ICoP: Scalable Assessment

Assessing Prior Knowledge and Understanding

Guided Reflection Questions
- Complete prior to class or workshop
- Can be done online: Survey Monkey, LibWizard
- Review before teaching and use to shape outcomes/activities

Minute Paper
- Complete at the end of the class or workshop
- Can be done via online form or index cards
  - What are the two most significant things you learned?
  - What questions do you still have?
- Use for next class; follow-up on key questions with instructor

Background Knowledge Check
- Quiz or poll at the start of class or workshop
- To find articles online...
  - I usually use Google
  - I use the main search on the library website
  - I use the ERIC database
- Use to shape class discussion or note areas for follow-up

Assessing Attitudes and Self Awareness

Goal Ranking and Matching
- Complete at the start of class
- Can be done individually or in groups
- Use to frame discussion of outcomes and set/adjust expectations.

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<tr>
<th>What do you want to</th>
<th>Rank</th>
<th>Is it also the instructor's goal?</th>
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Assessing Skill in Application

Transfer and Apply
- Complete at the end of class
- Change questions to match learning scenario
- Students/participants keep as a takeaway, but could use for discussion

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<th>Write down intriguing ideas, techniques, and tactics from this conversation</th>
<th>Write down possible applications for your own teaching</th>
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RSQC²
- Complete at the end of the class
- Have students/participants share with partner; discuss as group
  - Recall: what you remember from session
  - Summarize: how would you describe what you learned?
  - Questions: what questions do you still have?
  - Comments: share impressions/comments
  - Connect: what will you change or do as a result of this class?

Recommended Reading
Post-Teaching Reflection Questions

Think about choosing 2-3 to reflect on after you teach; try to repeat a couple of times during the semester

- What learning outcome did I focus on? What does my gut say about how well students achieved this? What does the CAT say about how well students achieved this?
- How does the student work or evidence from the session confirm or change my initial impressions of the session?
- What was the energy like? (engaged, alert, checked out, sluggish, etc.)
- When did I feel like I “had” them? What was I doing during this moment?
- When did I feel like I “lost” them? What was I doing during this moment?
- What factors led to a positive or negative teaching experience?
- What was my prep for the class? Was it reasonable and/or sufficient?
- What can I do to make the session more meaningful for myself and the students next time?
- Who or what resource could help me overcome any challenges that I identified with the session?
- Think about at least two interactions with students during the session. How did the students’ responses to you make you feel?
- What could you let go of in the classroom? What concrete steps can you take to accomplish this?
- What were my interactions like with the course instructor before and during the session? How did I feel about those interactions?
- When did I feel most confident, and why?
- When did I feel least confident, and why?
- How did I contribute to overall student success? How can this help students in their career/transferability to other contexts?
- What pre-work did I do to make sure I wasn’t walking into any problem areas (with the course, instructors, etc.)?