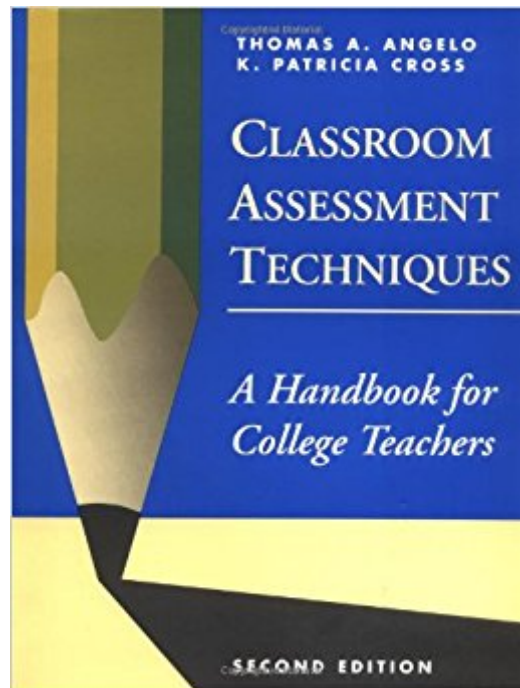




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Classroom Assessment Techniques: A Handbook For College Teachers



Synopsis

This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels how-to advise on classroom assessment, including: What classroom assessment entails and how it works. How to plan, implement, and analyze assessment projects. Twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects. Fifty classroom assessment techniques Step-by-step procedures for administering the techniques Practical advice on how to analyze your data Order your copy today.

Book Information

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Customer Reviews

The rating of 4 stars I'm giving this is a combination of 3 stars and 5 stars. Some of the techniques presented are worth the 5 stars; the lack of actual forms or examples as administered is the 3 stars. There are many examples of each technique, but all are given as narrative descriptions, not as copies of the assessment form or handout. One thing potential buyers should be aware of: THIS IS NOT A BOOK ABOUT GIVING TESTS. If you are looking for how to write tests, how to test your students, how to design exams, try James Popham or something similar. This is a book full of ways to survey your students to determine whether they are ready to learn, whether they are ready to absorb more information, whether they are understanding the material - but not tests. Let me give you examples of the techniques I found immediately useful: Technique #1: Background Knowledge Probe. This is to be given at the first class meeting, to see whether your students know what they're supposed to before they start your class. Here's how I administered it: I teach a course called

"Quantitative Applications Software." It's mainly about using Microsoft Excel and related spreadsheets, and it's primarily for business majors to fill their core computer requirement. I prepared a survey form which had about 20 questions in all, with three columns to check off: "Know how to do this" (have studied it, remember it, can calculate it), "Have heard of this" (the concept is familiar but I don't remember how to figure it) and "Not familiar with this."

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