

## **Classroom Assessment Techniques September 15th - Oct 10, 2008**

Twenty-one faculty members participated in the first CTL virtual workshop, Classroom Assessment Techniques, held September 15th - Oct 10, 2008. Jefferson College faculty members' insights about assessment were shared on the online discussion board.

“I think that it [formative assessment] can become such an integral part of the class environment that it just becomes natural.” **Constance Kuchar**

“The importance of formative assessment is that you are assessing the students more often and catching issues that they may be having...” **Judy Larson**

“Formative [assessment] seems a lot like quality control of the teaching process ...” **James Kuchar**

“The students must put forth an effort to give an honest answer, and the faculty has to trust that honesty and adapt the teaching methods effectively.” **Nicholas Nihira**

“I agree completely about the importance of both student and instructor taking responsibility in the teaching/learning process.” **Carol Ising**

“I like the fact that formative assessment complements summative assessment – that you can use formative assessment as a tool for guiding your teaching and for helping the students to better understand the material and be better prepared for the summative assessment. It's a win-win situation!” **Dawn Dickey**

“I see formative assessment as the continual communication between the students and the instructor....Summative assessment is the opportunity for the student to prove to the teacher, and himself/herself, that he or she did learn the material to the degree needed for the course.” **Samantha Fay**

“I believe the formative enables both the instructor and students to work collaboratively in an effort to ensure that the students successfully complete the summative evaluations.” **Bryna Pizzo**

“Using CATS can make assessment more meaningful and lasting because CATS allow you to learn ways in which to alter your teaching or your assessments in order to maximize learning.” **Jessica Sippy**

“I try to use a variety of different formative assessments in my classes to let me know when the students are "getting it" or not. I can then alter my teaching so [I] make sure they do "get it" before the final summative assessment over the material.” **Leslie Buck**

“CATs provide instructors with meaningful preliminary feedback regarding students’ understanding of various concepts prior to students’ exposure to these concepts on a summative evaluation instrument. The effective use of this preliminary feedback provides instructors with opportunities to clarify concepts before the summative assessment process occurs, instead of clarifying concepts retroactively.” **Mary Baricevic**