

## **Interest/Knowledge/Skills Checklist (Assesses Skill Self-Awareness as Learner)**

**Estimated level of time/energy required to prepare is MEDIUM**

**WHEN USING TECHNOLOGY: Estimated level to respond (students) and to analyze is LOW**

**Description:** Instructors create checklists of course topics as well as skills and knowledge needed for success in the course. Students rate their interest in the topics and assess their skills and knowledge.

**Purpose:** The results can aid instructors in planning their course and in adjusting instruction.

### **Procedure:**

- 1) Take a piece of paper and draw a line down the middle of the paper. In the first column, list the course topics. In the second column, list the skills and knowledge required.
- 2) Determine a simple, useful, and appropriate way to code student responses.
- 3) Create a checklist that contains the edited contents of both lists and your coding.
- 4) Prepare the checklist to be display-ready by writing it on the board, a transparency, or digitally projected. It could also be written on a half-sheet of paper and distributed to the students. It is important the prompts are presented in writing. Do not only read the question(s).
- 5) Hand out index cards or half-sheets of paper. It is best if students do not write their names, unless there is a very good reason to know who wrote which comments.

### **Example:**

<http://fp.uni.edu/its/et/lt/faculty/assessment/cats/attitudes/self/checklist.htm>

### **Adaptations/Extensions:**

- 1) Students explain the reason for their level of interest, knowledge, and skill.
- 2) Guide students in analyzing the responses to discover how their interests/knowledge matches or doesn't match with the skills.
- 3) As homework, students identify one mismatch and explain how it can be developed into a match.

**Suggestions:** Responding to students' feedback may take longer than planning because questions lead to other questions. Set clear time limits. To temper expectations and disappointment, let students know you will not comment on everything.

### **References and Resources:**

Angelo, T.A, and Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.