Course-Embedded Assessment

Course-embedded assessment refers to techniques that can be utilized within the context of a classroom (one class period, several or over the duration of the course) to assess students’ learning, as individuals and in groups. When used in conjunction with other assessment tools, course-embedded assessment can provide valuable information at specific points of a program. For example, faculty members teaching multiple sections of an introductory course might include a common pre-test to determine student knowledge, skills and dispositions in a particular field at program admission. There are literally hundreds of classroom assessment techniques, limited only by the instructor’s imagination.

Additional Examples:

- **Primary Trait Analysis**: instructor identifies ideal student achievement on an assignment, unit, course or curriculum, then measures student achievement against it using a single, holistic grade.
- **Directed Paraphrasing**: students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.
- **Muddiest Point**: students write one or two ideas that were least clear to them from the current or preceding class period.
- **Minute Paper**: students identify the most significant (useful, meaningful, disturbing, etc.) things they learned during a particular session.
- **Characteristic Features**: students summarize in matrix form those traits that help define a topic and differentiate it from others; useful for determining whether students separate items or ideas that are easily confused.
- **Transfer and Apply**: students write down concepts learned from the class in one column; in another column provide an application of each concept.
- **RSQC2**: in two minutes, students recall and list in rank order the most important ideas from a previous day's class; in two more minutes, they summarize those points in a single sentence, then write one major question they want answered, then identify a thread or theme to connect this material to the course’s major goal.

References:


North Carolina State University assessment website. *Internet Resources for Higher Education Outcomes Assessment*. (2003, February) [www2.acs.ncsu.edu/UPA/assmt/resource.htm](http://www2.acs.ncsu.edu/UPA/assmt/resource.htm)


For additional assistance see:
[Using Capstone Experiences in Student Learning Outcomes Assessment](http://www.siue.edu/~deder/assess/catmain.html)
[Assessment in Graduate Programs](http://www.siue.edu/~deder/assess/catmain.html)
[Applied Experiences](http://www.siue.edu/~deder/assess/catmain.html)
[Writing Student Learning Outcomes for CMU Programs](http://www.siue.edu/~deder/assess/catmain.html)