Direct Measures of Assessment
adopted from Ferris State University

A total of fourteen (14) different types of measures have been defined and are described below. These methods represent a spectrum of different activities commonly used in Higher Education to evaluate student work. The measures are not intrinsically better or worse than each other. Rather, like a set of tools in a tool box, you must determine which one is most appropriate to the task at hand. These measures fall into three broad categories: exams, products, and performances. A brief overview of each and links to their full descriptions follows below.

EXAMINATIONS
Assignments that evaluate students’ ability to recall and apply the facts, theories, and concepts covered in the course. There are four different types of exams, instructors should select the type that best describes the overall character of the assignment used in their courses.

01) Selected response exams — Questions, or a specific subset of questions, from a selected response quiz or exam are selected to measure student competence in the course materials. Question formats may include true/false, multiple-choice, matching, or multiple, multiple-choice.

02) Constructed response exams — Questions, or a specific subset of questions, from a constructed response quiz or exam are selected to measure student competence in the course materials. Question formats may include fill in the blank, diagramming, or short answer essay.

03) Pre- and post-tests — An assessment instrument based upon the primary course materials is given to all students near the beginning and end of instruction.

04) Standardized tests — Student performances on standardized exams (e.g. ETS Field Exams or ACS exams) are evaluated against the national norms.

PRODUCTS
Assignments that result in tangible objects that students produce. There are seven different types of products defined, instructors should select the type that best describes the overall character of the assignment used in their courses.

05) Short written reports — Students write a paper that responds to a specific prompt related to a course topic. A short paper is around one to two pages in length and typically consists of fewer than 750 words. Citations are often not required for these works.

06) Medium written reports — Students write a paper that responds to a specific prompt related to a course topic. A medium paper is around three to nine pages in length and typically consists of
between 750 and 2,000 words. These include the typical five-paragraph essays. Citations are often required for these works.

07) **Long written reports** – Students write a paper that responds to a specific prompt related to a course topic. A long paper is ten or more pages in length and typically consists of over 2,000 words. These essays include student research papers. Citations are nearly always required for these works.

08) **Student projects** – Students conduct activities that result in the creation of a tangible product. These student artifacts may take on a variety of forms (e.g. games, 3-D printing, business plans, technical drawings, etc.).

09) **Laboratory reports** – Students create written or oral reports pertaining to observations and analyses made during a field or laboratory experience.

10) **Student portfolios** – Students assemble a printed or electronic portfolio of works over time.

11) **Capstone projects** – As part of a programmatic capstone experience, students produce a culminating work. These student artifacts may take on a variety of forms to fit the context of the program involved.

**PERFORMANCES**

Unlike products, these assignments produce an intangible result. The process that the student carries out is evaluated instead of any sort of physical end product. Three different types of performances are described below; instructors should select the type that best describes the overall character of the assignment used in their courses.

12) **Oral presentations** – Students make an oral presentation on a selected topic. These talks may be based upon an assigned topic or one of the students’ choosing.

13) **Student performances** – Student prepare and execute a creative work. Examples of performances include demonstration of laboratory skills, oral recitations, dances, and acting.

14) **Oral interviews** – Students are either interviewed or carry out an oral interview. These activities may be based upon specific coursework or the pursuit of independent research.

http://www.ferris.edu/HTMLS/academics/general-education/evidence/measures.htm