The Basic Classroom Assessment Cycle

✓ Select a goal/objective to work on, and the class you plan to work with.

✓ Pick a classroom assessment form to use, or develop a form of your own.

✓ Talk to a respected colleague about your goal, your choice of class, and your classroom assessment form. Get their honest and direct advice!

✓ Talk with your class about your project, make them feel involved.

✓ Administer the classroom assessment form to your class.

✓ Compile and analyze the results.

✓ Look at the results, and, if the results are not clear, ask that respected colleague for input.

✓ Share the results with students, along with your responses.

✓ Follow up by changing your instruction in response to your findings. Administer another classroom assessment form to see if the changes have addressed the problem(s) as intended.

✓ Make sure to change your notes on the class to reflect the changes you have made — you do want to continue your success next semester, don’t you?

✓ Continue the cycle with either the same goal, or another one.

✓ Share your results with others. Frequently, once we start talking about teaching, we discover that colleagues have many of the same challenges as we do. Your ideas may help another faculty member, and perhaps they will share new ideas with you as well. Let’s not all reinvent the wheel!
Guidelines for Using Classroom Assessment Successfully

- Pick one objective/goal to work on. The Teaching Goals Inventory (from Cross and Angelo's *Classroom Assessment Techniques*, Jossey-Bass, 1993) may help here. Or, perhaps there is a particular aspect of a course or particular class that is bothering you. This makes the perfect subject for classroom assessment.

- Focus on an area of your teaching where you want feedback.

- Work on something you are willing to change, based upon student feedback.

- Work on one thing at a time.

- Decide how much time you will allocate to this project. Set limits.

- Ask for help from colleagues and faculty developers. Be a collaborative learner!

- Tell students what you are doing and why.

- Students generally do not know how to give specific, constructive feedback. Teach them how to do this first. Expect the first effort from a class to be more vague than you can use. Be positive and show students examples of clear and unclear statements.

- Compile and analyze results right after you gather them. It is very easy to put this part off, but absolutely necessary if you are going to follow through.

- Provide feedback to students within a week — involve them as much as possible. Regularly discuss your project with a colleague.

- Change the way you collect data if you find you are not getting useful information. Be flexible.

- Make changes during the course, and ask students for feedback on the changes.

- Document the original findings and changes in a teaching journal.