**Supplementary Table 2: Codes related to assessment**

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| **Code name and individual code kappa** | **Description** | **Example quotes** |
| Performance on in-class activity  (1.00) | Instructors describe how results from in-class activities are utilized | “And then we did an exercise late in the class on Monday that went really well, and people responded well to it and seemed to really have good discussion.”  “We started with a worksheet, we had talked about that in the class before in previous weeks about how to write the word problems to differentiate between different types of answers. I mean, you can have the same multiplication problems and have different outcomes and when should you choose what and how do you gear that toward the students and such. And they found that more difficult than I anticipated. So they didn’t pull, I felt that there were still some holes at the end when we needed to move on. So it wasn’t quite what I wanted them to learn, but it was good enough.” |
| Instructor questions and student responses  (1.00) | Instructors describe their usage of questioning and how student responses provide information | “Yeah, I would say judging from the way they responded to some questions that I posed.”  “I don’t know yet, I did get some response back from them, but not a whole lot, so I won’t know. I think they learned some stuff because they did talk to me when I asked questions, but I don’t know if that’s true for all the students or only a few.” |
| Student questions or comments  (1.00) | Instructors describe what information they gain from student-generated questions and comments | “Formative assessment always takes place when I’m helping students that come in. Who’s asking what questions? I can know what I covered well in lecture, what I didn’t cover well in lecture… so patterns in their questions, areas where I know thing fell through are places I’ll come back and mop up in other examples…”  “That is assessed informally. It’s assessed by the number of questions and confused looks I get during lecture. Also, informally, the questions I get from students outside of lecture.” |
| Homework  (1.00) | Instructors describe how results of homework assignments are utilized | “In addition, I also look at their online homework questions just to see which question they are having trouble with and maybe put that as a clicker question or you know, tailor that, but that’s not in class – that’s what I would do before going to class.”  “I also give them the homework. What I do at the end of the week, I give them online homework. The 20 questions are activity questions. This is the mastering microbiology publishers, so I’ll assign them homework and we’ll work on that and I’ll look at the results of the homework, it is due the following Monday.” |
| Clicker questions  (1.00) | Instructors describe how student response patterns to clicker questions inform their practice | “I gotta tell you, I was a little disconcerted about their results on the clicker questions in the second lecture. I mean, there were some really basic questions where they, even after three times, two thirds of them got it wrong. So I actually did not do a couple of examples because I was so busy yelling at them about those basic concepts.”  “I did enough in-class clicker questions to assess how well students got the general content… It’s about 50% on these questions, without the hint.” |
| Quiz  (1.00) | Instructors describe how the results of quizzes are utilized | “So, I use the quiz as a measurement of how well they have gotten through the content…”  “The one last thing I will do, I will give them a quiz. So that’s kind of my assessment at the end, a quiz at the end of these three lectures of this set.” |
| Exam  (0.88) | Instructors describe how the results of exams are utilized | “By giving them a test the next week. They’re going to have a test on Monday.”  “Well, you know, it’s ultimately going to be on the final exam the following week, and that’s how I’ll know.” |