

Types of Assessments

- **Formative assessments** are assessments for learning (e.g., quizzes, rough drafts, proposals). Students and instructors can use the feedback from these assessments to inform their future learning and teaching. These assessments are often low-stakes.
- **Summative assessments** are assessments of learning (e.g., final exam, final project, final paper). These assessments serve as major milestones in a class and measure what students have learned up to that point.

Research consistently shows that frequent, low-stakes assessments are the most effective for knowledge retention because they ask students to frequently retrieve information (Roediger & Karpicke, 2006). These types of assessments as compared to fewer higher stakes tests when students often cram, are a more accurate measurement of student learning.

Assessment Planning Questions

- What are my learning objectives and how are my assessments measuring whether students are achieving them (i.e., are my assessments aligned with my learning objectives)?
- Do I have a good balance of summative and formative assessments?
- Do I have sufficient scaffolding in the course to ensure students can successfully complete the learning tasks I plan to assess?
- How and when are students receiving feedback on their assessment performance? Are they able to use this feedback to inform future learning?

Assessment Design Questions

- Will the assessment be individual or group?
- How will the students submit the assessment (e.g., in-class, online, etc.)?
- Have I provided students with sufficient instructions regarding what I expect them to do on this assessment?
- Have I given students sufficient time to complete the assessment, whether inside or outside of the classroom?
- How will I evaluate the assessment? How long will it take? Do I need to create a tool for evaluation, like a rubric?

Adapted From: <https://www.cmu.edu/teaching/designteach/syllabus/newcourse/assessments.html>

Learner Centered Syllabus Rubric: Assessments

Component	Strength of Evidence (check one)			Your Comments & Suggestions
	Strong	Moderate	Weak	
Objectives and assessments are aligned				
Major summative assessments are clearly outlined.				
Plans exist for frequent formative assessment with feedback.				
Assessments are adequately paced and scaffolded.				
Grading information is included.				

Adapted from: <https://cte.virginia.edu/sites/cte.virginia.edu/files/Syllabus-Rubric-Guide-2-13-17.pdf>