Verbal Assessment Summary (5-min assessment)

A time-limited interview with a student to verbally confirm to what degree they've met course outcomes through a series of questions prompts to guide the conversation. May also provide an opportunity for feedback.

Why would an instructor choose this?
- You get live, in-person interaction with a student and direct evidence of their abilities.
- You get some semblance of a timed, supervised exam.
- You can 'ground truth' of confirm the student's abilities with prior work.
- You are preparing students for future verbal assessments.

Approaches
- Q&A List – Have a list of questions students should prepare to answer. At the time of the interview, you select a question, then they get to select a question to answer. Repeat discussing questions until the instructor has a firm understanding of their competencies.

- Discussion reflection – have students explain/justify their prior work. Assess fluency with course-specific vocabulary or concepts. This would work well with a course where students compile a portfolio to demonstrate their learning.

- Open conversation – either the instructor or the student picks a topic or concept to discuss. This is the least structured approach and requires a robust rubric or checklist for valid assessment.

Inclusivity considerations
Who writes the list of questions? Who picks the content for discussion? Do all students best-demonstrate learning verbally? Is this reflective of how students would be expected to 'perform' their competencies at the next stage (next course, or in their profession)? How might we mitigate anxiety or other stresses for students? Record the sessions and tell students they are being recorded for reference.

Assessment
Have a marking tool and make sure students have seen beforehand. Students need to know how they are going to be assessed – on which outcomes and to what degree. Make a rubric. If a rubric is too complex, have a checklist. You need something to track your thoughts during the interview – you will forget, and rewatching videos takes a long time.
See p. 593-608 https://www.edu.gov.mb.ca/k12/cur/science/found/gr12_chem/full_doc.pdf

Set-Up
BBlearn and Canvas both have a WebEx tool embedded to help you schedule meetings with students. Or, have a spreadsheet for sign-up times. We recommend no longer than 10 minute interviews with 5 minutes breaks between each for your own reset. Use a timer. Tell students when you're halfway through. Keep some 'back-up' times for when life happens. At 15 min/student, 30 students should take about 8 hours, 90 would take 24 hours. Compare that to how long it might take to mark an long answer exam. How might teaching assistants help with this type of assessment?