

**PIDP 3230**

# EVALUATION OF LEARNING



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## IAS SELF ASSESSMENT CHECKLIST

# Informal Assessment Strategies Video Self-Assessment: Concept Questions

## Introduction

This self-assessment is intended to 'self-evaluate' my video presentation on Concept Questions, a classroom assessment technique discussed in Thomas A. Angelo's textbook 'Classroom Assessment Techniques.' I assess the video based on the provided checklist and questions, highlighting strengths, weaknesses, and areas for improvement, then deliver a final grade.

## Content Evaluation

The video meets the required duration of 4-7 minutes. A minimum of three references were used in its creation. The strategy of Concept Questions is thoroughly explained, including its limitations and advantages.

For instance, in the script, I explain, "Concept Questions aren't always just about memorization – they can be designed to probe students' deeper understanding of key ideas." This demonstrates a thorough understanding of the strategy and its applications.

The video also explains best practices for using Concept Questions and providing feedback, such as speedy feedback, group insights, closing the loop, and time management. However, with respect to the checklist, there is some room for improvement in explaining how to provide feedback.

## Technical Evaluation

The video's technical aspects, such as sound and video quality, are not explicitly mentioned in the checklist or questions. However, as noted in the questions section, one weakness is the background, which could be improved.

## Strengths and Weaknesses

Personally, while creating this video, I learned the importance of being brief and using informative content. The video's strengths lie in its concise and to-the-point explanation of Concept Questions.

However, as noted earlier, there are areas for improvement, such as refining my presentation skills, including perfecting hand gestures, and providing a more detailed explanation of how to provide feedback.

## Conclusion

In conclusion, I give myself a rating of 5 out of 5 for this self-assessment. The video effectively explains the strategy of Concept Questions, highlights its limitations and advantages, and provides best practices for its use.

While there is room for improvement in technical aspects and presentation skills, the video's concise and informative content makes it an effective resource for educators learning about Concept Questions.

## Recommendations for Future Development

To further improve my video presentation skills, I will focus on perfecting hand gestures and continually improving content. Additionally, I will strive to improve on my video backgrounds and the overall technical quality of my videos.

By addressing these areas, I aim to create even more effective and engaging educational videos in the future.

## References

Eberly Center: Teaching Excellence & Educational Innovation. (n.d.). Using Classroom Assessment Techniques. Carnegie Mellon University. Retrieved from <https://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>

Angelo, T., & Cross, K. P. (n.d.). 50 CATS. UC San Diego. [https://vcsacl.ucsd.edu/\\_files/assessment/resources/50\\_cats.pdf](https://vcsacl.ucsd.edu/_files/assessment/resources/50_cats.pdf)

Angelo, T. A., & Zakrajsek, T. D. (2024). Classroom assessment techniques (3rd ed.). Jossey-Bass, an imprint of John Wiley & Sons, Inc.