Introduction to Assessment in PBL

Courtesy of Sue Groh

Institute for Transforming Undergraduate Education

University of Delaware
Defining Assessment

“An assessment is an activity, assigned by the professor, that yields comprehensive information for analyzing, discussing, and judging a learner’s performance of valued abilities and skills.”

- Huba and Freed, Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning, 2000

Assessment is more than assigning grades: it implies ongoing interaction and communication between instructor and student.
Assessment Decisions

Faculty Perspective:
“Learning drives everything.”
- Barbara Walvoord

Student Perspective:
“Grading drives everything.”
Key Questions

• What do I want my students to learn?
  ⇒ Learning objectives
    – Content knowledge
    – Process skills

• How will I know if they have learned it?
  ⇒ Assessment strategies
    – Summative
    – Formative

• How much do I value that learning?
  ⇒ Look at what counts towards the grade
Types of Assessment

• **Summative assessment**
  – Traditional grading for accountability
  – Usually formal, comprehensive
  – Judgmental

• **Formative assessment**
  – Feedback for improvement/development
  – Usually informal, narrow/specialized
  – Suggestive
Assessment and Learning Objectives

Bringing content and process together

- Content Knowledge
- Process Skills
- Assessment