

# Introduction to Assessment in PBL

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# Defining Assessment

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“An assessment is an activity, assigned by the professor, that yields comprehensive information for **analyzing, discussing, and judging** a learner’s performance of valued abilities and skills.”

– Huba and Freed, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*, 2000

*Assessment is more than assigning grades: it implies ongoing interaction and communication between instructor and student.*



# Assessment Decisions

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## Faculty Perspective:

“Learning drives everything.”

- Barbara Walvoord

## Student Perspective:

“Grading drives everything.”



# Key Questions

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- What do I want my students to learn?

⇒ Learning objectives

- Content knowledge
- Process skills

- How will I know if they have learned it?

⇒ Assessment strategies

- Summative
- Formative

- How much do I value that learning?

⇒ Look at what counts towards the grade



# Types of Assessment

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- **Summative assessment**
  - **Traditional grading for accountability**
  - **Usually formal, comprehensive**
  - **Judgmental**
- **Formative assessment**
  - **Feedback for improvement/development**
  - **Usually informal, narrow/specialized**
  - **Suggestive**



# Assessment and Learning Objectives

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**Bringing content and process together**

