<table>
<thead>
<tr>
<th><strong>DIRECT METHODS</strong></th>
<th><strong>BENEFITS</strong></th>
<th><strong>DRAWBACKS</strong></th>
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| Embedded testing or quiz                | • Students motivated to do well because test/quiz is part of their course grade.  
  • Evidence of learning is generated as part of normal workload.         | • Faculty members may feel that they are being overseen by others, even if they are not. |
| Embedded assignment                     | • Students motivated to do well because assignment is part of their course grade.  
  • Faculty members more likely to use results because they are active participants in the assessment process.  
  • Online submission and review of materials possible.  
  • Data collection is unobtrusive to students. | • Faculty members may feel that they are being overseen by others, even if they are not.  
  • Faculty time required to develop and coordinate, to create a rubric to evaluate the assignment, and to actually score the assignment. |
| Grades calibrated to explicit student learning outcome(s) | • Students motivated to do well because test/quiz/assignment is part of their course grade.  
  • Faculty members more likely to use results because they are active participants in the assessment process.  
  • Online submission and review of materials possible. | • Faculty time required to develop and coordinate and to agree on grading standards. |
| Portfolio                               | • Provides a comprehensive, holistic view of student achievement and/or development over time.  
  • Students can see growth as they collect and reflect on the products in the portfolio.  
  • Students can draw from the portfolio when applying for graduate school or employment.  
  • Online submission and review of materials possible. | • Amount of resources needed: costly and time consuming for both students and faculty.  
  • Students may not take the process seriously (collection, reflection, etc.)  
  • Accommodations need to be made for transfer students (when longitudinal or developmental portfolios are used). |
| Pre- post-test                          | • Provides "value-added" or growth information.                               | • Increased workload to evaluate students more than once.  
  • Designing pre- post-tests that are truly comparable at different times is difficult.  
  • Statistician may be needed to properly analyze results. |
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<th>Evaluation Method</th>
<th>Pro</th>
<th>Con</th>
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| Employer's or internship supervisor's direct evaluations of students' performances | • Evaluation by a career professional is often highly valued by students.  
• Faculty members learn what is expected by community members outside the institution. | • Lack of standardization across evaluations may make summarization of the results difficult. |
| Observation of student performing a task                                           | • Captures data that is difficult to obtain through written texts or other methods. | • A trained, external observer (not the course instructor) to collect data is recommended, which may cost money and/or require the willingness of faculty members to observe colleagues' courses and allow observations of their class.  
• Some may believe observation is subjective and therefore the conclusions are only suggestive. |
| Culminating project: capstone projects, senior theses, senior exhibits, senior dance performance | • Provides a sophisticated, multi-level view of student achievement.  
• Students have the opportunity to integrate their learning. | • Creating an effective, comprehensive culminating experience can be challenging.  
• Faculty time required to develop evaluation methods (multiple rubrics may be needed). |
| Student publications or conference presentations                                   | • Gives students an opportunity to practice being a professional and receive feedback from career professionals or community members. |  |
| Licensure or certification                                                         | • National comparisons can be made.  
• Reliability and validity are monitored by the test developers.  
• An external organization handles test administration and evaluation.  
• Achievement is necessary for professional work and valued by students. | • Faculty may be unwilling to make changes to their curriculum if students score low (reluctant to “teach to the test”).  
• Test may not be aligned with the program's intended curriculum and outcomes.  
• Information from test results is too broad to be used for decision making. |
| National exam or standardized test                                                  | • National comparisons can be made.  
• Reliability and validity are monitored by the test developers. | • Students may not take exam seriously.  
• Faculty may be unwilling to make changes to their curriculum if students score low (reluctant to “teach to the test”). |
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<th>An external organization may handle test administration and evaluation.</th>
<th>Test may not be aligned with the program's intended curriculum and outcomes. Information from test results is too broad to be used for decision making. Can be expensive. The external organization may not handle administration and evaluation.</th>
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<tbody>
<tr>
<td>Faculty typically more willing to make changes to curriculum because local exam is tailored to the curriculum and intended outcomes.</td>
<td>Students may not take exam seriously. They are not motivated to do their best. Campus or program is responsible for test reliability, validity, and evaluation.</td>
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Local exam (external to courses)

Adapted from the University of Hawaii, Manoa Assessment Website