

## Assessment Methods Summary

Assessment Method		Data Type	Intended Learning Outcomes	Use of the Assessment Method	Examples
<b>Multiple-Choice Exams</b>	Validated Concept Inventories	Direct	Students will retrieve knowledge of a specific set of concepts.	Concept inventories can help understand students' learning gains when used as pre and post-tests. Given at the beginning of a course/unit/lesson, it also evaluates students' prior academic preparation to determine an appropriate starting point for instruction.	<ul style="list-style-type: none"> <li>• <a href="#">Biology Concepts Inventory</a></li> <li>• <a href="#">Chemistry Concepts Inventory</a></li> <li>• <a href="#">Computer Science</a></li> <li>• <a href="#">Engineering</a></li> <li>• <a href="#">The Calculus Concept Inventory</a></li> <li>• <a href="#">Calculus Concept Readiness Instrument</a></li> <li>• <a href="#">Precalculus Concept Assessment</a></li> <li>• <a href="#">UCSD Math Diagnostic Test</a></li> <li>• <a href="#">Physics Concepts Inventory</a></li> </ul>
	University Placement Exams	Direct	Students will retrieve and apply prior knowledge to answer questions and solve problems.	In addition to placement, the test scores can also serve as baseline data, suggesting academic preparation and areas for interventions.	<ul style="list-style-type: none"> <li>• <a href="#">UC San Diego Math Placement Exam (MPE)</a></li> <li>• <a href="#">UC San Diego Analytical Writing Placement Exam (AWPE)</a></li> <li>• <a href="#">UC San Diego Chemistry Placement Exam</a></li> <li>• <a href="#">UC San Diego Language Placement Exam</a></li> </ul>
	Faculty Developed Tests	Direct	Students will apply knowledge gained from the class to answer questions and solve problems.	Instructors can use tests to determine how well students have mastered the course materials at different time points of the term to provide feedback or assign grades.	
<b>Performance-based Assessment used with Rubrics</b>	<a href="#">How to create a rubric</a>  <a href="#">Rubric Template</a>	Direct	Students will apply higher-order thinking skills gained from the class to create a product or complete a process.	Instructors usually use performance-based assessments towards the completion of a class/unit/lesson to determine how well students integrate and apply expected knowledge and skills. The performance tasks can also be scaffolded to demonstrate students' maturation of work over a period of time. Rubrics can be used as a learning guide, a grading tool, and a feedback mechanism.	<ul style="list-style-type: none"> <li>• <a href="#">VALUE Rubrics</a></li> <li>• term papers</li> <li>• oral presentations</li> <li>• lab reports</li> <li>• theses/dissertations</li> <li>• performances</li> <li>• exhibits</li> </ul>
<b>Surveys</b>		Indirect	Students will self-assess their learning experience and learning environment to report on their satisfaction,	Instructors can survey a large number of students to gather feedback for course improvement. Surveys can also measure	<a href="#">Qualtrics</a> available to current UC San Diego faculty, staff, and students

		engagement, perceived learning gains or attitude changes.	students' behavioral or dispositional status or changes.	
<b>Student Reflections</b>	Indirect	Students will evaluate their learning process and synthesize their knowledge and understanding learned in the class.	Instructors can use prompt questions to guide students' reflection on specific topics.	<a href="#">Writing prompts</a>
<b>Classroom Observations</b>	Indirect	Students will demonstrate their engagement with the instruction and learning materials.	Peer instructors or education specialists can conduct the classroom observations for the instructor. If followed with a student focus group, this method can provide very specific feedback on instructors' teaching effectiveness.	<a href="#">UC San Diego classroom observations</a>