

Assessment Cycle & Vocabulary

Laura Martin

The Assessment Cycle & Foundational Assessment Vocabulary

LAURA E. MARTIN

Adapted from original by Amy Driscoll, Mary Allen, and Bob Pacheco

Assessment vs Evaluation

Assessment (of student learning)

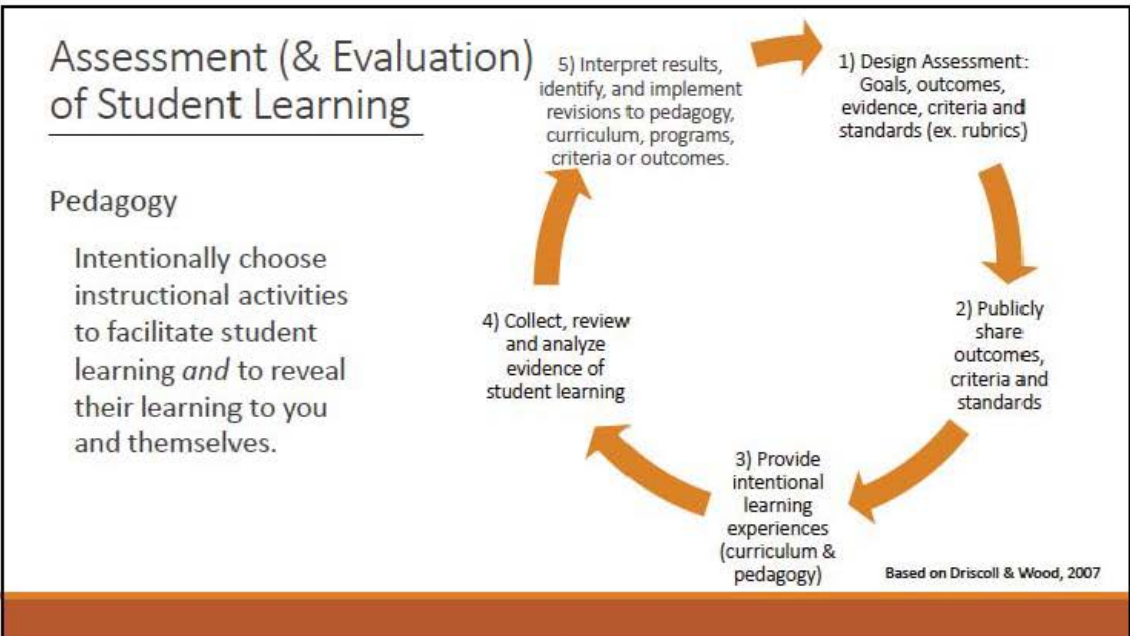
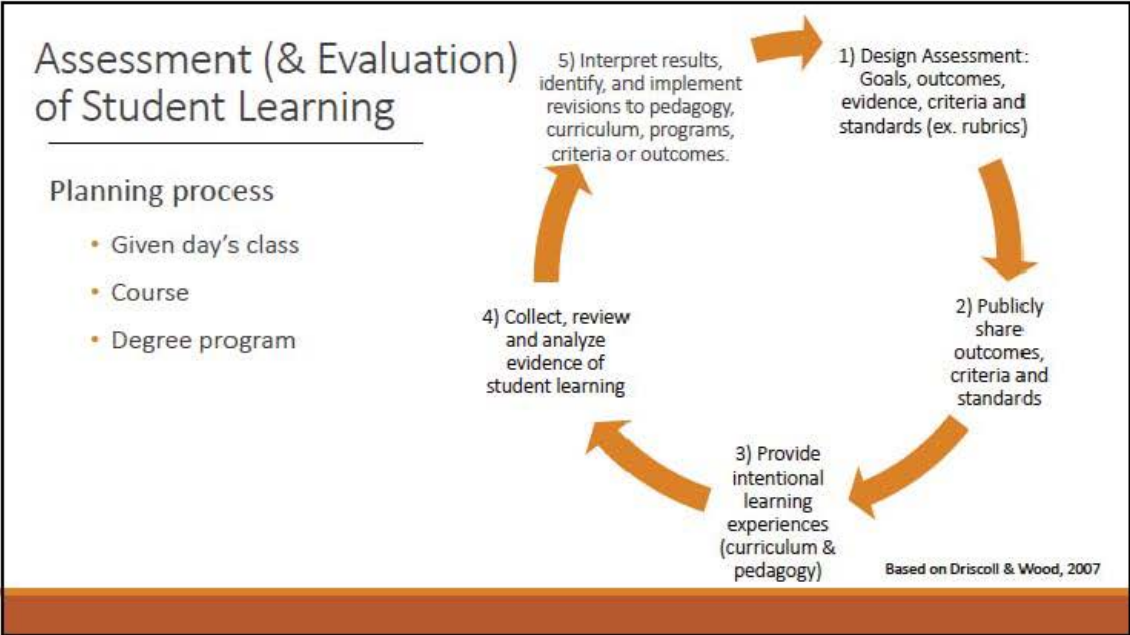
- Gathering information about student learning and/or the learning experience in order to improve student learning

Evaluation

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

Examples?





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

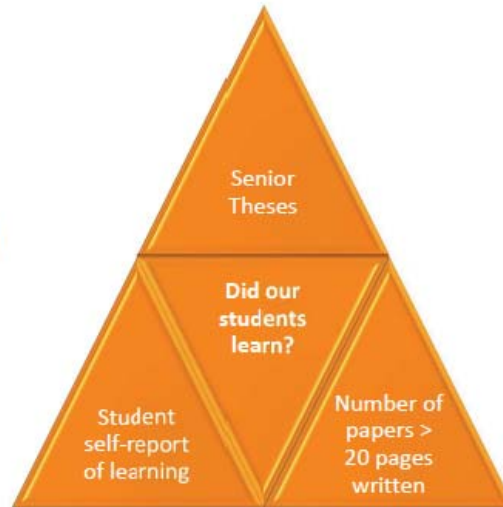
- Assignments/assessments designed to replicate “real world” activities via relevant and meaningful questions, tasks, problems, and projects.

Examples?



Triangulation

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



Criteria, Standards, and Rubric

Standards of Performance

Scientific Ethics Rubric: Comprehend ethical issues and be able to apply an ethical decision-making framework to scientific decisions.

	<i>Beginning (1)</i>	<i>Developing (2)</i>	<i>Accomplished (3)</i>	<i>Exemplary (4)</i>
Behavioral Awareness	Unaware that an ethics issue exists.	Identifies that an ethical issue exists.	Identifies ethical dimensions, but leaves out facts that are ethically relevant.	Identifies all relevant ethical dimensions.
Professional Awareness	Unaware that a professional issue exists.	Identifies that a professional issue exists.	Identifies professional aspects of the situation but leaves out professional relevant factors.	Identifies all relevant professional factors.
Awareness of Stakeholders	Consideration of only one stakeholder (e.g. oneself) relevant to the ethical decision.	Identifies & considers a few potential stakeholders relevant to the ethical decision.	Identifies & considers many or most potential stakeholders to the ethical decision but leaves out some significant stakeholders.	Identifies & considers all potential stakeholders relevant to the ethical decision.
Ethical Reasoning	Only legal compliance or selfish thinking used to determine and resolve ethical issue(s).	Applies only one ethical decision rule(s)/method(s)/approach(es) in an effort to resolve the ethics issue(s).	Applies only two ethical decision rule(s)/method(s)/approach(es) in an effort to resolve the ethics issue(s).	Applies more than two ethical decision rule(s)/method(s)/approach(es) in an effort to resolve the ethics issue(s).
Ethical Decision Making	Does not arrive at an ethical decision.	Arrives at a decision, but lacks coherence with problem, interested parties, and/or general situation.	Decision coheres w/problem, interested parties and/or general situation.	Arrives at an insightful comprehensive decision that coheres with problem, interested parties & situation.

Criteria

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

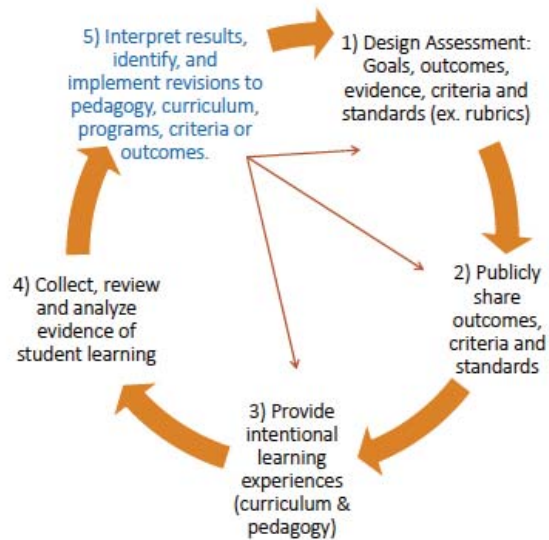
Scientific Ethics Rubric: Comprehend ethical issues and be able to apply an ethical decision-making framework to scientific decisions.

	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Behavioral Awareness	Unaware that an ethics issue exists.	Identifies that an ethical issue exists.	Identifies ethical dimensions, but leaves out facts that are ethically relevant.	Identifies all relevant ethical dimensions.
Professional Awareness	Unaware that a professional issue exists.	Identifies that a professional issue exists.	Identifies professional aspects of the situation but leaves out professional relevant factors.	Identifies all relevant professional factors.



Closing the Loop

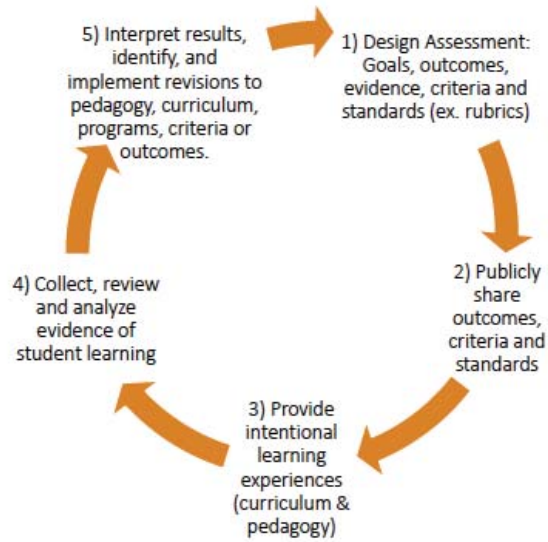
Intentional process of responding to assessment results by implementing changes intended to improve student learning, or concluding change is unnecessary.



Based on Driscoll & Wood, 2007

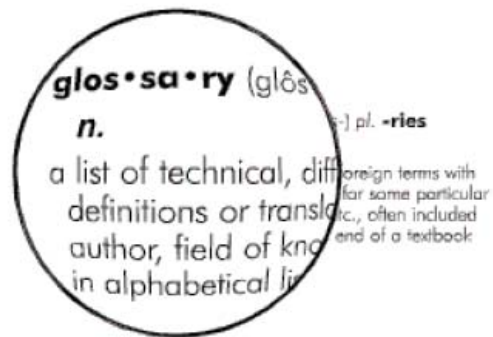
Alignment

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



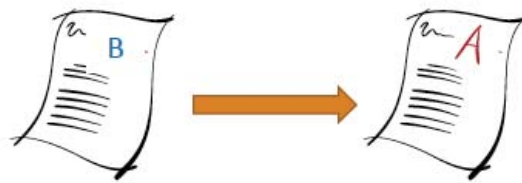
Based on Driscoll & Wood, 2007

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

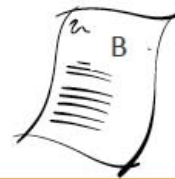


Relationship of Assessment & Grading

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.

Some Assessment Choices

Formative vs. Summative Assessment

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

