

Preview Assessments: At the Intersect of Formative & Summative Assessments

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Preview Assessments - Introduction

Multiple theoretical and empirical studies support the conclusion that purposeful and systematic reflective thinking enhances the accomplishment of tasks which require complex thinking.

This finding is the primary premise for creating a series of “Previews” that are administered as preview assessments in all of my doctrine courses.

Preview Assessments - Introduction

This presentation shows how opportunities for systematic reflective thinking are enhanced when students are given preview assessments to reflect on the specific direction and exercises prior to class which constitute the core of the next class discussion.

Preview Assessments - Introduction

- Previews enhance student opportunity for a more precise and sequential series of deductive and inductive reasoning prompting deeper learning.
- Previews also narrow the expectation gap between students and professor on what it means to be prepared for class on a given day.

Preview Assessments - Introduction

- Previews can encompass both assigned materials (fair game for formative or summative assessments) already discussed in class, as well as sources assigned for the upcoming class (formative assessments only).
- Previews provide assurance that in large classes, there is a reasonable probability that the majority (or at least a critical mass) of students are better prepared on that class day.

Preview Assessments - Design

- Preview assessments are sent via TWEN, forty-eight to seventeen hours prior to the class in which they are to be the basis for the class discussion (including some small group discussion prior to an assembly session) and/or debriefing on the answers submitted for peer or professor grading at the beginning of class.
- Formats for the assessments include objective forms, short essays, and “mapping” exercises.

Preview Assessments - Design

- Formative Assessments include content and formats which focus on: “lawyering lessons”, class participation exercises, and “responder” exercises and quizzes.
- Summative Assessments include content and formats which focus on: multiple choice questions, “mapping”, short essays, and quizzes.
- Minor modifications in the directions provided students, and in the content of the Preview can morph a Formative Assessment to a Summative Assessment and vice versa.

Preview Assessments – Learning Goals/Objectives

- Approximately 10-15 Formative and Summative Assessments in total per semester are administered in three traditional doctrine courses: Criminal Law, Criminal Procedure, and Evidence.
- The overall goals of these assessments include guiding and enhancing critical reading by students of assigned sources.

Preview Assessments – Criminal Law Example

- In Criminal Law, the syllabus includes 180 sequential criminal law competency questions, and an early formative preview exercise request students to write the main idea of a series of handout sources as well as the first section assigned in the casebook.
- The preview next request that the students, based on those main ideas, identify which of the syllabus questions each main idea helps to answer, and what answer (rules, policies, and lawyer competencies) it suggests for that question(s).

Preview Assessments – Evidence Example

- In Evidence, the primary assigned source is a course book that focuses on application of the rules to a series of topical problems.
- The syllabus includes a “lawyering competency sequential step protocol” for analyzing the assigned problems.
- Previews in this course focus in part on use of the problem analysis to compare and contrasts problem outcomes, and the policy basis for those outcomes.

Preview Assessments Criminal Procedure Example

- CPG 2 CLASS DAY 13 WEEK 5 DAY 2 (WED. FEB. 11, 2009) INSTRUCTIONS
- 1. Word Process Answers on this template only. Make 2 Copies. Each Correct blank fill-in earns 2 class CPG points - Maximum 52 CPG points.
- 2. CORRECTLY IDENTIFY PERMISSIBLE GOVERNMENT INVESTIGATIVE TECHNIQUES (PGIT) & IMPERMIDDIBLE GOVERNMENT TECHNIQUES (IMPGIT) IF THE GOVERNMENT HAS REASONABLE SUSPICION TO STOP &/OR Frisk.

Preview Assessments
Criminal Procedure Example (cont.)

WRITE IN LEFT BLANK SPACE NEXT TO EACH OF
THE FOLLOWING ONE OF THE FOLLOWING
LETTERS:

A. PGIT – STOP

B. IMPGIT – STOP

C. PGIT – FRISK

D. IMPGIT - FRISK

Preview Assessments

Criminal Procedure Example (cont.)

Write IN EACH RIGHT BLANK next to EACH GIT THE NUMBER OF THE precedent/authority for your choice:

___ ___ GIT 1 Government agents Conducting a lawful arrest, in a home, check for other occupants in the home.

___ ___ GIT 2. Government agent demands that people provide name and identification documents.

___ ___ GIT 3 Government agent demands satisfactory explanation of why a people is at a particular public place.

___ ___ GIT 4 Government agents conducting a lawful search, stop individuals with interests in house from leaving the house until the search is completed.

Preview Assessments

Criminal Procedure Example (cont.)

___ GIT 5 With reasonable suspicion to suspect Mo of forgery, government agents stop him, and take his wallet from his hand to retrieve the forged check.

___ GIT 6 Government agents conducting a lawful search, handcuff during the prolonged time period it reasonably takes to complete the search, any of the people found on the premises at the time of the search.

___ GIT 7 Government agents conducting a lawful search, frisk each person found on the premises at the time of the search.

___ GIT 8 Government agents with Reasonable suspicion that property is fruit of a crime move property to identify it.

___ GIT 9 Government agents order a passenger from a car and frisk him because they have reasonable suspicion to believe he is a career house burglar.

Preview Assessments

Criminal Procedure Example (cont.)

___ GIT 10 Government agents legally stop a vehicle. An agent enters the car to retrieve the vehicle registration card.

___ GIT 11 Once a person is properly stopped for any reason, Government agents ask the people if he or she currently possess contraband, is engaged in crime, has outstanding arrest warrant, and/or request consent to search the person or the person's effects or vehicle.

___ GIT 12 Stop a people for a broken tail light, when agent knows people was previously convicted of selling drugs. Agent makes stop with goal of finding way during the stop to search car.

___ GIT 13 Government agents with reasonable suspicion that Bo has murdered a store clerk, transports him to police station in order for a store customer to identify him.

Preview Assessments

Criminal Procedure Example (cont.)

United States Supreme Court (USSCt) Cases

1. Arizona v. Johnson, USSCt, 2009
2. Brendlin v. California, USSCt, 2007
3. Muehler v. Mena, USSCt, 2005
4. Hibbel, USSCT, 2004
5. Kaupp v. Tx., USSCt, 2003
6. Wilson v. Maryland, USSCt, 1997
7. Ohio v. Robinette, USSCt, 1996
8. U.S. v. Whren, USSCt, 1996
9. Minnesota v. Dickerson, USSCt, 1993
10. Maryland v. Buie, USSCt, 1990

Preview Assessments

Criminal Procedure Example (cont.)

11. Arizona v. Hicks, USSCt, 1987
12. NY v. Class, USSCt, 1986
13. U.S. v. Sharpe, USSCt, 1985
14. Florida v. Royer, USSCt. 1983
15. U.S. v. Place, USSCt, 1983
16. Michigan v. Long, USSCt, 1983
17. Michigan v. Summers, USSCt, 1981
18. Dunaway v. N.Y., USSCt, 1979
19. Ybarra v. Ill., USSCt, 1979
20. Penn v. Mimms, USSCt, 1977
21. Davis v. Mississippi, USSCt, 1969

Preview Assessments - Conclusion

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