists of multiple types of work and preparation. So the wrapper for a paper might ask:

> What % of your preparation time was spent on each of these activities?

- Reading ___
- Reading and taking notes ___
- Re-reading ___
- Finding online content ___
- Thinking ___
- Brainstorming or Conceptualizing ___
- Sharing Ideas with others ___
- Preparing ___
- Researching ___
- Drafting ___
- Editing ___

**Purpose:**

- To provide an easy way to get students thinking about how they learn and how they might self-regulate more or in a better way
- To enhance student understanding that self-regulation is a part of improving how one learns
- To enhance student understanding that adjustments need to be made in how much time one spends in various aspects of the learning process is dependent upon the type of learning being pursued

**Types:**

Wrappers of various species have been sighted nesting throughout the United States and Arkansas. See the websites below for the various varieties.
Resources:

- http://www.learningwrappers.org
- http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html

Habitat:

This assessment has been rarely sighted outside the Developmental Education Department. Stay observant and be the first to report to the PTC Assessment Office a sighting at other locations across the PTC campuses.
**Assessment Name:** Think/Pair/Share  

**Assessment Family:** Formative  

**Latin Name:** pondero-paria-participatio  

**Description:**  
A cooperative learning technique, think-pair-share is a strategy that encourages individual participation across all disciplines and in classes of various sizes.  

The instructor requires that the student considers some questions using three discrete steps:  

**Step 1: Think**  
On his/her own the individual student thinks independently about the question posed. By doing so individually and independently, the student has an opportunity to form his/her own unique ideas.  

**Step 2: Pair**  
Students are paired off to discuss their thoughts with one other student. This provides students an opportunity to articulate their ideas and to also consider the ideas of another in a low stress environment.  

**Step 3: Share**  
Selected pairs of students then share their ideas with a larger group, either a third-of the class or the whole class. This way each student has the support of their paired partner when presenting their dyad’s ideas to the larger group. Also, in this way, the student has greater time and opportunity to refine his/her ideas.  

**Purpose:**  
- Provides students with greater opportunities to talk in a linguistically rich environment (that would be the instructor’s classroom). Research has found that a student’s learning is enhanced when the instructor increases the number of opportunities to talk through this/her ideas (Pressley, 1992).  
- To increase personal communication among students that allows students to internally process, organize, and retain ideas as well as form bonds beyond the classroom (Pimm, 1987).  
- To have students take negotiate their own meanings of concepts and ideas as well as take ownership of their learning (Cobb, Yackel, Nicholls, Wheatly, Trigatti, & Pearlwitz, 1991).  

**Types:**  
- Only one species: Think-Pair-Share  

**Resources:**  

**Habitat:**  
This assessment has not been sighted often nesting or feeding on any of the PTC campuses.
Summative Assessments

Summative assessments are typically used by an instructor to gauge how well the student acquired the concepts, skills and processes engaged in during the instruction and practice time. These assessments come in a variety of formats, but essentially are intended to evaluate the level of learning achieved by the student over time. These assessments usually have a standard set by the instructor of what level of expertise or knowledge denotes successful achievement in the learning process.

By matching the appropriate assessment to stated learning objectives and Student Learning Outcomes, the instructor provides students with valid and reliable ways to measure learning.
Assessment Name: Authentic Assessment

Assessment Family: Summative

Latin Name: authenticus assidere

Description:

According to grant Wiggins (1990), authentic assessment occurs “when we directly examine student performance on worthy intellectual tasks.” (p. 1)

Characteristics of an authentic assessment (once again, according to education researcher, Grant Wiggins, 1990):

- Authentic assessments require students to be effective performers with acquired knowledge.
- Authentic assessments present the student with the full array of tasks that mirror the priorities and challenges found in the best instructional activities: conducting research; writing, revising and discussing papers; providing an engaging oral analysis of a recent political event; collaborating with others on a debate, etc.
- Authentic assessments attend to whether the student can craft polished, thorough and justifiable answers, performances or products.
- Authentic assessment achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such (varied) products (which is typically addressed using a rubric)
- Authentic tasks involve “ill-structured” challenges and roles that help students rehearse for the complex ambiguities of the "game" of adult and professional life.

G. Wiggins, p. 1

Purpose:

- To provide students with as close to real world uses of their newly acquired concepts, skills and processes in order to capture and retain their interest.
- To activate critical thinking skills within a learning environment that mirrors how professional solve problems.

Types:

Authentic assessment is as varied as the birds in the sky. It differs from discipline to discipline dependent upon the nature of the discipline and how concepts, skills and processes are used. Check some of the resources below for more examples of the various types of authentic assessment.

Resources:

- [http://assessment.uconn.edu/docs/resources/ARTICLES_and_REPORTS/Grant_Wiggins Case for Authentic Assessment.pdf](http://assessment.uconn.edu/docs/resources/ARTICLES_and_REPORTS/Grant_Wiggins Case for Authentic Assessment.pdf)
- [http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm](http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm)
Habitat:
This has been most frequently sighted in the PTC Divisions of Allied Health and Education, Technical and Industry and in the programs of Computer Science, IT and Digital Media Graphics with a few sightings in the sciences.
Assessment Name: High Stakes Tests

Assessment Family: Summative

Latin Name: *summus constare testum*

Description:
Assessments that are typically a one-shot attempt which result in a final decision toward one specific course of action.

Purpose:
- To decide whether a student should proceed along a certain education pathway.
- To decide whether a student has attained at a high enough level of learning in a particular field in order to be certified to work in said profession.

Types:
- Any state or federal agency certification test (for example, for a teaching certificate one must pass the Praxis exam; to obtain a Pilot License one must pass an FAA exam)
- Any professional or trades association’s certifying examination such as the American Welding Society (AWS) Certified Welder certification which must be taken at an AWS-Accredited Testing Facility. These testing facilities adhere to strict standards for welder testing and can test welders to AWS Standard Welding Procedures (SWPSs), industry standard specifications and company-supplied or non-code welding specifications.

Resources:
- Too many to list; look up the governing agency or association in the area which you seek certification.

Habitat:
This assessment have most often been sighted in the Technical and Industry Department, but have also been sighted in the Allied Health and Education building as well.
**Assessment Name:** Performance  
**Assessment Family:** Summative  
**Latin Name:** perfornirus  

**Description:**  
This type of summative assessment provides a venue in which a student’s final end result of successfully achieving identified Student Learning Outcomes is given in view of an audience: comprised of judges, instructor and peers. This is traditionally used in the Performing Arts, Speech, Communication, and physical education. It can also include competitions such as those within Technical & Industry, IT security competitions, Speech & Debate Teams, Choral competitions, and the like.

**Purpose:**  
- To provide a venue for showcasing learning  
- To provide a venue for a student to demonstrate the concepts, skills and processes as required by a given Student Learning Outcome

**Types:**  
- Musical piece  
- Theatrical production (Dance piece, Act from a Play, Song from Musical Theater)  
- Speech  
- Debate  
- Compete in a game or contest  
- Instructional Lesson

**Resources:**  
- [http://www.ascd.org/publications/books/196021/chapters/What_is_Performance-Based_Learning_and_Assessment,_and_Why_is_it_Important%C2%A2.aspx](http://www.ascd.org/publications/books/196021/chapters/What_is_Performance-Based_Learning_and_Assessment,_and_Why_is_it_Important%C2%A2.aspx)  

**Habitat:**  
This assessment is most often sighted in the Performing Arts Department, but can also be found nesting in other courses as well: speech, debate, communication, culinary, cosmetology, IT.
Assessment Name: Project/Product
Assessment Family: Summative
Latin Name: projectus / producerus

Description:
This summative assessment is assigned either as a group or individual endeavor dependent upon the scope of the intended outcome. Either way, the end results is one of either breadth or depth and is focused on a set of related topics or just one topic. This assessment is typically intended to encompass a set of concepts, skills and processes related directly to one or more Student Learning Outcomes. The end results could be the design and/or construction physically or virtually of some desired object, system, invention, or artistic endeavor. It could have intrinsic, extrinsic, social, political, entrepreneurial, business or artistic value and may involve one person or one person leading and others simply assisting. In order to extract the most value in feedback from such an endeavor, these assessments are best scored using a rubric.

Purpose:
• Provides a learning opportunity for the student to apply his/her research skills, discipline specific concepts, skills and processes as well as critical thinking skills to a specific topic or to solve a specific problem or to address a specific social issue.

Types:
• Service learning projects
• Website design & development
• Musical Composition
• Database design & development
• Spreadsheet design & development
• Laboratory experiment design & execution
• Fabrication
• Repairing an object by welding, mechanical, electrical or collision repair techniques
• Designing and creating a hair style or fingernail motif
• Design and teaching a lesson for pre-school children

Resources:
• [http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx](http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx)
• [http://www.pbl.uci.edu/whatispbl.html](http://www.pbl.uci.edu/whatispbl.html)
• [http://www.studygs.net/pbl.htm](http://www.studygs.net/pbl.htm)
• [http://bie.org/resources](http://bie.org/resources)

Habitat:
This assessment is most often found in the Technical & Industry Division, but can also be found nesting in other disciplines such as Business, Accounting, Business Law, Speech, Communication, the Performing Arts (Theater, Music, Dance), the Arts (Sculpting, Painting, Drawing), Graphic Arts, IT, and Computer Science.
sightings outside of these areas have been made, please, report these to your local Chair or Dean as well as the Assessment Coordinator.
Assessment Name: Portfolio

Assessment Family: Summative

Latin Name: portare foglio

Description:

Simply put, this is a collection of student work compiled to meet prescribed Student Learning Outcomes. The portfolio can be paper-based and housed in an actual portfolio (or specially designed satchel or case) or it can be digitally-based and housed online using PTC’s online access to HMH Portfolio or BlackBoard. This is a very specific collection and is not intended to display all work performed or handed in for scoring, but, rather, to display in a specific manner with appropriate reflection a set of pieces that address stated outcomes.

Purpose:

See the specific purpose cited for each type below.

Types:

**Showcase:** This highly rewarding use of student portfolios concerns the display of a student’s best work. This is the work of which the student is most proud and of which best met the standard demanded within the project’s given criteria. Some instructors who do not use portfolios for any other purpose, will engage their students in the creation of a showcase portfolio as the student’s sense of accomplishment and pride make the effort well worthwhile and contributes to a culture for learning and assessment.

**Purpose:** The purpose of a showcase portfolio is to demonstrate the highest level of achievement attained by the student. The student should be encouraged to maintain this portfolio even after graduation or transfer from PTC as a way to demonstrate to potential employers the level of expertise they have reached in their profession.

**Working:** A working portfolio is aptly named because it displays projects that are not yet complete: works-in-progress. It could also contain some finished samples of work as well that need to be improved upon. This type of portfolio serves as a holding cell for work that may be selected later for a more permanent assessment or showcase portfolio.

**Purpose:**

- To serve as a holding tank for student work and pieces related to a specific topic until they are completed or revised and are collected here until they moved to a showcase or an assessment portfolio.
- To diagnose student needs: view evidence of student strengths and weaknesses in achieving Student Learning Outcomes;
- To use the information gleaned from a review of this portfolio to design further instructional activities to assist in the student’s learning.

**Assessment:** This portfolio is a completed portfolio of work that addresses the specific learning outcomes indicated by the instructor. This may not be the student’s overall best work,
but it is the best work completed by the student that addresses the identified Student Learning Outcomes. The pieces selected are determined by the curricular content and stated Student Learning Outcomes. The student then selects the most appropriate pieces for the portfolio. This portfolio typical includes a reflection guidesheet which the student completes for each piece in which the student reflects on the relationship of the piece to the Student Learning Outcome as well as insights garnered from the learning activity. In addition, the student’s comments should focus on the extent to which the chosen piece demonstrates their mastery of the stated outcome(s).

**Purpose:**

- To document what a student has learned.
- To demonstrate mastery in a specific curricular area or of a particular process or skills set. These may span any period of time, from one unit of instruction to one semester to an entire program.

**Resources:**

- [http://methodenpool.uni-koeln.de/portfolio/rolheisr_chapter1.htm](http://methodenpool.uni-koeln.de/portfolio/rolheisr_chapter1.htm)
- [http://trace.tennessee.edu/utk_graddiss/1941/](http://trace.tennessee.edu/utk_graddiss/1941/)

**Habitat:**

This assessment is most often sighted in the Fine Arts Division and graphics arts courses, but can also be found nesting in other courses that include writing, education, welding, collision repair, and cosmetology.
Assessment Name: Process Checklist

Assessment Family: Summative

Latin Name: processus completus

Description:
This assessment contains a simple list of assessment criteria or components that must be present in student work. Each criteria includes a space for checking off [✓] whether the student has accomplished the action or included the item. No judgment is made on quality, only whether the item is present or not. This does not give an indication of student understanding or mastery either. The check denotes mostly a “yes” or “no” absolute. It is best used when introducing basic skills, a new process, or necessary components of a project or product.

Purpose:

- To account, track and ensure that the following have occurred:
  - All required steps have been completed
  - All required items have been included
  - All required behaviors have been performed
  - Most applicable possibilities have been considered

Types:

- Task checklists: These are a step-by-step listing of a set of procedures that must be followed in a particular order.
- Troubleshooting checklists: A list of items or tasks to take when a particular issue arises or malfunction occurs.
- Coordination lists: A series of task lists/schedules that demonstrate the coordination between units or teams when attempting to complete a project of a large scope with overlapping use of people, machines, tools, etc.
- Discipline checklists: This checklist is not necessarily sequential, however, every item on the list needs to be addressed or completed in order for the entire project or procedure to be considered completed.
- To-do list: A list of tasks that need to be completed within a particular time period. PTC personnel use these to ensure that their work is complete.

Resources:

- [http://preval.org/documentos/2075.pdf](http://preval.org/documentos/2075.pdf)

Habitat:
This assessment is most often sighted in the Technical and Industry Division, IT and Computer Science, but can also be found nesting in courses within Culinary, medical sciences and education.
Assessment Name: Speech/Oral Presentation

Assessment Family: Summative

Latin Name: oratio

Description:
A formal verbal talk through which the speaker presents information, a perspective, demonstrates a process, solve a problem, showcases or highlights an item, object, person, and/or enterprise.

Purpose:
- Purposes vary, but is used typically to practice public speaking skills
- Also, used to inform an audience

Types:
- Individual presentations: Most favored by students over the other two, however, still greatly feared.
- Group presentation: Most feared by students due to the need to arrange schedules to meet as well as to pick up the slack of those group members who do not fully engage and complete their sections of the presentation in a timely manner.
- Debates: formal, polite arguments used to impress judges and or friends.

Resources:
- http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

Habitat: This assessment is most often sighted in the Communication Department, but can also be found nesting in other courses in which students give presentations regarding projects, products or learning.
Assessment Name: Structured Observation

Assessment Family: Summative

Latin Name: organizare observare

Description:
This assessment is a systematic investigation that generates numerical data, for example, frequency of an event or behavior, which are entered into an observation schedule or chart. This systematic method of data collection contains considerable pre-coding, and the observation takes the form of recording when, how often, or for how long the pre-coded behaviors occur. Observing usually means watching AND listening, although it may entail just watching OR listening. It makes use of objective criteria culled from the following: Research literature; Professional literature; and Experts in the field.

It can be used to record any of the following: Pre-identified behaviors; Steps in a process; Work completed; and Dialogic exchanges.

It is used to record each identified item in the following ways:

- Frequency
- Degree of quality
- Additional characteristics
- Other information as drafted into the guide

It typically includes a code list to more quickly and easily complete the recording of each observation as well as a chart with time increments on which the codes are placed.

Purpose:

- To track and provide evidence of pre-identified, necessary behaviors that exemplify that the appropriate skills and processes are being employed

Types:

- Flanders Classroom Interaction Analysis
- Customer Service Interaction Guide

Resources:

- http://www.informationr.net/tdw/publ/INISS/Chap1.html

Habitat:

This assessment has been sighted in the Allied Health and Education Division and occasionally within courses of the Technology and Industry Division.
Assessment Name: Term Papers
Assessment Family: Summative
Latin Name: terminus papyrus

Description:
This is a multiple page paper that provides a student’s perspective of a topic either selected by the student or assigned by the instructor. These typically follow a prescribed format and must contain a bibliography. In every case, these should be scored using a rubric.

Purpose:
• Provide a forum in which the student can increase his/her learning regarding a specific topic.
• Provide a venue through which the student hones his written language capabilities.
• Provides a learning opportunity for the student to apply his/her research skills and critical thinking skills to a specific topic.

Types:
• Typically these are found in hard copy or digital copy form
• Although the format may vary per instructor, each term paper typically consists of the following components: introduction, body, conclusion, bibliography.

Resources:
• http://course1.winona.edu/shatfield/air/termpaper.pdf
• http://www.flashpapers.com/
• http://www.theatlantic.com/national/archive/2012/10/write-my-essay-please/264036/
• http://www.unl.edu/rhames/courses/format_for_term_papers.htm

Habitat:
This assessment has most often been sighted in the English and Literature departments with additional sightings in courses within philosophy, interdisciplinary studies, history, and the social sciences.
**Assessment Name:** Unit/Final Examination  
**Assessment Family:** Summative  
**Latin Name:** *finalis examinare*  

**Description:**
A typically long assessment that covers a majority of the learning objectives given for a semester-length course. These are often sighted at the mid-term of a semester and/or more frequently at the conclusion of a semester usually offered during finals week. These assessments are typically comprised of True-False, Multiple Choice, and short answer question items. These are typically formatted using a Scantron form, a paper-pencil test or via an online service.

**Purpose:**
- To ascertain how well the student has acquired the learning objectives for a particular course.
- To provide a definitive score to ascribe to a student’s learning achievement.

**Types:**
- True-False items
- Multiple-choice or forced choice items
- Short Answer or Open-ended questions

**Resources:**
- [http://www.finalexamsrus.com](http://www.finalexamsrus.com)

**Habitat:**
There have been frequent sightings of this assessment primarily around the end of every semester. It has been found nesting throughout all PTC campus locations.