

Course-Embedded Assessment

Course-embedded assessment refers to techniques that can be utilized within the context of a classroom (one class period, several or over the duration of the course) to assess students' learning, as individuals and in groups. When used in conjunction with other assessment tools, course-embedded assessment can provide valuable information at specific points of a program. For example, faculty members teaching multiple sections of an introductory course might include a common pre-test to determine student knowledge, skills and dispositions in a particular field at program admission. There are literally hundreds of classroom assessment techniques, limited only by the instructor's imagination.

Additional Examples:

Primary Trait Analysis: instructor identifies ideal student achievement on an assignment, unit, course or curriculum, then measures student achievement against it using a single, holistic grade.

Directed Paraphrasing: students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.

Muddiest Point: students write one or two ideas that were least clear to them from the current or preceding class period.

Minute Paper: students identify the most significant (useful, meaningful, disturbing, etc.) things they learned during a particular session.

Characteristic Features: students summarize in matrix form those traits that help define a topic and differentiate it from others; useful for determining whether students separate items or ideas that are easily confused.

Transfer and Apply: students write down concepts learned from the class in one column; in another column provide an application of each concept.

RSQC2: in two minutes, students *recall* and list in rank order the most important ideas from a previous day's class; in two more minutes, they *summarize* those points in a single sentence, then write one major *question* they want answered, then identify a thread or theme to *connect* this material to the course's major goal.

References:

Angelo, T.A. & Cross, K.P. (1993). *Classroom Assessment Techniques*. (2nd ed.). San Francisco: Jossey-Bass Publishers.

Meyers, C. & Jones, T.B. (1993). *Promoting Active Learning: Strategies for the College Classroom*. San Francisco: Jossey-Bass Publishers.

North Carolina State University assessment website. *Internet Resources for Higher Education Outcomes Assessment*. (2003, February.) www2.acs.ncsu.edu/UPA/assmt/resource.htm

Southern Illinois University-Edwardsville assessment website. *Classroom Assessment Techniques*. (2003, February.) www.siue.edu/~deder/assess/catmain.html

For additional assistance see:

[Using Capstone Experiences in Student Learning Outcomes Assessment](#)
[Assessment in Graduate Programs](#)

[Applied Experiences](#)

[Writing Student Learning Outcomes for CMU Programs](#)