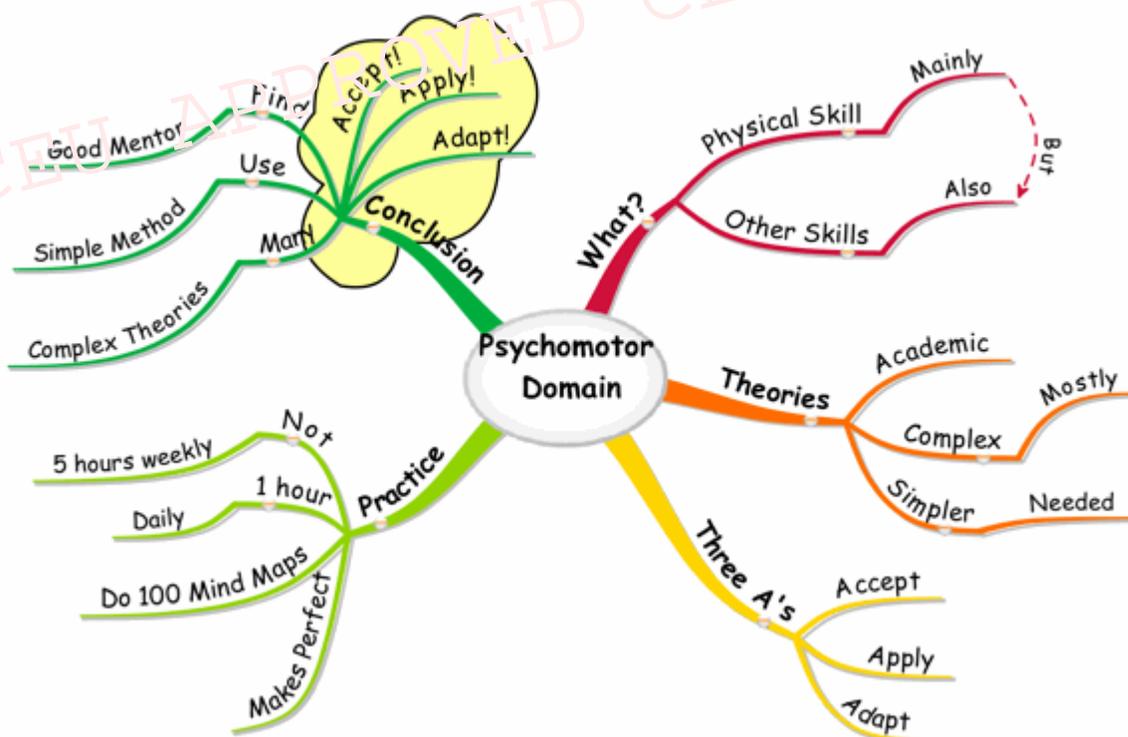


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16 HR. Assessment Preparation Techniques



Domain and the Psycho-motor Domain

These domains also have subcategories in them arranged from the most simple to the most Complex, reflecting Bloom's belief in how learning progresses.

The cognitive domain includes memory, recognition and understanding, along with the subcategories of knowledge, comprehension, application, analysis, synthesis and evaluation. Testing at the knowledge level is based on simple recall of facts, methods or procedures. Testing at the comprehension level requires a deeper understanding of the subject matter. An application level test question requires the student to take what they have learned, apply it to a specific situation, and arrive at an answer. While it is not necessary for an instructor to follow that format, specifically, a well-written examination will have a variety of questions testing different types of knowledge.

To illustrate the difference between knowledge, comprehension and application level questions, consider the following:

On a Knowledge Level:

The concept of porosity refers to:

- A. How fine or coarse hair is
- B. The speed with which hair absorbs a solution
- C. The flexibility of the hair
- D. Hairs per square inch

Knowledge level questions involve the recall of simple facts or information from memory. There is little if any analytical or critical thinking involved.

On A Comprehension Level:

When straightening a client's hair, the stylist applies ammonium thioglycolate, which breaks down the _____ and _____ in the hair, enabling the stylist to relax the hair.

Comprehension level questions are more difficult to answer than knowledge level questions. The comprehension level question requires that the student demonstrate a certain understanding of the course materials and how they relate to one another in order.

Application Level

A client comes in with hair bright red color in her hair. She tells you that it was supposed to be a honey blond color. The hair is dry and brittle, and she tells you the color was just done two days before. She wants you to fix it. What are the factors you have to consider, and how do you advise her?

Application level questions are the most difficult of all the question types to include on an examination. The application level question requires the student to bring up information from memory, understand the concepts and theories, and then apply that knowledge to a problem, situation, or set of facts. Application level questions require a significant degree of comprehension and understanding.

Types of Assessment

Testing or assessment may be diagnostic, formative or summative.

Diagnostic assessments attempt to measure students' abilities and deficiencies before instruction begins, and then adjust the curriculum to meet each student's specific needs. Diagnostic assessment is typically un-graded, so as not to penalize students for their academic weaknesses before the curriculum is taught. Outcome evaluations are a particular kind of diagnostic test used to assess the effectiveness of instruction. Instructors develop a pre-test to assess the level of knowledge or awareness of an issue or topic, teach the information, and then post-test to see if the instruction was effective.

Formative testing includes any type of pre-testing or assessment "along the way." Formative tests are often diagnostic, and typically not graded, but used to understand the extent of students' knowledge and gaps in theoretical knowledge or skill sets. (Some theorists consider diagnostic assessment a part of formative assessment, while others consider it a qualitatively different form of testing.) Like diagnostic testing, formative testing is typically not graded, and is used as a diagnostic tool.

Formative testing considers assessment an integral part of instruction, rather than just an end product at the close of a course. Testing is not something done to students, but equally, for students benefit. In formative testing, test data becomes part of a feedback loop that is used to change curriculum and enable students to learn more effectively. Formative testing often helps instructors pinpoint areas where students need to show improvement, and can help instructors make decisions regarding students' education.

Summative assessment usually takes the form of a test given at the end of a unit of instruction, to assess students' progress toward an overall goal. It is a comprehensive examination of the students' areas of accomplishment and deficiencies.

Summative testing involves assignment of grades after the examination. The most effective summative testing shares the following characteristics:

- **Relevance:** also referred to as "authenticity." Test items reflect objectives related to the theoretical world of the classroom as well as practical applications or knowledge and skills.
- **Variety:** It is best to use a variety of testing methods as students may naturally excel in one area or another, or be deficient in a specific skill or theoretical area. Some students have specific anxiety or phobia regarding one method of testing. Assessment should be in each of the three learning domains, and should reflect higher-level analysis or thought processes, as well as rote recall.
- **Quantity:** assessment techniques are repeated frequently enough to assure validity and reliability in results.
- **Testing:** should produce a representative sample of students' work.
- **Quality:** assessment techniques are valid and accurate and reflect course objectives
- **Reliability:** assessment techniques ensure consistency of that result. This means that other instructors viewing the same performance would produce the same grade according to the given standards and criteria. Quality and reliability need not go together; tests can be accurate but not reliable; reliable but not accurate.

Types of Test Questions

Students are typically evaluated through written or practical testing of the following kinds:

True/False

True/false testing presents a statement, asking if the item is correct or incorrect. Some advantages to true-false testing are that it takes little time to write tests in this format, and also minimal time to grade. Guessing is a disadvantageous aspect of true-false testing, as students who do not know the answer have a 50-50 chance of getting the answer right. To make questions more difficult, students may also be asked to correct false statements presented to them.

Statements, or "stems" of questions, should be similar lengths.

Avoid unnecessarily confusing wording or giving the answer away to students by avoiding words such as "never" or "always" and "not" in the stem of the question. Some instructors prefer to begin writing a test using all true statements, and then revise about one-half of them, making them false. Avoid "trick" questions that grade interpretation of the question more than factual information. Use clear, simple language and avoid vocabulary words with which students may not be familiar.

Make sure items are unambiguously true or false, and ask students to write the entire word ["true" or "false"] or circle the correct item, rather than writing just "T" or "F," which may appear similar

depending on students' handwriting. You may also choose an elaboration of instructions to clarify statements, such as:

"Mark true those statements you think are true, and mark false those which are partially or completely false."

Matching

Matching tests examine students' ability to recall information and associate concepts with one another. Use clear, careful wording in matching instructions. For example, it is useful to identify each set of concepts with a title, for example "List 1": and "List 2"

"Choose the item in List 1 that is most closely associated with the item in List 2."

List 1 List 2

1. Red a. The color of a stop sign.
2. Green b. The color of the sky.
3. Blue c. The color of grass.

Key points in matching tests:

- Keep items in the same format and list all sets of questions and answers on one page.
- Include a greater number of answers than the number of questions to increase the degree of difficulty.
- Keep exams relatively short, no more than 20 questions, and make each individual item or set question and correct answer brief.

Completion

Completion (or fill in the blank) testing requires students to supply from memory words or phrases suggested by a description or statement with missing terms. Completion tests may be time consuming to write, but take little time to grade.

Key points in completion tests:

- Keep sentences and paragraphs short and to the point
- Provide clues but avoid giving the answer away
- Ensure that the correct answer is the only correct, or most correct, answer

- Use appropriate vocabulary words and degree of complexity
- Do not divide a question, or question and answer, between two pages

Multiple Choices

Multiple choices consist of a phrase or statement, called the "stem," and more than one possible response, of which one is correct (or most correct) and a number of incorrect (or less correct) responses. Multiple choice tests can vary considerably in degree of difficulty according to the amount of similarity among responses. Depending on the way it is written, a multiple choice exam can be an efficient test of knowledge, or a reasonably easy guessing game.

In writing multiple choice questions, the stem of the questions should be emphasized over the responses, and it should be written in the affirmative, rather than the negative manner. Avoid the use of "always" or "never," which tends to disguise answers.

Answers should be presented in a random order so that the correct answer is not in the same physical location among the foils. Similarly, take care not to hint or provide answers to other test questions within the context of multiple choice questions. Stems, correct answers, and incorrect responses should all be the same length and in similar form. Confirm that the foils and correct answers are of similar length and complexity; don't give away answers by making foils obviously ridiculous.

Essay Questions

Essays question require answers in the form of a short sentence, paragraph or short composition. Essay questions can be particularly useful in measuring student knowledge and comprehension, as well as determining whether the student can apply analytical skills and knowledge learned to practical situations. Further, essay questions can aid the student in developing critical written communication skills, which are essential in virtually any professional practice.

Some instructors look unfavorably upon essay questions, because they do tend to require more work on the part of the instructor. Additionally, essay questions are problematic because what is evaluated, the weight placed on various factors and other subjective factors unique to the individual instructor come into play, resulting in inconsistencies in grading.

Further, because essay questions inherently require more time to answer, only a limited number can appear on a test, resulting in the testing of a smaller than desirable knowledge base related to a given examination. Another point that the opponents of essay question testing make is that cosmetology, esthetician and manicurist is largely concerned with behavioral and cognitive abilities and the performance of certain sets of skills, which essay questions do not adequately measure. While this may be correct, the essay question can be valuable in assessing the student's ability to explain various procedures or apply their knowledge to specific factual scenarios.

Scenario Examples

Some examples of essay questions reflecting the different levels of question, knowledge, comprehension, and application, are as follows:

Knowledge Level

Describe the difference between a color and color filler?

Comprehension Level

A client comes in with gray hair which has a distinctly blue tint. What is the reason for this? What treatment would the stylist recommend and why?

Application Level

The stylist gives a new client a haircut. The client's hair is shoulder length, medium textured, and straight, after the haircut, the client's hair looks as though it's been cut with a razor. What are the possible causes of this scenario? What can the stylist do, if anything, to correct it? What should the stylist do to avoid this problem in the future?

True/False Questions

True/false questions, like essays, have advantages and disadvantages unique to that particular type of question. Because they are typically drafted as a short sentence or two at the most, a large number of true/false questions can be included in a test. Additionally, the instructor can probably draft a test of true/false questions relatively quickly, allowing for a shorter period of time required to write the test. Additionally, the time required to answer true/false questions is probably the shortest of any test question format. Because a large number of questions can be used, a broader cross-section of the curriculum can be tested using this method.

If the instructor decides to include true/false questions on an examination, there are some suggestions to increasing their usefulness as a testing tool:

- write all the statements as true statements initially
- keep all the content statements short
- avoid using "always" or "never" in the statement
- use clear, concise and direct wording

Matching Questions

Another type of question that an instructor might use in drafting a cosmetology, esthetician or manicurist examination is matching. Instructor in favor cite the advantages, which include that the matching question can test recall and associations; that students learn and store information in the

memory together for later recall and use. The disadvantages include the fact that one incorrect match typically guarantees that there will be an additional wrong answers for every mismatched pair. Another disadvantage to matching questions is that matching results in fewer remaining choices, resulting in more guesswork regarding the right answer.

Some considerations to keep in mind when drafting matching questions are:

- Make sure that the items in a set are common to each other
- Make sure sets have no more than fifteen or twenty items
- Keep sets short so completion time remains short
- Ensure the numbers of possible matches are greater than the number of problems
- Keep all items and matches on one page

Completion Questions

Completion, or fill in the blank questions, are those in which the instructor writes a statement with missing information and the student is required to complete the statement. Proponents of this type of question believe they are a good measure of recall learning. Additionally, a large amount of material can be covered in a short period of time using completion questions, making the completion question a particular favorite with many instructors.

Opponents of completion questions, on the other hand, believe they provide too many clues to the right answer, and therefore are not an accurate measure of true learning. Further, these examinations require a significant amount of time to draft and score, increasing the total amount of time needed by the instructor to create and evaluate the exam.

Some important considerations for drafting completion questions are:

- Draft the question to ensure only one correct answer
- Ensure appropriate language and reading levels
- Keep questions short
- Ensure that the language used is clear and concise
- Include enough clues in the statement without giving away the answer
- Avoid writing styles that hint at the answer
- Keep paragraphs clear and concise
- Ensure the completion question begins and ends on the same page

Question Format Examples

Examples: Knowledge Level

1. The action of a neutralizer is to _____.
2. Overuse of bleach can lead to _____.

The knowledge level question, as a completion question, produces simple recall from memory, allowing the student to correctly fill in the blank with relative ease.

Comprehension Level

1. Acid balanced rinses are formulated to prevent color fading. Two things the rinse does to the hair which aid in prevention of fading are: _____ and _____.

Comprehension level completion questions utilize more advanced processing and understanding of concepts to answer the question.

Comprehension level completions typically require filling in more than one blank.

Application Level

2. A client of yours is home bound due to accident. The accident has left her weak and her flexibility and ability to bend are limited. You are going to work on the client's hair in their home. In this case, you would choose to do a _____ shampoo, because _____.

Application level completion questions require the most advanced knowledge of key concepts and principles as well as an analytical process in which the student engages that enables him or her to successfully answer the question.

Multiple Choice Questions

Multiple choice questions are probably the most popular question type for examinations, for a variety of reasons. First, their scoring is completely objective, making them a beneficial and useful measure of student learning. Second, a large amount of material can be covered in a short time. Third, student guessing is controlled by the number of "foils" or wrong answers inserted in the question. Finally, the difficulty of each question can be controlled by the degree of similarity between the right answer and the foils.

Multiple choice proponents like that of the knowledge and learning tests goes beyond mere recall; questions can be drafted to test not only simple recall, but knowledge, comprehension, and application as well. Multiple choice questions are typically drafted with a choice of three or four possible answers.

When drafting multiple choice questions, some tips to make them more effective are:

- Ensure the stem is the largest part of the question
- Keep questions equal in length to one-another
- Ensure that the questions are not completely mindless, to increase the level of difficulty
- Do not write questions that provide the students with answers to other test questions (students who read the exam through first may use this technique to find the answers to other questions)
- Draft the question in the affirmative
- Do not use "always" or "never" in either the stem or the foils of the question.

Assessment Question Components

Test analysis

An analysis of the examination can help the instructor determine, in retrospect, whether the questions drafted were easy, moderately difficult, or very difficult for the students to answer. In some cases, an instructor may find a question he or she considered "easy" was rarely chosen as the right answer, proving the question was actually difficult, in the instructor's post-examination analysis.

Easy questions are drafted with the expectation that most students will get the correct answer. These questions motivate the student to continue with the test more than separating out those who know the curriculum from those who do not. A certain amount of test questions should be of the easy variety. The easy questions are identified in the post examination analysis by the proportion or number of students who got them right. If most students got the correct answer, the question can properly be categorized as "easy." Easy test questions function primarily to test recall. They are typically located among the first questions in an exam.

The medium difficulty question makes up the bulk of a well drafted examination. These types of questions are identified, again, by how many students get them correct. The best students in a class will get almost all the medium questions correct. The average student will get many of the medium difficulty questions correct, and the below average student will get only a few correct. In sum, the medium difficulty question serves as a barometer to differentiate or sift out the knowledge levels of students in the course. Medium level questions test recall and comprehension.

The difficult questions, while not making up a significant portion of an examination, should appear near the end of an examination. Only the best students will get many of the more difficult questions correct. Average students are likely to get a small number correct, and below average students are less likely to get the more difficult questions correct.

Analyzing the examination in this fashion will, in addition to helping the instructor categorize the questions as easy, medium or difficult, help the instructor determine if the test, as a whole, was fair, and assess its actual level of difficulty.

Foil Analysis

In addition to analyzing the test questions overall, the instructor will want to analyze the multiple choice questions. In the same way that a side-by-side comparison of students' performances on a particular examination question can help the instructor determine if the exam or questions were easy or difficult, a comparison of the foils will achieve this goal, as well.

Easy questions will have foils that are clearly wrong; with even below average students likely to get the correct answer. Moderately difficult questions typically have two foils, which are clearly wrong, but the remaining foil and right answer will be quite similar. Finally, difficult questions will have four partially correct choices, but only one of which is the best answer. Only the best students in the class are likely to get these difficult questions correct.

In addition to evaluating students according to these measures, there are other ways to assess cosmetology, manicurist or esthetician student performance. Because written tests may have little to do with what cosmetology students actually do on a day-to-day basis in the field, other, more descriptive evaluations can have great value in assessing the knowledge and abilities of cosmetology students.

Short Answer and Essay

Essay questions do not provide any part of student responses.

Instead students write answers of varying lengths, anywhere from a short sentence or phrase to a paragraph or number of pages, providing basic information and explaining their understanding of specific concepts. Essay questions can be particularly useful in assessing abilities that require a series of specific steps within a general context, or combining a test of both theoretical and practical skills.

Tests may be objective or subjective. Some examples of objective tests are true-false, multiple choice, and fill-in-the-blank. Objective tests typically require students to recall information learned and apply it to test situations, while subjective tests are more often used to evaluate working vocabulary, as well as cognitive processes, and explanatory or reasoning abilities, which go beyond simple recall. Some examples of subjective texts are short answer, essay and oral exams.

Essay questions may be used less frequently than the other types of testing discussed above due to its difficulty and subjectivity in grading. While some teachers are inclined to grade "harder" than others in any kind of testing situation, objective tests like multiple choice or fill in the blank (where there is one unequivocally right answer and the rest are wrong) are not open to interpretation in grading to the same degree as essay tests, where answers are not absolutely correct or incorrect.

Students rely on instructors to grade tests consistently, without reference to the individual being tested,

but this is not always the case. Teachers may be subconsciously influenced by positive or negative factors associated with the student. Ideally, essay tests should be graded without knowledge of the student's name, but know that unhappy students may legitimately question your grading criteria. To keep students anonymous, you may want to request that students put their name on a page of the test that you avoid or fold over.

Essay questions take more time for students to answer than matching, multiple choice, or fill in the blank. Questions should be selected carefully, as students can only cover a limited number of topics. Instructors may want to limit the amount of writing in each essay question from a number of paragraphs to pages. This will force students to prioritize the importance of information overall. Each essay question should be a composite of many pieces of correct information. In grading a question, it is useful to plot a "plus" or "minus" for each significant phrase or statement that makes up the question.

Demonstration/Performance Testing

Yet another type of assessment is performance testing. Performance tests combine cognitive (intellectual) and behavioral learning or skills through the use of demonstration or performance of the abilities. Performance tests are a common requirement in cosmetology, manicurist and esthetician as the skills they test are central to these fields of practitioner study and training. Effective demonstration or performance testing pinpoints critical tasks or knowledge and appropriately tests students in those specific areas.

Demonstrations or performance examinations that test practical skills can and should be given repeatedly, so students are able to show improvement over the length of the course and learn in what areas they are accomplished or deficient. Demonstration or performance testing should mimic as closely as possible the actual ability required, providing a similar environment, with all the necessary tools, and equipment, and a reasonable time frame.

Performance or "demo" testing provides:

- Complete instructions
- Consistent surroundings
- Student identification of tasks and theoretical knowledge
- Appropriate equipment and tools
- Adequate time period
- Limited further directions or assistance, if required
- Points of observation and assignment of assessment score

Demonstrations can be graded according to many variables, including level of skill, degree of accuracy, quality of the presentation and result, attention to detail, safety, and timeliness.

STUDY GUIDE

The purpose of a study guide is to help you synthesize and summarize the information. The student might think of a study guide as a mini outline. It is especially useful for difficult or complex concepts or subject areas. The primary advantage of a study guide is that it reduces the amount of information to be learned. Also, memory is improved by putting the information in your own words and organizing it in ways that are meaningful to you. The study guide is best used for the student and the instructor as well.

These are typically formatted much like the outlines student themselves develop in preparation or study of a course. In the study guide, the instructor focuses on what information he or she believes is important, which will provide the student with guidance regarding the subject matter and where to direct their attention. The instructor test plan and study guide should include content and objectives of each subject area the number to test questions and question type.

GRADING ON: PRACTICAL SKILLS

Cosmetology, manicurist and esthetician is a hands-on profession; one in which a licensed practitioner will work with a variety of clients, on a variety of different concerns each day. In order to ensure that their practical skills are adequate, these skills must be evaluated by the instructor. In addition to learning proper techniques for various procedures, the student's communication skills, ability to interact with others, and ability to handle the stress and difficulties associated with a specific work environment will need to be evaluated as well.

Therefore, to evaluate practical skills, instructor-centered evaluation forms, involving a description of student behaviors and activities, in addition to written examinations, can prove useful in evaluating students' theoretical knowledge and performance. There are many types of evaluative techniques that can be used to examine performance-based skills. They are commonly referred to as "descriptive scales." The most commonly used descriptive scales in the field of cosmetology; esthetician and manicurist are the following methods: the Likert scale which is a rating scale measuring the strength of agreement with a clear statement. It is often administered in the form of a questionnaire used to gauge attitudes or reactions.

The Likert scale encourages the instructor to observe the student's behavior in the natural environment, such as a clinical setting, using a very systematic approach. The Likert scale is a five-point scale, with options ranging from "strongly agree" to "strongly disagree," alternatively, from "poor" to "excellent".

Cosmetology performance skills that might be evaluated on the Likert scale include the following:

There are many other descriptive rating scales, similar to the Likert scale, but with fewer categories. Other rating scales may incorporate the ability to compare student behavior or performances against those of other students. These attributes may, then, be rated "exceptional," "above average," "average"

and "below average," or, the instructor may choose to use a scale of "never" and "always" to measure the particular performance associated with this scale.

The instructor can use the rating scale to determine how the student performs:

	Exceptional	Above Average	Average	Below Average
Prompt attendance				
Positive attitude				
Professional Appearance				
Accepts constructive criticism				
Cooperative				
Shows initiative				
Engages in problem solving				
Sets high standards				
Achieves quality results				
Attention to detail				
Good communication skills				
Appropriate interactions with customers, coworkers and				

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supervisors				
Follows all prescribed rules and regulations				
Cares for equipment and implements				
Works independently				

A third descriptive scale that can be used to evaluate performance-based skills is a "checklist." This is another variation of the rating scale, but uses only two categories, which may be defined as "adequate" and "inadequate," or "satisfactory" and "unsatisfactory." The checklist is probably the most commonly used descriptive scale.

	Adequate	Inadequate
Properly drapes client		
Washes hands before and after client services		
Disinfects work station		
Sweeps and cleans work station		
Disinfects shampoo bowl and chair before use		
Remove dirt and debris from implements		
Wash implements thoroughly		
Rinses implements		
Disinfects implements for 10 minutes		

Rinse and thoroughly dry implements		
Properly stores implements in covered container		

Note: "Special emphasis should always be placed on Infection Control and Safety Issues. Your students must develop a clear understanding of the necessary steps involved in the sanitizing and disinfection process. The checklist above can serve as a model for reinforcing a method of safe practices in the salon, and help your students to realize the importance of routine sanitation and disinfection practices in the beauty industry."

Performance Checklist

Another commonly used descriptive scale used to evaluate student performance on practical skills is the performance checklist. This measure is widely accepted as the most objective type of descriptive scale. While it is time-consuming to prepare, its degree of consistency among a variety of graders makes the performance checklist a very reliable indicator. Because the performance checklist removes opinion-based, or subjective, evaluation from the testing instrument, it is useful in assessing whether a particular level of competence has been reached by the student.

Many cosmetology, manicurist and esthetician professionals view the performance checklist as a valuable tool in preparing students to take the state board examination. Ideally, a performance checklist will contain from one to seven skill or behavior subsets, to be evaluated according to specific standards and criteria, to determine competency at a particular skill level. There are a number of different ways the performance checklist can be utilized. For example, the instructor can rate the student in a "yes" or "no" fashion; asking whether or not a specific criterion has been met. If the instructor finds that evaluation level too limiting, he or she can expand the performance checklist to include a number scale, in which the lowest number signifies an inadequate performance and the highest number a perfect performance.

Individual differences in an instructor's background and experience, and factors related to age, ability, skills, attitude, personality and perception tend to be minimized using the performance checklist. The instructor merely records whether or not the particular skill was demonstrated as required. An example of practical skills for a manicurist that could be evaluated by using the performance checklist might look like this:

There are five steps required of a nail technician, in conducting proper table preparation.

Table Preparation

- ___ Sprayed table with disinfectant and wiped
- ___ Placed clean towel over cushion

- ___ Placed bowl of warm, soapy water by client
- ___ Placed implements on clean towel
- ___ Arranged items to be used in order from left to right

In assessing student performance, an instructor might award a "3," to each step completed by the student perfectly. If cuing or minor additional direction was needed by the student to complete the step, score that step a "2." If the student attempted the step but was not able to perform the step correctly, score the performance of that step a "1." If the student missed or did not attempt the step, score that step a "0." Assessments of each student are important, not only for the student, but for the instructor as well. Evaluating the student's understanding, skill and ability also provides the instructor with feedback on their ability to teach different topic areas and subject matter involved in the course.

When developing an assessment plan, the instructor should:

1. Choose content
2. Develop standards and expectations related to content
3. Decide how those expectations will be communicated to students
4. Develop assessments to measure performance expectations:
5. Use the assessment as feedback to aid student performance and your own teaching

STANDARDS

Standards address the following issues:

- Student knowledge: required concepts and information
- Student skills: what students should know how to do at the end of the course?
- Student communication: how well a student can articulate what he/she has learned?
- Student knowledge and skill transfer: applying information and skills in new and different ways.

Standards need to be clearly articulated so that all affected by them understand what they are, and how they will be applied.

This can be accomplished by developing and providing clear performance descriptions, as well as offering samples of work that do and do not meet specific standards. By these means, students can more fully understand and appreciate the standard, and how to meet it.

EXPECTATION OF COMMUNICATION PERFORMANCE

The only way for a student to know what kind of performance is desired by the instructor is for the instructor to share his or her expectations about that performance. It is crucial on the instructor to communicate to the students his or her goals for the class, and how those goals will be evaluated.

There are a variety of ways the instructor can share his/her expectations with the student. A course syllabus, for example, can clearly illustrate the objectives of the course, and how those objectives can be met. Another very simple method is to begin each lesson with an explanation regarding the purpose of the day's lesson. In cosmetology, such a statement might be:

Such a statement clearly communicates what the student will be expected to know and to do after that particular lesson.

A syllabus or course guide should include a complete listing of all the standards a student is expected to meet by the end of the course. In addition to the basic categories, however, the syllabus or course guide should include each of the steps that a student must master as part of the overall skill set. In addition to identifying the particular items on which a student will be evaluated, however, the instructor should also ensure that the student is informed on how to meet the standard, what level of skill or mastery is expected. Once the method of communicating performance expectations to the students is decided, the instructor must develop the assessment.

Develop Assessments to Measure Performance

There are several categories of evaluation that can be used assess student learning. These are:

- Selected response assessment
- Constructed response assessment
- Performance assessment

Selected response assessments include a few different types of question formats, including multiple choices, true/false, and matching. These assessment types allow the performance levels to be set rather easily, as well as allowing the instructor to gauge the students' degree of learning relatively effectively. The problem with selected response assessment tools is the potential for students to arrive at the right answer by guessing (especially with true/false questions), and the question of whether or not the student will be able to transfer that theoretical knowledge, by applying in to real-life situations.

Constructed response assessments include question formats such as completion or fill in the blank, short answers, and visual depiction. These types of questions allow for a more in-depth assessment of a student's understanding. Performance assessments measure the practical skills a student learns. In cosmetology, manicuring and esthetician performance assessments may be conducted for a range of skills, including cutting and coloring hair, permanent waves, straightening hair, manicuring nails and skin care.

There is a wealth of information on assessment tools and instruments that can be utilized in cosmetology instruction. In these cases, the instructor might need to adapt the assessment tool to his or her specific course or particular use, but this is much less time-consuming and involved than trying to create a brand new assessment tool or model.

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If an instructor can find no appropriate assessment scheme for measuring a specific set of skills or knowledge, he or she may develop his or her own assessment scheme. In doing so, the instructor must confirm that the assessment scheme is appropriate to course standards and learning objectives. Additionally, the assessment must delineate what specific learning and skills the student should have achieves upon completion of the course.

Assessments must be fair and equitable for everyone, regardless of culture, race, and gender, and should be easily understood by both student and instructor. The assessment should distinguish between levels of performance, measure what it is supposed to measure, and provide useful feedback, for students to gauge and improve their performances. If an assessment meets these criteria, chances are good it will be a useful tool for the class and instructor.

In sum, to develop a valid and effective assessment tool, the instructor will need to decide on the format, determine what standards the assessment will measure, specify performance indicators, and articulate the task to be measured.

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16 HR. Assessment Preparation Techniques TRUE OR FALSE Questions

1. Testing at the knowledge level is based on simple recall of facts, methods or procedures.
2. Testing at the comprehension level requires a deeper understanding of the subject matter.
3. An application level test question requires the student to take what they have learned, apply it to a specific situation, and arrive at an answer.
4. The application level question requires the student to bring up information from memory, understand the concepts and theories, and then apply that knowledge to a problem, situation, or set of facts.
5. The comprehension level question requires that the student demonstrate a certain understanding of the course materials and how they relate to one another in order.
6. Completion (or fill in the blank) testing requires students to supply from memory words or phrases suggested by a description or statement with missing terms.
7. Matching tests examine students' ability to recall information and associate concepts with one another.
8. Multiple choices consist of a phrase or statement, called the "stem," and more than one possible response, of which one is correct (or most correct) and a number of incorrect (or less correct) responses.
9. Essays question require answers in the form of a short sentence, paragraph or short composition
10. Students are typically evaluated through written or practical testing.