

ASSESSMENT

Workshop 101:
Assessment
Practices,
Clear & Simple

*Academic
Assessment
Council*

WELCOME

■ **Workshop Goals**

- **FOCUS** on Assessment Cycle: One Step at-a-time
- **CLARIFY** Understanding
- **SUPPORT LEARNING:** Engage & Apply Understanding

■ **Workshop Agenda**

- **Who wants Chocolate?**
 - *Assessment Vocabulary Warm-up Activity in Groups*
- **Refresh Assessment Basics:**
 - *The Assessment Cycle*
 - *Focus: Student Learning Evidence Types, Sources & Evaluation*
- **Working Session: Your Program SLOs & Evidence**
- **Wrap-up: Moving Assessment Forward**

WHO WANTS CHOCOLATE?

■ READY?

- Work in your Group to complete the Vocabulary Test
- Pool your understanding for today's assessment topics
- Work quickly

■ Get Set . . .

- One clearly written sheet needs to be provided – Everyone can keep a copy for your reference
- AAC Members will monitor and check answers
- First Group with 100% accuracy Wins
- QUESTIONS?

GO!

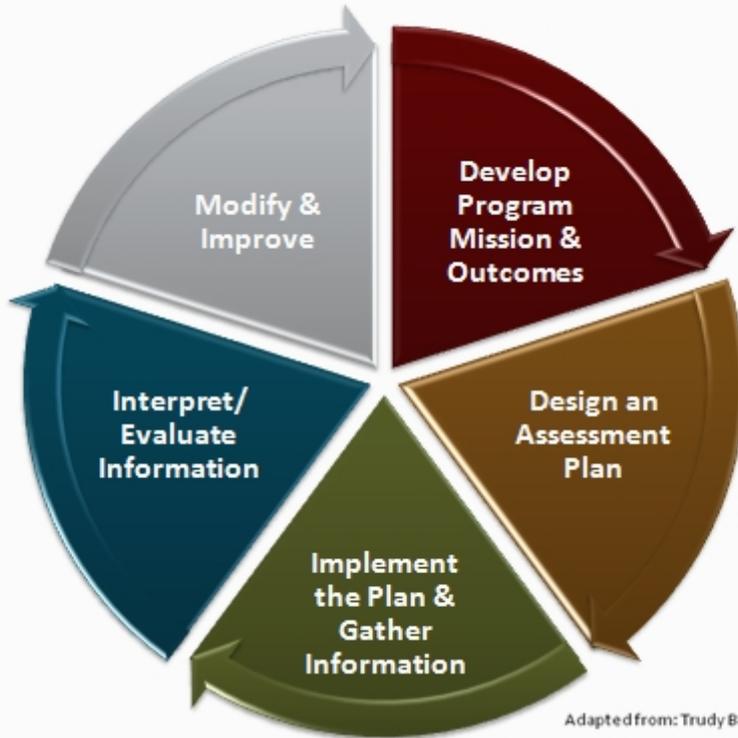
ASSESSMENT KNOWLEDGE = CHOCOLATE!



REFRESH ASSESSMENT BASICS: THE ASSESSMENT CYCLE

The Assessment Process

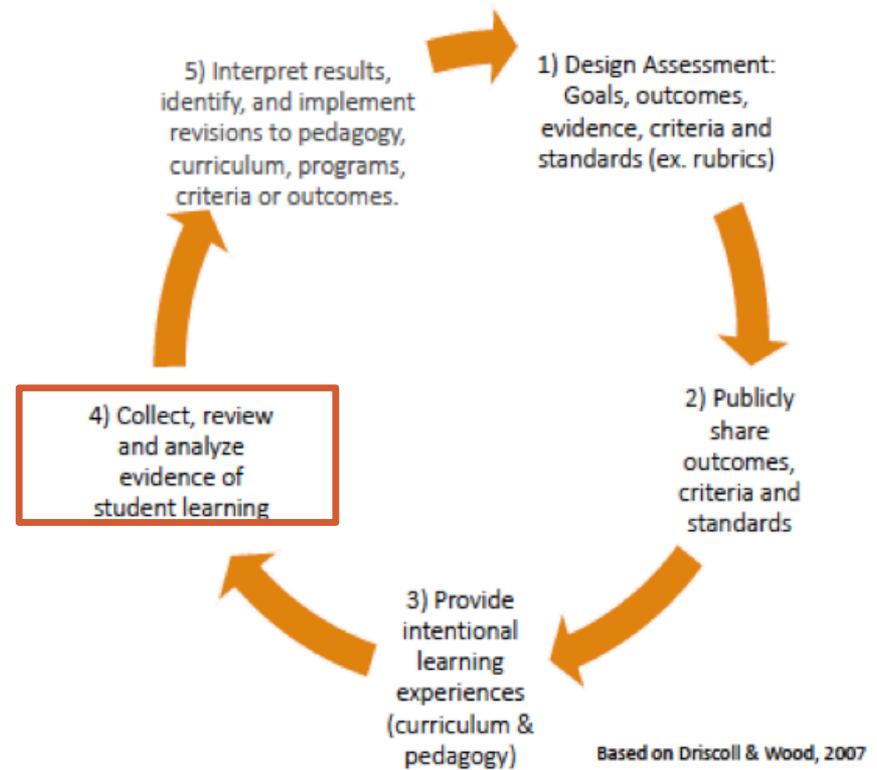
■ [Google it](#)



ASSESSMENT CYCLE FROM READINGS

- Lots of Assessment Cycles share the same design and dimensions:

- 🔄 Cyclical, Circular, Loops
- 🔄 Processes, Phases, Steps
- 🔄 **Step #4 – Today's Focus**
 - One Step with several parts



STEP 4: EVIDENCE & EVALUATION

- **Collect, Review and Analyze Evidence of Student Learning.**
- Evidence is Aligned to a specific Student Learning Outcome

- **The Key is linking the Evidence to the Outcome**

- Institutional Level Outcomes
- GE level Outcomes
- **Program Level Goals** →
 - **Student Learning Outcomes (SLO)** →
- Course Level Outcomes
- Assignment Level Outcomes

Program Goals are broad statements concerning knowledge, skills or values that faculty expects graduating students to achieve.

Learning Outcomes operationalize program goals; they describe in concrete terms, what program goals mean. They describe observable behaviors or products that allow faculty to know if students have mastered the goals.

STEP 4: EVIDENCE & EVALUATION

- **When assessing Student Learning Outcomes (SLOs), there are several keys:**
 - 1. Collect appropriate type of evidence that aligns with the SLO**
 - Formative and/or Summative
 - Direct and/or Indirect
 - 2. Collect a proper sample of evidence**
 - From appropriate source, representative
 - 3. Conduct analysis of evidence that aligns w/SLO**
 - Tools to help make sense of the data collected - Rubrics
 - 4. Evaluate Analysis against Program Standards**
 - Benchmarks

TYPES OF EVIDENCE

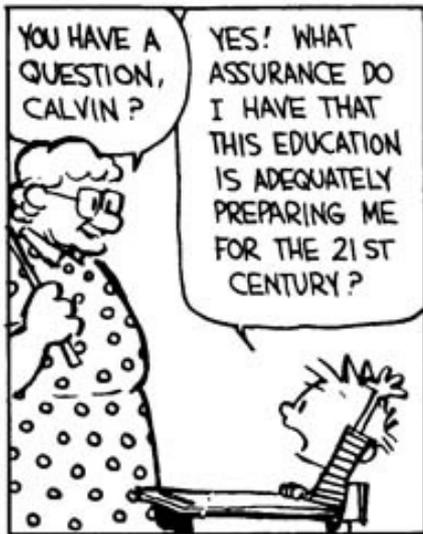
■ Formative

- Information about student learning gathered during the learning process, summarizes knowledge or skills to that point in time, provides affirmation and/or feedback for improvement.
 - Drafts of Reports
 - Practice Sessions
 - Pre-tests
 - Sections of a Paper

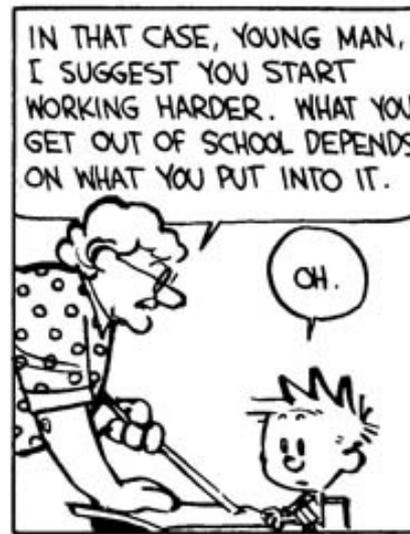
■ Summative

- Occurs at the conclusion of a learning experience, summarizing student knowledge or abilities to that point. It provides information to affirm student achievement levels and/or inform improvements, if needed.
 - Final Report
 - Final Performance
 - Comprehensive Exam
 - Final Paper

SUMMATIVE OR FORMATIVE?



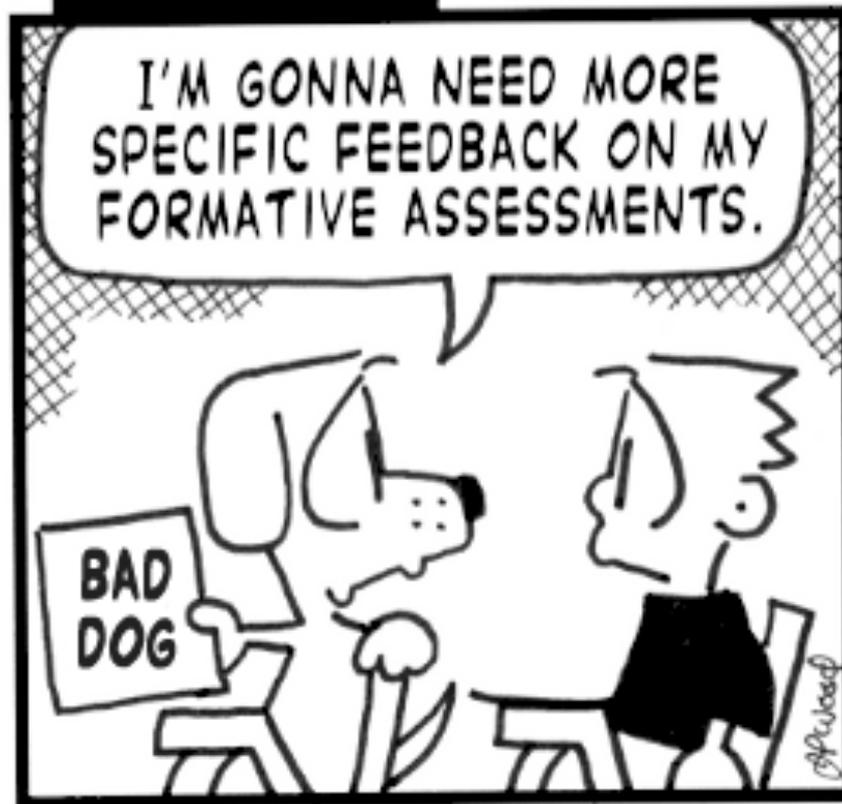
AM I GETTING THE SKILLS I'LL NEED TO EFFECTIVELY COMPETE IN A TOUGH, GLOBAL ECONOMY? I WANT A HIGH-PAYING JOB WHEN I GET OUT OF HERE! I WANT OPPORTUNITY!



SUMMATIVE OR FORMATIVE?

SCHOOLIES

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TYPE OF EVIDENCE

■ Direct

- Actual work done by students, embedded, authentic
 - Signature Assignments
 - Capstone Work
 - Portfolios
 - Exams
 - Presentations
 - Projects
 - Recitals, Exhibitions
 - Poster Presentations
 - Internship Supervisor Evaluations
 - Professional Portfolio Reviews

■ Indirect

- Involves a report about learning rather than a direct demonstration of learning.
 - Surveys
 - Interviews
 - Focus Groups
 - Reflective essays

Best Practice:

Collect overtime, well-balanced Summative, Direct Evidence, at or near graduation, clarified or enhanced by Formative, Indirect Evidence.

EVIDENCE SAMPLE, SOURCE & EVALUATION

- **Collect a proper sample of evidence from appropriate source that aligns with SLO**
 - Enough to produce actionable analysis, efficient sampling
 - Appropriate to represent program population
 - At or near graduation
- **Conduct analysis that aligns with the SLO**
 - Tools that provide meaningful, aligned & useful Analysis
 - Statistical Analysis, Content Analysis
 - Rubrics
- **Evaluation can be improved with Benchmarks**
 - An expectation for performance set by Faculty.
 - What is the acceptable performance level/expectation?

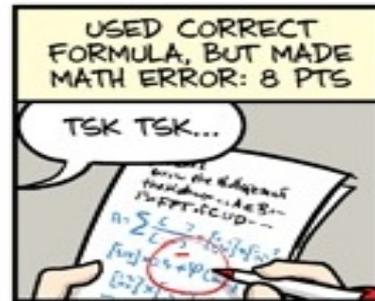
RUBRICS

- **Scoring Rubrics are explicit schemes** for classifying products or behaviors into performance categories that generally range from “unacceptable” to “exemplary.” Amount of categories varies with the need to discriminate performance levels.
- **Rubrics can be Holistic** (global judgment) **or Analytical** (series of judgments about specific characteristics specified).
- **Rubrics are versatile**, can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, works of art, recitals, oral presentations, group activities, and research analysis.
- Where can I find Rubrics? www.csuchico.edu/assessment

RUBRICS

GRADING RUBRIC

PROBLEM 1 (TOTAL POINTS: 10)



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RUBRICS

Daddy,
do you like
my picture?



Honey,
if you'd like me
to be objective,
I'll have to create
a rubric.



California State University, Chico
General Education Scoring Guide for Writing

Scoring Level	Content	Organization & Argumentation	Sources & Evidence	Grammar & Other Surface Features
3 - Accomplished	In addition to meeting the requirements for a “2,” the writing shows evidence of deep engagement with intellectual material of course/discipline, imagination, and creativity. Few or no errors of fact or interpretation. Writing could be used as a model of how to fulfill the assignment.	In addition to meeting the requirements for a “2,” writing flows smoothly from one idea to another. The reader can easily follow the claims and examples used to support the ideas expressed. The writer’s decisions about focus and organization facilitate reading.	Sources used to support argument are appropriate to the topic being explored, assignment and disciplinary conventions. Citation style clear and consistently applied.	In addition to meeting the requirements for a “2,” the writing is essentially error-free in terms of mechanics and shows considerable evidence of proofreading and editing. Models the style and formatting appropriate to the assignment.
2 - Competent	Content of text fulfills the assignment. Writing demonstrates engagement with intellectual and/or creative material of the course/discipline. Few errors of fact or interpretation.	Sequencing of ideas and transitions makes the writer’s points accessible. Examples are adequately developed and claims supported in most cases. The purpose and focus of the writing are clear to the reader, and the organization and tone achieve the purpose of the assignment and communicate effectively.	Most sources used to support argument are appropriate to the topic being explored, the assignment and disciplinary conventions. Demonstrates competence in documenting sources; the reader would have little difficulty referring back to cited sources.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Appropriate conventions for style and format are used consistently throughout the writing sample.
1 – Beginning	Requirements of the assignment have not been fulfilled. Little/no evidence of engagement with material of the course/discipline. The paper reveals numerous errors of fact or interpretation.	Writing lacks transitions and/or sequencing of ideas, making reading and understanding difficult. Examples and/or claims are weak or missing in many cases. The writer’s decisions about focus and organization interfere with communication.	Sources are unclear or inappropriate to topic being investigated, assignment or disciplinary conventions. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Writing contains numerous errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions that interfere with comprehension.

SOME BRIEF DEFINITIONS

Focus: the purpose, theme, or overall argument in a text—and the way that other features in a text point toward this focus.

Organization: the arrangement of ideas or points in a text according to the writer’s purpose and knowledge of disciplinary conventions.

Style: an author’s choices about vocabulary, tone, clarity, and connotation that project her sense of purpose and audience.

Formatting: conventional visual and layout elements (such as bulleted lists, graphs, and pictures) that writers use to organize a document.

WORKING SESSION

- **Working in small groups with the AAC Members**
 - **Discuss & Create a Plan for assessment of one or more SLOs from your Program**
 - AAC Members can provide an Example Plan
 - Share your Program SLOs & select one to focus on
 - Use worksheet to help plan out the steps:
 - Evidence Types, Sources, Evaluation Tool
 - Consider how a Benchmark might be used
- **This session is your opportunity to work out your thoughts, ideas and seek clarification – we are here to help!**

WRAP UP

- **Working Session**
 - Insights, Comments
- **What's Next: Moving Assessment Forward**
 - Evaluation Form – Feedback is essential, please complete before leaving, we value your input and suggestions
 - What else is the AAC doing?
 - Feedback Rubrics for Assessment Reports – Coming soon!
 - Improving College-based interaction & digital support
 - Planning for additional workshops on assessment steps
 - Acting on your feedback
- **Thank you for all the work you do to advance assessment and ensure quality student learning at CSU, Chico.**