

<b>Assessment Do's</b>	<b>Assessment Don'ts</b>
<b>Learning/Classroom</b>	
Define expectations and criteria explicitly, hand out SLO's and rubrics	<b>Don't</b> norm or rank students based on their hard work or participation, assessment is based on competence and ability to meet criteria
Describe which assessments are part of the grading process and which are anonymous and for feedback only	<b>Don't</b> be embarrassed when needs for improvement become evident - no one is perfect
Focus on the appropriate level of Bloom's taxonomy and the three domains (Analysis; Synthesis; Evaluation)	<b>Don't</b> focus on effortless recall, simplistic thinking skills, or factoids
Reflect on the cognitive, psychomotor, and affective outcomes	<b>Don't</b> neglect important outcomes because they appear difficult to assess
Make assignments and grading criteria public	<b>Don't</b> ignore the public demand for accountability - you have reasons for doing things the way you do, just articulate these
Create multiple methods to assess students' ability	<b>Don't</b> depend on a very few assessments that are all identical in nature, allowing only certain students to display what they can do
Provide adequate opportunity for formative assessment	<b>Don't</b> create high stake assessments without opportunities to improve
Provide detailed and diagnostic feedback	<b>Don't</b> allow assigning grades or scoring to take precedence over providing meaningful feedback
Openly discuss and critically review one another's assessments with the goal of enhancing classroom instruments	<b>Don't</b> develop graded elements last or in a hurry, independent of desired outcomes or lacking in scoring criteria
Use assessment as a teaching tool to prompt learning	<b>Don't</b> assume that assessment is an add-on, rather use it to improve learning as a strong motivational force
Pay attention to confidentiality	<b>Don't</b> share or report data that may reveal individual student's performance
Consider workload and use realistic and effective assessment plans	<b>Don't</b> try to do everything at once without closing the loop and improving anything
Use student feedback to adjust SLO's, assignments, rubrics, and pedagogy	<b>Don't</b> be afraid to change and use collegial dialogue to validate changes
Allow for student self assessment . For example, ask them: How well do you think you performed and why? What learning do you believe has occurred and what evidence supports your assessment?	Assessment is more than just fill in the blanks which test memory and not skills (lower order thinking skills, not higher order thinking skills)
Write strong rubrics	Assessment is not for the purpose of "Got You!"
Incorporate critical thinking skills	<b>Don't</b> teach to the test! Assessment needs to match what skills were taught in the course not the other way around
Demonstrate understanding and how to apply it (i.e. writing a guidebook or instruction manual) - Authentic Assessment	Assessment should not be used in a way that sets up students for failure, rather it should be used to measure learning and growth
<b>Surveys/Data Collection</b>	
Consider use of a survey as part of a comprehensive assessment plan	<b>Don't</b> assume a survey will give you all the answers
Design each question with thought regarding the results	<b>Don't</b> ask a question if you won't use the results
Create or use a rating scale that is reflective of the content	<b>Don't</b> use a scale when YES/NO are really the answers
Ask simple and concise questions	Have an editor review (colleague) to make sure questions are not confusing, asking more than 1 thing, or leading
Do consider timing and survey fatigue	<b>Don't</b> send out multiple surveys each semester, coordinate with other offices to see if data can be shared
<b>General</b>	
Keep your assessment plan and methods dynamic and current	<b>Don't</b> use the same methods, surveys, and rubrics every year-- review and update
Use multiple ways to assess learning, service, and program outcomes	<b>Don't</b> rely on one survey or test
<b>Remember: Assessments are not an end to themselves, but rather a tool</b>	
<b>Resources</b> <b>Valid Assessment of Learning in Undergraduate Education</b> <a href="http://www.aacu.org/value/rubrics/index_p.cfm?CFID=641398&amp;CFTOKEN=14127454">http://www.aacu.org/value/rubrics/index_p.cfm?CFID=641398&amp;CFTOKEN=14127454</a> <b>UB Common Data Set</b> <a href="http://apb.buffalo.edu/data-reports/common-data-sets.html">http://apb.buffalo.edu/data-reports/common-data-sets.html</a> <b>UB Listens and Institutional Analysis Links</b> <a href="http://apb.buffalo.edu/data-reports/ublistens.html/">http://apb.buffalo.edu/data-reports/ublistens.html/</a>	<b>Sources</b> American Association for Higher Education (AAHE); North Central Association of Colleges and Schools (NCA); American Association of Colleges and Universities (AAC&U) <b>National Institute for Learning Outcomes Assessment (NILOA)</b> <a href="http://learningoutcomesassessment.org/">http://learningoutcomesassessment.org/</a> <b>UB Teaching and Learning Center</b> <a href="http://etc.buffalo.edu/about/mission.html">http://etc.buffalo.edu/about/mission.html</a>