The QuickStart is the user-friendly supplement to the NCC manual: Concepts and Procedures for Academic Assessment, which is the detailed document that houses information on the evolving and visionary assessment practices at the institutional, departmental and most particularly, classroom levels. Since the QuickStart is specifically designed to serve as a pragmatic, concise reference, you are encouraged to use it in the documentation and reporting of information pertinent to the design, implementation, and evaluation of your classroom performance assessment process.

It is imperative that we all remember the basic premises of classroom performance assessment. The primary objective of this process is to elevate the quality of teaching/learning experiences and outcomes. The focus is on student learning. Our participation in this process reinforces the NCC vision to achieve academic excellence through scholastic classroom pedagogy and direct application of the results of our research to instructional approaches.

The Organization of QuickStart

The organization of this QuickStart integrates the five columns of the Goal Based Assessment (GBA) Matrix - Teaching/Learning Goals, Outcome Behaviors, Measurements, Evaluation and Modifications - which are the five component steps taken by faculty to carry out the process of classroom assessment. The basic features of the QuickStart contents are as follows:

- The basic format of the GBA Matrix is explained with special attention to the purpose, the definition and the information called for in each of the five entry columns.
- Standard language constructs are identified and suggested for each column entry (for any discipline) to provide greater clarity in the communication of GBA designs and results.
- Examples of entries for each column of the Matrix are also included to illustrate the application of the standard language prescriptions in the implementation of the classroom assessment process.
- The handy GBA-At-A-Glance included at the end of the QuickStart gives a concise overview of a matrix.

STEP ONE: Teaching/Learning Goals

Purpose: To answer the following question: "What main concepts, skills, and/or principles do our students need to learn from this lesson, unit or course?"

The teaching/learning goal may focus on general education learning and/or discipline specific learning that we expect our students to acquire.

Some examples of teaching/learning goals for different disciplines are:

- To improve students' listening skills (Communications).
- To develop students' understanding of the meaning and measurement of inflation (Economics and Finance).
- To teach students the statistical methods used to represent and describe data sets (Mathematics and Statistics).

STEP TWO: Outcome Behaviors

Purpose: To answer the following question: "What are students expected to do (behaviors or actions) in order to demonstrate that the teaching/learning goal was achieved (that the expected learning occurred)?"

Some examples of outcome behaviors for different disciplines are:

- Students will be able to evaluate their level of indulgence (from almost always to almost never) in the use of effective and ineffective listening skills (Communications).
- Students will distinguish different levels of inflation (normal inflation, hyperinflation, disinflation, and deflation) by calculating a consumer price index using hypothetical data (Economics and Finance).
- Students will be able to reduce a set of statistical data to a frequency distribution, calculate the mean, mode and standard deviation of the distribution, and interpret these measures for samples and for populations (Mathematics and Statistics).
STEP THREE: Measurements

**Purpose:** To answer the following question: "What strategies (activities/tools/instruments/devices/techniques) will be used to demonstrate the extent to which the teaching/learning goal was achieved?"

The measurement instrument for this purpose may assume a formal or informal design.

To measure student learning **Formally**, you may want to use the following:
- Quizzes & Tests
- Critique Essays
- Lab Reports
- Homework Assignments
- Customized Exercises/Projects

**NOTE:** Formal measurements are usually assigned grades and tend to indicate learning achievement at the end of lessons, units or courses.

To measure student learning **Informally**, you may want to use the following:
- Pose and solicit questions/comments
- Initiate discussion
- Elicit student feedback on what they are actually learning
- Use any customized exercise

**NOTE:** Informal measurements are used throughout the semester and are intended to complement formal evaluation instruments. Informal evaluations usually are not, but may be, graded.

**Performance Criteria**

Whether you use formal or informal measurement techniques, you will need to set definite criteria or levels of proficiency for students’ performance on the measurement task. These act as indicators that confirm that satisfactory learning, as well as the expected achievement of the teaching/learning goal, has occurred.

The criterion or proficiency standard that you (the instructor) set should answer the following questions:

What basic level or extent of achievement will enable you to recognize that students have learned the desired goal?

~Or~

What basic percentage/level/extent/nature of achievement will confirm that the intended teaching/learning goal was satisfactorily attained?

**For Example:** Communications students can be given a pretest and post-test of listening skills to determine their use of effective listening skills. The level of proficiency on the post-test is set at 71%, resulting from an expected group gain of 42%.

STEP FOUR: Evaluation

**Purpose:** to analyze the measurement results in order to determine the extent to which the teaching goal is being achieved, and answer the following questions:

- To what extent did learning take place?
- How did the measurement instrument contribute to the achievement of the teaching/learning goal?
- What changes, if any, need to be made?
- What does the student feedback tell us about how they learn?

**For example:** Seventy-eight percent (78%) of the Economics and Finance students demonstrated appropriate learning of inflation concepts by their ability to correctly compute required inflation numbers from consumer price numbers on the assessment exam.

STEP FIVE: Modifications

**Purpose:** to analyze...

- The results of classroom assessment, which may indicate the need for actions to improve the achievement of teaching/learning goals. Implemented modifications provide the basis for subsequent assessments testing their effectiveness in intended improvements; thus, assessment becomes an evolving process.

- The results of classroom assessment, which may identify successful teaching/learning practices that should be further emphasized.

The modifications step of the assessment process answers the following questions:

- What has the classroom assessment experience indicated about improving student learning or the teaching strategies?
- What kinds of changes are needed?
- What changes should be made with respect to the measurement instrument, and/or the expected behavioral outcomes, and/or the intended teaching/learning goals?

**For Example:** For Mathematics and Statistics it is recommended that formal instruction on the use of the calculator be a uniform practice in all sections of the course. Faculty should also consider a brief unit on sources of statistical data, incorporating the internet as a major data-finding tool that is applied to correlate course material to real life applications.
**Phase I - Planning**

1. **Select** the class to focus on and plan the assessment.
   
   *Note: Multi-section courses with various instructors will require coordination of the goals to be assessed. This will provide standardization of basic components of course development, which all students taking the course can expect to learn. See your department assessment representative (or contact a mentor) for more details.*

2. **Focus** on one or two main teaching/learning goals for the course. Reduce the goals to specific objectives.

3. **Identify** student behaviors determined to be important outcomes of the learning process.

4. **Select and design** the measurement instrument(s) for obtaining appropriate feedback.

5. **Set specific performance criteria** to be used as yardsticks that measure the extent of learning.

6. **Use** the Assessment Matrix to communicate your design to others.

---

**Phase II - Implementation**

7. **Teach** the target unit related to the teaching/learning goal being assessed.

8. **Administer** the measurement instrument and collect the data.

9. **Evaluate** student feedback concerning the course-specific goal and related behavioral outcomes.

10. **Use** the matrix to communicate the implementation process.

**Phase III - Responding**

11. **Communicate** the results to students *(Optional)*.

12. **Discuss** with other faculty the impact of the assessment on teaching/learning. Suggest needed modifications to improve and/or maintain the learning process.

13. **Communicate** the results by completing the Assessment Matrix.

14. **Use** the matrix to communicate the results and recommendations.
**Goal Based Assessment Matrix (GBA) At-A-Glance**

For the sake of uniformity in reporting, it is recommended that the GBA matrix be used. The five steps of the GBA are easily communicated to other faculty and/or other interested parties by recording the information statements pertaining to Teaching/Learning Goals, Outcome Behaviors, Measurements, Evaluations and Modifications in the appropriate columns of this form. This method provides a uniform format for communicating the designs, implementations and results of classroom assessments.

---

### GBAs At-A-Glance: Key to Success

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching/Learning Goals</strong></td>
<td><strong>Outcome/Behavior</strong></td>
<td><strong>Measurements</strong></td>
<td><strong>Evaluations</strong></td>
<td><strong>Modifications</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching/Learning Goals</strong></td>
<td><strong>Outcome/Behavior</strong></td>
<td><strong>Measurements</strong></td>
<td><strong>Evaluations</strong></td>
<td><strong>Modifications</strong></td>
</tr>
</tbody>
</table>

- **Step 1**: What main concepts, skills and/or principles do you want your students to learn?
- **Step 2**: What are students expected to do to demonstrate that learning occurred?
- **Step 3**: What strategies (activities, tools, instruments, devices, techniques) will be used to demonstrate the extent to which the teaching/learning was achieved?
- **Step 4**: To what extent do the measurement results determine that the teaching/learning goal was achieved?
- **Step 5**: What recommendations for actions will be made to improve teaching and learning practices?

---

**Language (IE)**
- To improve
- To teach
- To involve
- To develop
- To understand
- To enhance
- To define
- To list
- To name
- To relate

- To develop skills needed to:
  - Conceptualize
  - Synthesize
  - Analyze
  - Transfer information to

**Student will be able to**
- Demonstrate
- Differentiate
- Explain
- Solve
- Distinguish
- Relate
- Identify
- Determine
- List
- Plot
- Describe
- Enumerate
- Draw
- Define
- Find
- Calculate
- Discuss
- Formulate
- Show
- Use
- Distribute
- Experiment
- Interpret
- Compare
- Evaluate
- Contract
- Translate
- Criticize
- Reflect
- Diagram
- Recognize
- Inspect
- Express
- Debate
- Locate
- Question
- Review
- Relate
- Examine

---

**Matrix Designed by Denise Witt, AHS**