Assessment Cycle & Vocabulary

Laura Martin
The Assessment Cycle & Foundational Assessment Vocabulary

Assessment vs Evaluation

Assessment (of student learning)
- Gathering information about student learning and/or the learning experience in order to improve student learning

Evaluation
- Making judgments about the quality of student learning on the basis of assessment evidence

Examples?
Assessment (& Evaluation) of Student Learning

Planning process
- Given day's class
- Course
- Degree program

Pedagogy
Intentionally choose instructional activities to facilitate student learning and to reveal their learning to you and themselves.

Based on Driscoll & Wood, 2007
Evidence of Learning

Direct
- Actual student work demonstrating what students are able to do

Indirect
- Learning proxies: Information describing the learning environment or student perceptions of their learning.

Evidence of Learning

Authentic Assessment
- Assignments/assessments designed to replicate “real world” activities via relevant and meaningful questions, tasks, problems, and projects.

Examples?
Triangulation

Using multiple, complementary sources of evidence/data to answer a question about student learning.

Criteria, Standards, and Rubric

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<td>Scientific Ethics Rubric</td>
<td>Comprehend ethical issues and be able to apply an ethical decision-making framework to scientific decisions.</td>
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<td>Emotional Awareness</td>
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<td>Professional Awareness</td>
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<td>Awareness of Interests</td>
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<td>Ethical Reasoning</td>
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<td>Ethical Decision-Making</td>
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Rubric from Charles R. Drew University Health and Life Sciences Program
Benchmark
A standard of performance or a performance goal against which assessment results can be judged

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<td>Intellectual</td>
<td>Evidence for a professional change model.</td>
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<td>Interpersonal</td>
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<td>Total</td>
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Closing the Loop
Intentional process of responding to assessment results by implementing changes intended to improve student learning, or concluding change is unnecessary.

1) Design Assessment: Goals, outcomes, evidence, criteria and standards (ex. rubrics)
2) Publicly share outcomes, criteria and standards
3) Provide intentional learning experiences (curriculum & pedagogy)
4) Collect, review and analyze evidence of student learning
5) Interpret results, identify, and implement revisions to pedagogy, curriculum, programs, criteria or outcomes

Based on Driscoll & Wood, 2007
Alignment

Connections among components of a learning experience (e.g. curriculum, pedagogy, etc.) that support student achievement of an intended learning outcome.

Does your campus have its own assessment vocabulary?
Relationship of Assessment & Grading

**Grading**: Summarizes learning demonstrated by an individual student, with feedback providing insight into and supporting his/her individual learning.

**Assessment**: Summarizes learning demonstrated by a *population* of students to provide insights into how well the educational opportunity (class, course, program) is serving students as a whole.

E.g. Results from a final research paper in major:
- 70% of students scored as proficient or better in use of citations and evidence in argument
- 30% scored below proficient
Some Assessment Choices

Formative vs. Summative Assessment

Formative assessment

- Information about student learning gathered during the learning experience (e.g. course, degree)
- Provides feedback to teacher and students about learning progress in relation to intended learning
- Is used to advance the learning of the cohort whose learning was assessed.

Summative assessment

- Information about student learning gathered at the conclusion of a learning experience (e.g. course, degree)
- Summarizes student knowledge or abilities to that point.
- Affirms student achievement and informs subsequent offerings of course or program