

ST. JOSEPH'S THEOLOGICAL INSTITUTE

ASSESSMENT / ASSIGNMENT TYPES

Type	Purpose
Question formulating	To formulate a question on work studied, which could: uncover hidden presuppositions; and/or indicate interrelationship between concepts involved; and/or indicate a possible topic for further discussion or research.
Paragraph	To render concisely in a few well-structured sentences, using one's own words, the meaning inherent in a concept or a philosopher's (author's) position on a particular topic or issue.
Itemized Summary	To list, using bullets or a numbered list, the important points in a piece of writing or steps in an argument.
Summary	To pick out the important points or steps in a piece of writing or steps in an argument and present it in prose form, consisting of several paragraphs if necessary, in the length requested.
Reaction Paper	To give one's opinion on the author's opinion or argument.
Reflection Paper	To use one's creative imagination, in a logical and philosophical way, which may involve finding relationships with other areas of knowledge, inspired (provoked) by the reading or topic, or discussion.
Researched Paper	To show the history of thought on a particular topic, presenting critically the views of different authors.
Argumentative Essay	To argue for (or against) a particular position; often involves critical analysis of the opposing view.
Descriptive Essay	To present the position of an author on a particular topic.
Dialogue	To present a philosophical argument as a conversation between two or more people, revealing one's understanding of the topic set and possible questions that may be posed and responded to.
Written Class Test	To assess students understanding and knowledge of lecture content and/or relevant readings required.
Quiz	Non-written test with short answers to assess students understanding and knowledge of lecture content and/or relevant readings required.
Bibliographies	To provide a list of works that would be relevant to a topic, written according to the prescribed style.
Presentations	To assess the students ability to present verbally, perhaps using audio/visual aids, a particular topic and to respond to questions posed by his/her peers.
Work/Placement Learning	To assess the student's ability to concretely apply acquired knowledge and techniques in a context of a simulated or actual work experience as well as the student's ability to work in a group or team context.
Outlines	To provide the structure of a paper, giving section and subsection headings, such that the overview of the approach to the topic is apparent. Outlines may contain a brief paragraph under each section/subsection, describing the content of that section and indicating the relevant source of the information to be presented there.
Interviews	To assess the ability to ask relevant questions in order to elicit information or opinion on a topic.
Seminar Paper	To write a paper after a facilitated group discussion or after several discussion on a topic. Such a paper could have aspects of a researched paper and an argumentative essay.
Research Paper	