

Direct Evidence of Student Learning

Sharlene Sayegh

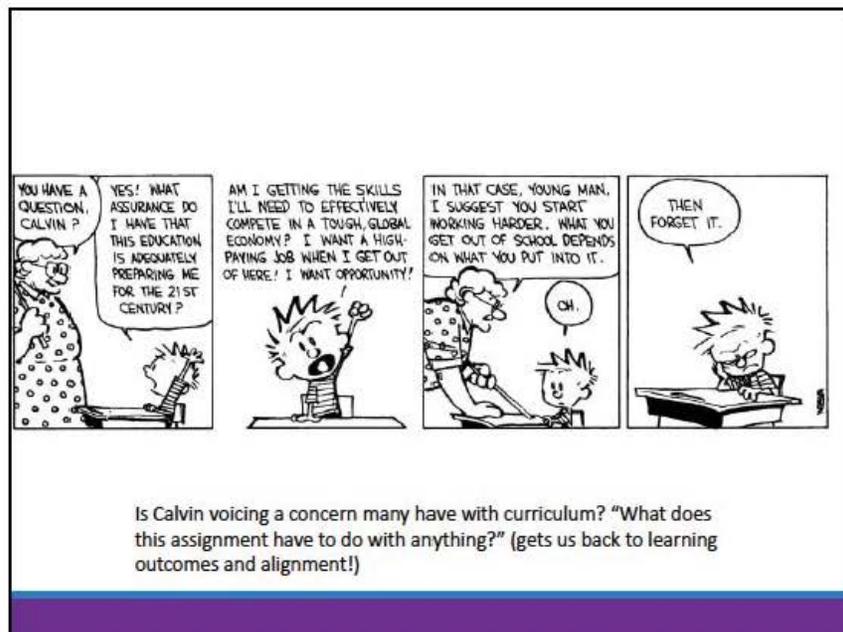
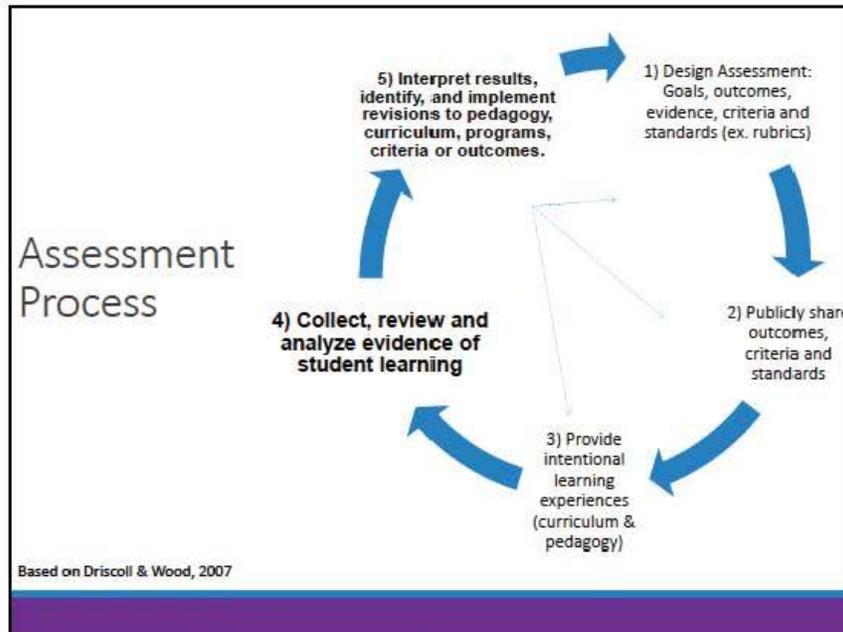
Direct Assessment

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Outcomes

By the end of this segment, you will be able to:

1. Define direct evidence of learning (direct assessment);
2. Articulate the difference between grading & assessment;
3. Define different forms and provide relevant examples of direct evidence of learning.



What is Assessment?

Assessment is nothing new (as we learned earlier)

Quite simply defined: it is the process in which programs and institutions articulate what students should learn, how students demonstrate that learning, think critically about the effectiveness of methods to student learning, and make action plans based on the results of these functions.

Why is it important? Why should we bother?



What is Direct Evidence?

products produced by students for the purposes of learning and to demonstrate learning (e.g. papers, projects, presentations, posters, tests, theses, dissertations, etc.)

What are some forms of direct evidence of student learning?

- Tests and examinations
- Use / development of technology (movies, prezis, etc.)
- Collaborative projects and presentations
- Research papers and essays



What is direct assessment?

Direct Assessment involves examining those samples of student work to make a determination of the effectiveness of teaching and learning

Grading (Evaluation) vs. Assessment

Grading / Evaluation

- Focus is on the individual student
- Tasks are completed and measured based on performance
- Student receives feedback to support individual learning

Assessment

- May take aspects of the evaluative process (such as overall performance of a group on given tasks) to determine the effectiveness of the specific learning opportunity.

What are some ways assessments can be conducted?

"Signature Assignments"

Capstone assignments and summative assessments (Kuh "High Impact Practices")

Authentic Assessment

Signature Assignments

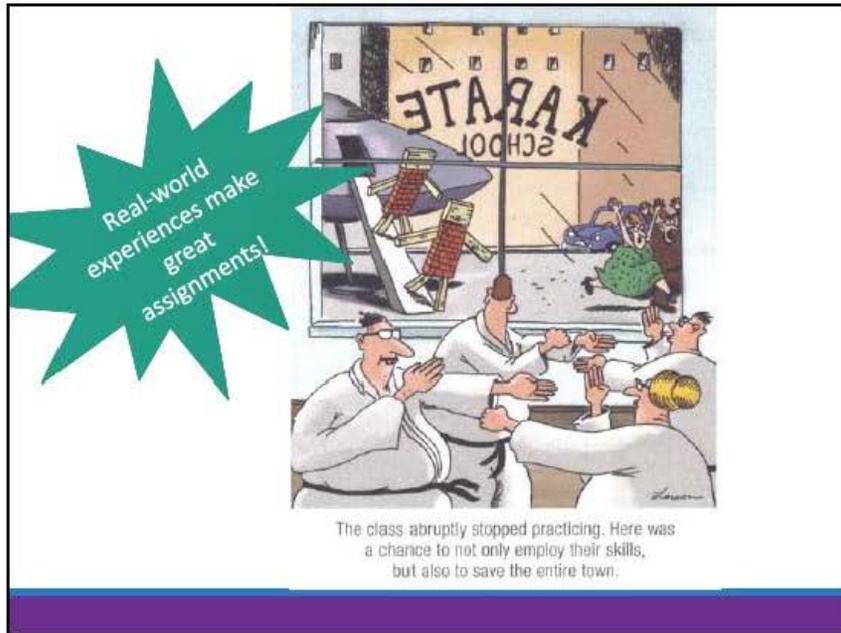
a generic task, problem, case or project that can be tailored or contextualized in different disciplines

- Signature assignments can be used within departments – multi-section courses
- Or they can be used between departments – assessing a particular GE learning outcome across the campus
- In both cases, signature assignments can be used to assess student learning, but also assess the degree of alignment of learning outcomes across the curriculum

“Authentic Assessment”

assignments/assessments designed to replicate “real world” activities via relevant and meaningful questions, tasks, problems, and projects. Often they are powerful forms of learning, as well as productive sources of insight into student ability.

The work of Marc Chun

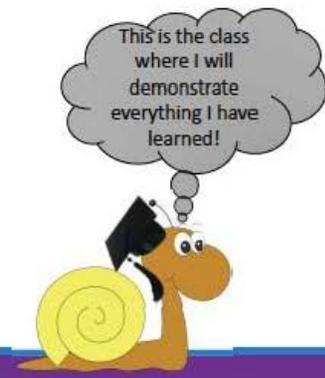


Real-world experiences make great assignments!

The class abruptly stopped practicing. Here was a chance to not only employ their skills, but also to save the entire town.

Capstones

- Capstones represent a culminating experience;
- Provide a venue for the demonstration of integrative learning;
- Students work collaboratively or individually;
- Students present their findings / projects to peers;
- Capstones provide an opportunity for **summative assessment**



This is the class where I will demonstrate everything I have learned!

Summative Assessment

Summative assessment occurs at the conclusion of a learning experience (e.g. a course, a program), summarizing student knowledge or abilities to that point. It provides information to affirm student achievement and/or to inform subsequent offerings of *that course or program*.



Summative Assessments & GE

General Education Curriculum provides a number of capstone experiences;

Student learning at the GE level can be assessed just as at the course and program level (example: UH Hilo)

Types of GE Capstones

- Integrative Learning
- Writing Intensive
- Service Learning (often connected through the co-curriculum)