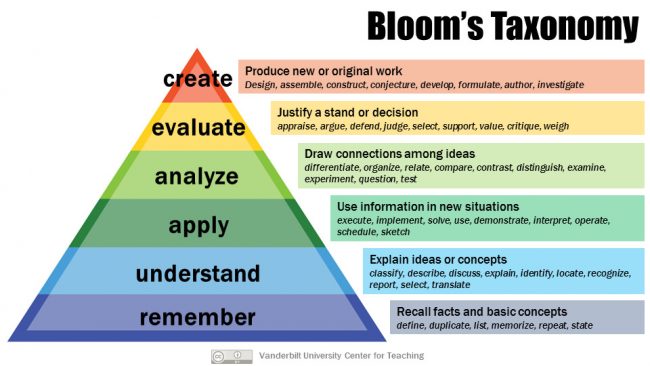
Assessment Formats



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| **Knowledge Levels and its common assessment formats** | |
| 1. **Remember** | * [Classroom Assessment Techniques](#_Classroom_Assessment_Techniques) * [Digital and paper testing](#_Digital_and_paper) * [Written report](#_Written_report_or:_1) |
| 1. **Understand** | * [Classroom Assessment Techniques](#_Classroom_Assessment_Techniques) * [Digital and paper testing](#_Digital_and_paper) * [Written report Discussion/forum](#_Written_report_or:_1) * [Observations](#_Observations) |
| 1. **Apply** | * [Class discussion](#_Class_discussions) * [Classroom Assessment Techniques](#_Classroom_Assessment_Techniques) * [Digital and paper testing](#_Digital_and_paper) * [Written report](#_Written_report_or:_1) * [Performance assessment/simulation](#_Performance_assessment_(simulation)) * [Delivered Product](#_Delivered_Product_1) * [Oral Testing](#_Oral_Testing) * [Presentation/Demo](#_Presentation_or_Demo) * [Observations](#_Observations) |
| 1. **Analyze** | * [Class discussion](#_Class_discussions) * [Portfolio assessment](#_Portfolio_Assessment) * [Written report](#_Written_report_or:_1) * [Open book Classroom Assessment](#_Classroom_Assessment_Techniques) * [Performance assessment/simulation](#_Performance_assessment_(simulation)) * [Delivered Product](#_Delivered_Product_1) * [Oral Testing](#_Oral_Testing) * [Peer Review](#_Peer_Assessment) * [Presentation/Demo](#_Presentation_or_Demo) * [Observations](#_Observations) * [Self-assessment and evaluation](#_Written_report_or:_1) |
| 1. **Evaluate** | * [Portfolio assessment](#_Portfolio_Assessment) * [Written report](#_Written_report_or:_1) * [Open book Classroom Assessment](#_Classroom_Assessment_Techniques) * [Delivered Product](#_Delivered_Product_1) * [Oral Testing](#_Oral_Testing) * [Peer Review](#_Peer_Review) * [Presentation/Demo](#_Presentation_or_Demo) * [Self-assessment and evaluation](#_Written_report_or:_1) |
| 1. **Create** | * [Written Report](#_Written_report_or:_1) * [Delivered Product](#_Delivered_Product_1) * [Peer Review](#_Peer_Review) * [Observations](#_Observations) |

## Example of Assessment Formats at TU/e

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| Class discussions | | | |
| In short | The teacher asks a question and requests a volunteer to answer it during a class session. Then the teacher can provide feedback on students' contributions to the discussion. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | Active engagement, critical thinking, student confidence, collaboration and/or discussion |
| How to do this | 1. **Prepare the questions** you would like to ask students in advance if you do this the first time. Later you can improvise. **Prepare open-ended questions to** stimulate critical thinking and analysis. **Prepare closed-ended questions to** test students understanding of a concept or theory. Closed-ended questions can students answer with one-word answers. For instance: Did you like cake? (yes, no, sometimes, always). For open-ended questions students need to formulate sentences to answer it. What did you experience during the party? (I had an amazing time, we went….) 2. During a class session, you **pose the question** after introducing a topic. Articulate the question clearly and concisely, ensuring that students understand its content and purpose. 3. Then **encourages students** to volunteer to answer the question. At first, they may be a bit hesitant. Then, assign someone. 4. **Listen active** to the student's response, showing interest, give your undivided attention. This demonstrates respect for the student and their effort to participate. 5. After a student provides an answer, you can **ask follow-up questions** by asking them to clarify their ideas, giving examples to support their arguments, or connecting their ideas to the discussion's main topic. This encourages critical thinking and helps students explore different perspectives. 6. Regardless of whether the student's answer is correct or not, **provide constructive feedback**. This feedback should go beyond a simple verification of correctness and provide specific details on how to improve the response, linking it to the intended learning outcomes.. | | |
| Benefits within a CBL course | The teacher-led question-and-answer activity during class promotes active learning, critical thinking, and student participation, creating an engaging and dynamic classroom environment.   * **Active Engagement:** The activity encourages active student engagement, as students are directly involved in the learning process rather than being passive listeners. * **Critical Thinking:** By answering questions, students are prompted to think critically and analyze the topic at hand, leading to a deeper understanding of the subject matter. * **Student Confidence:** Volunteering to answer questions can help students build confidence in expressing their thoughts and ideas in a public setting. * **Collaboration and/or Discussion**: When students answer questions, it often sparks discussions and interactions among classmates, allowing for peer-to-peer learning and the exchange of diverse perspectives. * **Immediate Feedback:** The immediate feedback provided by the teacher allows students to assess their understanding and identify areas for improvement, fostering continuous learning. | | |

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| Classroom Assessment Techniques | | | |
| In short | At the beginning of a class or unit, you present a set of questions or prompts related to the topic to be covered. The teacher can use a simple slide or an interaction tool (e.g., Mentimeter). | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | Assessment of prior knowledge, engagement, activate prior knowledge, reflective thinking, differentiation of instruction |
| How to do this | 1. Decide in advance how you will ask the questions. You can use slides (ppt) or an interaction tool (mentimeter). 2. **Create your questions.** Stimulate students' thinking and elicit responses that reveal their background knowledge on the topic. Align the questions with your Learning Goals: address key concepts, terminology, or skills that students are expected to have prior knowledge of. 3. **Pose your questions** before you explain the topics (“Let’s find out what you already know about….”). 4. Let students **individually respond** to the questions, either in writing, interaction tool or via class discussions. If students write their answers on paper, they can either self-evaluate their answers or a peer can do so. 5. **Listen active** to students' responses, taking note of their level of understanding, misconceptions, and areas of strength. Observing students' engagement and body language can provide additional insights. 6. Based on the feedback received from the background knowledge probe, **adjust your instruction** to meet the diverse needs of students. Identify common misconceptions to address, provide additional explanations for unclear concepts, or challenge students with more advanced questions if their prior knowledge indicates a deeper understanding. | | |
| Benefits within a CBL course | The "Background Knowledge Probe" activity serves as a valuable formative assessment tool that helps teachers gauge students' prior knowledge, address misconceptions, and personalize instruction. It promotes active learning, metacognition, and a deeper understanding of the subject matter.   * **Assessment of Prior Knowledge**: The activity helps teachers gain insights into students' existing knowledge and misconceptions, allowing them to plan instruction that builds upon this foundation. * **Student Engagement**: By activating students' prior knowledge, the activity engages them from the start, making connections between what they already know, and the new content being introduced. * **Differentiation of Instruction**: The feedback gathered from the probe enables teachers to differentiate their instruction to meet students' individual needs and adjust the pace and depth of the lesson accordingly. * **Identification of Misconceptions**: By uncovering students' misconceptions, the activity provides an opportunity for teachers to address and correct them, ensuring a more accurate understanding of the subject matter. * **Student Ownership of Learning**: The activity empowers students by recognizing and valuing their existing knowledge. It encourages them to take ownership of their learning process and fosters a sense of confidence and engagement. | | |

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| Digital and paper testing | | | |
| In short | To assess students' knowledge, questions are presented either on paper or via an online platform, which students must answer. The better the student's responses, the higher their grade. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | With a test you can measure if the student can reproduce and does understand information of a course. Also suitable for large groups of students. |
| How to do this | 1. Determine which source materials students may use in the exam. (book, laptop with internet). With open book tests, you might also be able to test knowledge levels as Analyse and Evaluate. 2. Decide what type of questions you will formulate  * **Closed ended questions** like multiple choice or multiple response. * **Open ended questions** (e.g. a short essay) are more suitable to test whether a student can apply certain knowledge of a course. The main difference between closed- and open ended questions is whether there is one (or more) fixed answers. If there are no fixed answers (in other words, when the marking needs to be done manually), it is an open ended question. * **Case Test** students answer questions based on information that has been provided to them in a case or multiple cases. The questions can be both closed- and open ended. The case can be open ended, so students need to use their skills to find a solution for the case. There are multiple ways to solve the case. The case is always based on a real life situation or problem. Create a rubric in advance to evaluate the cases.  1. Find out if you want to do a digital or paper-based test. TU/e provides more tools to create a test. Check out the canvas pages an read the instruction.  * [Digital and paper testing using ANS](https://canvas.tue.nl/courses/17391/pages/ans-guide) * [Digital testing in SOWISO](https://canvas.tue.nl/courses/17391/pages/assessment-digital-testing-in-sowiso) * [Quizzes in Canvas](https://canvas.tue.nl/courses/17391/pages/assessment-digital-testing-in-canvas) * [Digital testing in OnCourse](https://canvas.tue.nl/courses/17391/pages/assessment-digital-testing-in-oncourse) * Feedback Fruits * Cirrus * Step | | |
| Benefits within a CBL course | The digital or paper test is a reliable way to **measure individual knowledge** in a group setting. | | |

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| Oral Testing | | | |
| In short | A conversation between a teacher and a small group or individual students. Mostly the students receive an assignment which they must prepare and discuss. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | A reliable way to determine to what extent a group or an individual student has mastered the subject matter. |
| How to do this | 1. In this document about [Oral testing](https://canvas.tue.nl/courses/17391/pages/assessment-oral-testing) you can read about the different forms of oral testing, how to prepare the exam. 2. You also need pre-defined rubrics to have a reliable measure of the test. To find out how to create that rubric for your test you can use the [Rubric for a Rubrics](https://tuenl.sharepoint.com/:b:/r/sites/ESA_PieceofCakePoC_Team-ProjectgroupTeachingToolkit/Shared%20Documents/Project%20group%20Teaching%20Toolkit/Tools/Rubric-for-Rubrics.pdf?csf=1&web=1&e=LJEO1j) document. The authors explain how to make a good rubric using their own rubric on how to make rubrics. | | |
| Benefits within a CBL course | A reliable way to measure **individual progress and results** in a group setting. | | |
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| Peer Review | | | |
| In short | Students receive feedback on their assignments or activities from peers. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | Measuring individual progress in a group setting. Getting extra input for a summative assessment. |
| How to do this | 1. Create an assignment for students about the Peer Review. Make clear what is expected from the student:    * + - Clearly explain the purpose of peer review in the context of the CBL course. Emphasize that peer review is intended to provide constructive feedback and support the learning process. Encourage students to take their roles as reviewers seriously and to provide feedback that is thoughtful and constructive.        - Provide students with clear evaluation criteria or guiding questions for assessing their peers' work. These criteria should be aligned with the ILO’s of the course.        - Offer guidance on how to provide constructive and meaningful feedback to peers. Encourage students to focus on both strengths and areas for improvement, and to offer specific suggestions for enhancement.        - Clarify whether the peer review process will be anonymous or if reviewers' identities will be known to the authors. 2. For peer review you can use Discussions and Assignments on Canvas. Here’s an general explanation about the functionalities: [Discussions](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-peer-review-discussions-in-a-course/ta-p/692) and [Assignments](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-peer-review-assignments-in-a-course/ta-p/697). | | |
| Benefits within a CBL course |  | | |

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| Written report or: paper, essay, self-assessment | | | |
| In short | Either as a small group or individually, students write a report detailing their findings and insights gained from their research, process or product. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | Measuring the development of a group or of an individual student in a group setting. |
| Type of reports | **Research Report**  A complex assignment where knowledge from theory and practice is combined in a (practice) oriented research. Most likely, the research question originates from the industry. The complexity of a research report can increase as the level of experience of a student increases. Bearing this in mind, the goal of the assignment can be: collecting knowledge (low complexity), apply skills in practice or generate new knowledge (high complexity).  **Reflection Report**  In general, five steps are being taken in a reflection report:   1. Looking back on experiences in a learning environment 2. Investigate and interpretate these experiences 3. (Re)structure the knowledge and experiences 4. Learn from these restructured knowledge 5. Report all findings It’s important to clearly indicate why this assignment is important for students and on what aspect(s) they have to reflect on. Provide insight in the way reflection is shaped within the educational setup.   **Essay**  A written report or a discussion of a student regarding a specific topic. Depending on the level of the student, he or she provides an answer on a (research) question, based on sources. The students describes, analyses, summarizes and evaluates these sources. A conclusion based on this analysis can be given by the student as well as follow-up questions. Align with other teachers whether they also give the essay assignment in the same timeframe as it is an assignment that takes a lot of time. Make clear what the requirements of the essay are (amount of words, pages, font size, margins of the page, etc.). Also, give a clear due date for students.  **Thesis**  A thesis is the last product a student makes to finalize the education. By making this product, the student proves that he or she is ready for either a follow up study or to start working in industry or research. The thesis is a research question which the student tries to answer. The student needs to combine both practice and theory to solve this complex problem. The student needs a coach or a professional which can help the student with the planning of the thesis and the questions he or she has regarding the content. | | |
| How to do this | Create an assignment for students on the report. Make clear what is expected from the student:   * Clearly communicate the ILO’s, the assessment criteria and expectations for the report. * Explain how the report will be evaluated and provide details on the feedback process. * If applicable: Establish clear timelines and deadlines for different stages of the report. * Communicate any milestones or checkpoints along the way to ensure students stay on track. * Provide guidance on how to write a good report. For instance: how to write clear and coherent, how to outline the structure of the paper, the importance of providing evidence to support arguments and claims, and how to effectively integrate evidence into the paper, how to citing sources.   Create a rubric in advance for a reliable measurement of the report. To find out how to create that rubric you can use the [Rubric for a Rubrics](https://tuenl.sharepoint.com/:b:/r/sites/ESA_PieceofCakePoC_Team-ProjectgroupTeachingToolkit/Shared%20Documents/Project%20group%20Teaching%20Toolkit/Tools/Rubric-for-Rubrics.pdf?csf=1&web=1&e=LJEO1j) document. The authors explain how to make a good rubric using their own rubric on how to make rubrics. | | |

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| Presentation or Demo | | | |
| In short | Student groups present their progress (during the course) or results at the end of a CBL course. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | Measuring the progress, product or process of a student group. |
| How to do this | 1. Create an assignment for students on the presentation. Make clear what is expected from the student:  * Clearly communicate the ILO’s, the assessment criteria and expectations for the presentation. Explain what will be measured individually and what groupwise. * Explain how the presentations will be evaluated and provide details on the feedback process. * Communicate any milestones or checkpoints along the way to ensure students stay on track. * If applicable: Specify the format of the presentation (e.g., PowerPoint, Prezi, oral presentation), any technical requirements or constraints, time limits for te presentation. * If applicable: Provide guidance on selecting appropriate topics for the presentation. Specify any requirements or limitations regarding the scope of the topic. * Encourage students to choose topics that align with the course content or their interests, while also ensuring relevance and suitability for the audience.  1. Create a rubric for a reliable measurement of the presentation. To find out how to create that rubric you can use the [Rubric for a Rubrics](https://tuenl.sharepoint.com/:b:/r/sites/ESA_PieceofCakePoC_Team-ProjectgroupTeachingToolkit/Shared%20Documents/Project%20group%20Teaching%20Toolkit/Tools/Rubric-for-Rubrics.pdf?csf=1&web=1&e=LJEO1j) document. The authors explain how to make a good rubric using their own rubric on how to make rubrics. | | |
| Benefits within a CBL course |  | | |

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| Delivered Product | | | |
| In short | Students group deliver a product. A product refers to any tangible output, either physical or digital, that students create as a response to the challenge they are given or choose to do (if a selection of challenges are offered. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | To measure to what extent students can apply knowledge and skills to create a concrete result |
| How to do this | 1. Create an assignment for students on the product. Make clear what is expected from the student:    * + - Clearly communicate the ILO’s, the assessment criteria and expectations for the presentation. Explain what will be measured individually and what groupwise.        - If applicable: Establish clear timelines and deadlines for different stages of the product-making assignment        - If applicable: Provide detailed specifications and requirements for the product. This may include dimensions, materials, functionality, and any other specific features or constraints.        - If applicable: Offer guidance on the design aspects of the product, including aesthetics, ergonomics, and user experience.        - Specify the materials and resources available for the students to use in creating their product.        - Provide guidance on how to conduct effective testing and gather feedback for iterative improvement.        - Instruct students on how to document the process of creating their product, including sketches, design iterations, and testing results.        - Communicate any milestones or checkpoints along the way to ensure students stay on track and manage their time effectively.        - Explain how the products will be evaluated and provide details on the feedback process. 2. Create a rubric for a reliable measurement of the product. To find out how to create that rubric, you can use the [Rubric for a Rubrics](https://tuenl.sharepoint.com/:b:/r/sites/ESA_PieceofCakePoC_Team-ProjectgroupTeachingToolkit/Shared%20Documents/Project%20group%20Teaching%20Toolkit/Tools/Rubric-for-Rubrics.pdf?csf=1&web=1&e=LJEO1j) document. The authors explain how to make a good rubric using their own rubric on how to make rubrics. | | |
| Benefits within a CBL course |  | | |

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| Portfolio Assessment | | | |
| In short | A collection of materials that represent the work, achievements, and performance of a student. For example samples of a student's work, reflections on their learning process, projects they have complete. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | Measuring the development of an  individual student in a group setting. |
| How to do this | In a portfolio assessment, In general, these steps are taken:   1. Create an assignment for students about the portfolio. Make clear what is expected from the student:  * Define the objectives of the portfolio and the criteria against which the content will be assessed. * Provide guidelines on the structure and format of the portfolio. For example, determine whether it should be a digital or physical portfolio, and whether it should be modular or linear. * Provide guidelines on how often the portfolio should be updated and maintained throughout the semester or course. And explain how the feedback and evaluation process for the portfolio will take place. * Offer templates or examples that students can use as a guide when organizing their portfolio. * Specify the types of artifacts, documents, reflections, and other materials that should be included in the portfolio. * Encourage students to include a diverse selection of work that reflects their skills, achievements, growth, and personal development. * Emphasize the importance of reflection and self-assessment in the portfolio. * Encourage students to add reflective descriptions to each artifact, discussing their learning process, achievements, challenges, and growth opportunities. * Encourage regular self-reflection and review to document students' progress and growth over time. * Inform students about who is responsible for assessing the portfolio and what criteria will be used. * Provide support and resources that students can refer to when creating their portfolio.  1. Decide who evaluates the portfolio. It is common to include fellow students for this purpose (peer assessment). 2. Create a rubric for a reliable measurement of the portfolio. Hint: not only assess the product, but also the process to justify the choices made. To find out how to create that rubric, you can use the [Rubric for a Rubrics](https://tuenl.sharepoint.com/:b:/r/sites/ESA_PieceofCakePoC_Team-ProjectgroupTeachingToolkit/Shared%20Documents/Project%20group%20Teaching%20Toolkit/Tools/Rubric-for-Rubrics.pdf?csf=1&web=1&e=LJEO1j) document. The authors explain how to make a good rubric using their own rubric on how to make rubrics. 3. The students create the portfolio (this can take a few months, depending on the amount of assignments he or she needs to hand in) 4. The portfolio is evaluated and discussed | | |
| Benefits within a CBL course | Use this form assessment in a limited, but effective extent after the student already has experiences in practice. | | |

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| Performance assessment (simulation) | | | |
| In short | A simulation is an assessment method where the behavior of the student is observed and assessed while he or she is executing critical professional tasks. A simulation takes place in a simulated imitation of an authentic situation. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | To assess competencies that are visible in behavior only and not in products such as a portfolio. |
| How to do this | 1. Decide what competency you need to measure with the simulation. 2. Design and create the set-up of the simulation  * Create a clear assignment (what students need to do in the simulation * Determine wat are other actors or materials are needed * Decide how much time every student gets for the simulation * Decide how many students can participate at once * Determine who the observers are. * Create a rubric for a reliable measurement of the observations. To find out how to create that rubric, you can use the [Rubric for a Rubrics](https://tuenl.sharepoint.com/:b:/r/sites/ESA_PieceofCakePoC_Team-ProjectgroupTeachingToolkit/Shared%20Documents/Project%20group%20Teaching%20Toolkit/Tools/Rubric-for-Rubrics.pdf?csf=1&web=1&e=LJEO1j) document. The authors explain how to make a good rubric using their own rubric on how to make rubrics. * Decide how and when you are going to discuss the findings with the students.  1. Test the simulation set-up, including the assessment part. 2. The simulation takes place 3. Findings are discussed with the students and the mark is given. | | |
| Benefits within a CBL course | A reliable way to measure **individual performance when,** even if they worked in a group setting during the course. | | |

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| Observations | | | |
| In short | During the course, students behaviour can be observed by lecturers, tutors or stakeholders. Gathering observations of more than one person is a reliable way of measuring progress and results. | **Wherefore?**   * Individual * Group * Process * Product * Formative * Summative | **Knowledge Level**   * Remember * Understand * Apply * Analyze * Evaluate * Create |
| Goal | To measure behaviour of students in real-life situations. |
| How to do this | 1. Decide what ILO’s you want to observe. 2. Decide who is going to observe and in which situations. It’s recommended to triangulate the observations or ask an external person. The more observers and the more moments, the more reliable the measurement is. 3. Create instructions and a rubric for the observers. To find out how to create a rubric, you can use the [Rubric for a Rubrics](https://tuenl.sharepoint.com/:b:/r/sites/ESA_PieceofCakePoC_Team-ProjectgroupTeachingToolkit/Shared%20Documents/Project%20group%20Teaching%20Toolkit/Tools/Rubric-for-Rubrics.pdf?csf=1&web=1&e=LJEO1j) document. The authors explain how to make a good rubric using their own rubric on how to make rubrics. 4. Decide what you are going to do with the outcome of the observations. If you want to grade the observations decide in advance how to combine the observations into one joint assessment. You can also use the observations to provide feedback adjust the process or behaviour. Then also decide how to provide feedback in advance. 5. Test the instructions and rubric first, before using it during your course. 6. Observations are made and gathered by the teacher. 7. Observations are evaluated and discussed. | | |
| Benefits within a CBL course | Multiple observations provide a reliable summative and formative measurement of behavior and higher levels of knowledge. Because students work largely independently during a CBL course, observation is an excellent and easy-to-implement assessment format. You create and test the instructions and rubrics once, and can reuse them more often, possibly also for other courses. | | |