FORMATIVE ASSESSMENT

“Critical Incident Questionnaire” by Stephen Brookfield from *Becoming A Critically Reflective Teacher*. This article includes Brookfield’s CIQ. Audience: Faculty in all disciplines

“Formative Assessment in the Classroom” from Park University. One-page definition with table summarizing the advantages and disadvantages of formative assessment; the article includes guidelines for formative assessment and links to additional resources. Audience: Faculty in all disciplines

“The Concept of Formative Assessment” by Carol Boston of the Center for the Study of Assessment Validity and Evaluation at the University of Maryland. Scholarly definition of formative assessment, its benefits and examples of formative assessment. Audience: Faculty in all disciplines

“Five Key Strategies for Effective Formative Assessment” from the National Council of Teachers of Mathematics. A clear, succinct presentation of the reasons why formative assessment is effective and the research that supports its effectiveness. Drawn from mathematics and primarily aimed at K-12, but equally valid for college students. Audience: Faculty in all disciplines, especially mathematics

“Selecting When and How Often to Assess” from the University of Massachusetts, Amherst Select “Chapter 3” from *Course-Based Review and Assessment: Methods for Understanding Student Learning*, a comprehensive manual on assessment for faculty. Audience: Faculty in all disciplines

“Why and How to Conduct Assessments” from the Eberly Center for Teaching Excellence at Carnegie Mellon University. Includes topics such as “Aligning Assessments with Objectives” (aka learning outcomes) and “Assessing Your Teaching.” Also includes examples of CATs. Audience: Faculty in all disciplines