Published Tests

Some faculty have taken an active role in testing and measurement development, and they should seek advice when needed. Other campuses have a significant body of work on measurement theory that can be used without expertise in which manner. Faculty should be familiar with good procedures and maintain their quality. Although good assessment experts have developed a number of techniques for developing measures.

Direct assessments often involve quantitative measurement, and strategies that are realistic, focused, and manageable.

Plan assessment activities, consider practical constraints, and select appropriate assessment methods. Consider multiple assessment approaches, as you may combine several approaches to maximize the number of student and faculty interests. Use various forms in comprehensive and clear communication to assess your learning objectives and related program characteristics. Your success in determining the best learning activities and related program characteristics will depend on the strategies you select. Next, these chapters will review many strategies and provide examples.
The code specifies the Code of Fair Testing Practices in Education. This code is developed by the Committee on Fair Testing Practices in Education, which is a joint committee of the Educational Testing Service, the American Psychological Association, the National Council on Measurement in Education, and the American Educational Research Association. The code is designed to ensure that testing practices in education are fair and effective.

Despite these efforts, the code will not be sufficient. Another important consideration is the accuracy of the test as a whole. The test should be designed to determine the student's understanding and not just their ability to perform well on the test. The test should be designed to assess the student's knowledge of the subject matter, not just their ability to memorize facts.

In summary, the Code of Fair Testing Practices in Education is an important document that sets standards for fair testing practices in education. While it is a good start, more work needs to be done to ensure that testing practices are truly fair and effective.
Techniques may be developed by local educators that may not be part of the traditional curriculum. The use of local resources and the development of assessment tools that are specific to the needs of the local community are essential. These tools should be developed in collaboration with local educators and should be based on the unique needs of the community. The use of case studies and real-world examples can help students understand the practical applications of the concepts they are learning. Additionally, peer assessment, self-assessment, and reflection can be used to encourage students to think critically and engage actively in the learning process. These techniques can be adapted and modified to meet the specific needs of individual learners and can be integrated into the curriculum to enhance student engagement and achievement.
not mean that "conventional" test questions be they 

Lefkson (1996) argues that "conventional" test questions be they 

and then go on, those three questions, are important, but even more important is the development of the questions. If you read the results of the conventional test questions, you need to look for new, but even more important, you need to look for new, and even more important, you need to look for new, and even more important, you need to look for new.

Embezzlement of Quantitative Skills

Figure 5.1

Direct Assessment Techniques

Locally Developed Tests

Assessment in Academic Programs in Higher Education
The faculty at Mary Washington College (2002) agrees that assessment occurs naturally throughout the design and implementation of academic course work. Assessment refers to the collection and analysis of information to determine to what extent students have achieved the educational goals and objectives of the course. When this information is made known to students, it facilitates their learning and professional development. Mary Washington College staff members believe that assessment is an integral part of instruction and that it should be a continuous and ongoing process.

In this course, we will focus on the following goals:

1. Understand the importance of assessment in the learning process.
2. Learn how to design and implement effective assessment strategies.
3. Evaluate the impact of assessment on student learning.
4. Develop a plan for continuous improvement based on assessment results.

The following activities will help you achieve these goals:

- Readings: Chapter 1 of the textbook.
- Discussion: Weekly discussions on course topics.
- Assignments: Weekly assignments to apply assessment concepts.

Please be prepared to participate actively in class discussions and to complete all assignments on time.

Characteristics and Suggestions

<table>
<thead>
<tr>
<th>Item Type</th>
<th>Common Test Item Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple-choice</td>
<td>Phone 5.2</td>
</tr>
</tbody>
</table>

Assessing Academic Programs in Higher Education
Group project and presentation.

Course content:
- Community service learning and other field activities.
- Classroom assessment activities.

Embedded assignments and course activities could involve, for example, an embedded assignment and course activities could

be modified into

Student Simulations. Examples of these Simulations are given to groups of

Embedded Assessments and Course Activities

of their learning.

Test scores and data are important so that students display the course

content. The study included in course faculty members as well.

Embedded assessment of meaningful information. Lessons and

question of whether students can develop relationships, which can be

independent assessment of each other's work. This might be to

inform feedback. Most are not reliable for locally developed tests.

Provide support for:

- teacher evaluation on student learning and
- should be interested in the teacher's ability to use them. The key

its less effective when publicized. It's not well consensual. They are

are not reliable for an effective assessment of meaningful information.

Locally developed tests have a number of strengths. They allow for

Next section

Authentic assessment into courses and these will be described in the

authentic assessment into courses, and these will be described in the

literacy by asking students to respond to small messages and to make

Audience Test

AUTHENTIC VS TRADITIONAL TESTS

PHONE 5.3

Assessing Academic Programs in Higher Education
students in specific course sections.

In particular, the learning objectives for each course and their corresponding assessment criteria are outlined. The objectives are designed to evaluate student understanding and proficiency in specific areas. The criteria are used to assess student performance against these objectives. The assessment process involves collecting evidence, analyzing it, and then providing feedback to students. The feedback is intended to help students improve their understanding and performance. The assessment process also includes the use of self-assessment tools, where students evaluate their own progress against the learning objectives. This self-assessment helps students to identify areas for improvement and to reflect on their learning. The assessment data is then used to inform the instructional strategies and materials for future course offerings.

The assessment process is iterative and continuous, allowing for ongoing improvement and refinement of the course materials and teaching methods. The results of the assessment are used to inform and guide the curriculum development and instructional practices. The assessment criteria are developed based on the learning outcomes and the specific objectives of the course. The assessment process is designed to be flexible and adaptable, allowing for modifications based on feedback and student performance. The assessment data is collected and analyzed to identify areas of strength and areas for improvement. This data is then used to inform the instructional strategies and materials for future course offerings, ensuring that the course remains relevant and effective in meeting the learning objectives.
Competency interviews are examiners' interviews, interviews that are conducted as part of the assessment process. They are designed to assess the level of competence that a candidate has achieved in a particular area of study. Competency interviews are often used in conjunction with other assessment methods, such as written examinations and practical demonstrations.

In competency interviews, examiners will ask candidates to demonstrate their knowledge and skills in a specific area of study. This may involve discussing theoretical concepts, solving problems, or demonstrating practical skills.

Competency interviews are important because they provide a way to assess the skills and knowledge that candidates have acquired. They can also be used to identify areas where candidates may need additional training or development.

Competency interviews are conducted by examiners who are experts in the field. They will typically be familiar with the competencies that are being assessed and will be able to provide feedback on how candidates are performing.

Overall, competency interviews are an important part of the assessment process, and they play a crucial role in ensuring that candidates have the skills and knowledge that they need to succeed in their chosen field.
Portfolios

Portfolios are becoming increasingly popular for course evaluation and program assessment. Here are a few examples of campus portfolio experiences:

- A student at a major university developed a portfolio to document and reflect on their academic journey. The portfolio included reflective essays, project proposals, and self-assessment forms. This approach helped the student to evaluate their progress and identify areas for improvement.

- Another student at a community college used a portfolio to compile their work from various courses. The portfolio included a mix of assignments, projects, and self-reflections. This helped the student to see their development over time and identify trends in their learning.

- A portfolio was also used by a group of students to document their participation in a service-learning project. The portfolio included reflections on their experiences, project outcomes, and feedback from community partners. This approach helped the students to see the impact of their work and reflect on their role in making a difference.

- A professor at a university developed a portfolio for their teaching evaluation. The portfolio included student evaluations, lesson plans, and lesson observations. This approach helped the professor to see their strengths and areas for improvement.

- A portfolio was also used by a group of students to document their participation in a research project. The portfolio included research proposals, data analysis, and final reports. This approach helped the students to see their contribution to the project and reflect on their research skills.

- A portfolio was also used by a group of students to document their participation in a leadership development program. The portfolio included reflections on their leadership experiences, project proposals, and self-assessment forms. This approach helped the students to see their growth and identify areas for improvement.

- A portfolio was also used by a group of students to document their participation in a study abroad program. The portfolio included reflections on their experiences, project proposals, and self-assessment forms. This approach helped the students to see their growth and identify areas for improvement.

- A portfolio was also used by a group of students to document their participation in a service-learning project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from community partners. This approach helped the students to see the impact of their work and reflect on their role in making a difference.

- A portfolio was also used by a group of students to document their participation in a group project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their contribution to the project and reflect on their group dynamics.

- A portfolio was also used by a group of students to document their participation in a social justice project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from community partners. This approach helped the students to see the impact of their work and reflect on their role in making a difference.

- A portfolio was also used by a group of students to document their participation in a research project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their contribution to the project and reflect on their research skills.

- A portfolio was also used by a group of students to document their participation in a leadership development program. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their growth and identify areas for improvement.

- A portfolio was also used by a group of students to document their participation in a study abroad program. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their growth and identify areas for improvement.

- A portfolio was also used by a group of students to document their participation in a service-learning project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from community partners. This approach helped the students to see the impact of their work and reflect on their role in making a difference.

- A portfolio was also used by a group of students to document their participation in a group project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their contribution to the project and reflect on their group dynamics.

- A portfolio was also used by a group of students to document their participation in a social justice project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from community partners. This approach helped the students to see the impact of their work and reflect on their role in making a difference.

- A portfolio was also used by a group of students to document their participation in a research project. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their contribution to the project and reflect on their research skills.

- A portfolio was also used by a group of students to document their participation in a leadership development program. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their growth and identify areas for improvement.

- A portfolio was also used by a group of students to document their participation in a study abroad program. The portfolio included self-reflections on their experiences, project outcomes, and feedback from peers. This approach helped the students to see their growth and identify areas for improvement.
Two basic types of portfolios are common: showoff portfolios and developmental portfolios. Showoff portfolios document the extent of development but are not used to evaluate student performance. Developmental portfolios document student performance and are used to evaluate student progress. Both types of portfolios can be assessed, but they differ in their purpose and design.

**Showoff Portfolios**
- **How will the portfolio be assessed to evaluate and improve the work?**
- **For whom will the portfolio be assessed on the portfolio?**
- **When will the checklist be used?**
- **What evidence will be required in the portfolio?**
- **Which evidence will be excluded from the portfolio?**
- **Who will the checklist be decided? Who will make the decision?**
- **What will the student’s role in the decision be?**

**Developmental Portfolios**
- **What will the portfolio be used for?**
- **Who will the portfolio be assessed by?**
- **When will the evidence be used?**
- **What evidence will be excluded from the portfolio?**
- **Who will make the decision?**
- **What will the student’s role in the decision be?**

**Showoff Portfolios**
- **What will the portfolio be assessed on?**
- **For whom will the portfolio be assessed on?**
- **When will the checklist be used?**
- **What evidence will be required in the portfolio?**
- **Which evidence will be excluded from the portfolio?**
- **Who will the checklist be decided? Who will make the decision?**
- **What will the student’s role in the decision be?**

**Developmental Portfolios**
- **What will the portfolio be used for?**
- **Who will the portfolio be assessed by?**
- **When will the evidence be used?**
- **What evidence will be excluded from the portfolio?**
- **Who will make the decision?**
- **What will the student’s role in the decision be?**
directly enhance their learning in other ways.

After leaving, portfolio developers should discuss how their education has helped them toward their goals.

In some courses, portfolios have been developed on their own, and these students have demonstrated significant improvement in their self-assessment and development skills. Faculty can provide feedback on student progress and help students identify areas for improvement. Some portfolios include reflections on student experiences and how they have contributed to their learning. Faculty can also discuss how to recognize and encourage student self-assessment.

Faculty should have a clear idea of what information will be needed and how it will be used. Some portfolios include detailed plans for student development, while others are more general. Faculty can provide feedback on student progress and help students identify areas for improvement. Some portfolios include reflections on student experiences and how they have contributed to their learning. Faculty can also discuss how to recognize and encourage student self-assessment.
Assessing Academic Programs in Higher Education

Collective portfolios can be a valuable part of the assessment cycle. They provide a way to integrate the assessment of individual student performance with the assessment of the overall program. By assessing portfolios, institutions can gain insights into the effectiveness of their curriculum and instructional strategies.

Collective portfolios can be used to
- Evaluate the overall effectiveness of a program
- Identify areas for improvement
- Inform program planning and resource allocation
- Foster a sense of community among students and faculty

Collective portfolios can be used at various levels of an institution, from departments to programs to institutions. They can be used to assess a wide range of outcomes, including student learning, program effectiveness, and institutional goals.

Collective portfolios require a significant investment of time and effort, but they can provide a rich source of data for program improvement. By using collective portfolios, institutions can create a culture of continuous improvement and enhance the value of their academic programs.
Each of the direct assessment techniques discussed in this chapter has its own strengths and limitations, and they are examined in detail in Table 5.2. Potential strengths and limitations of each technique are compared in the following section.

**Summary of Direct Assessment Techniques**

Techniques vary employed to explore the strengths and weaknesses of the techniques associated with the direct assessment of student learning. Many direct assessment strategies, for example, help educators determine student learning and identify potential strengths and limitations. Such techniques can provide direct evidence about the effectiveness of the educational process and the impact of student learning. However, each technique has its own unique strengths and limitations, and educators must carefully consider these factors when selecting an appropriate assessment method.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Potential Strengths</th>
<th>Potential Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Observation</td>
<td>Can provide direct evidence of student behavior</td>
<td>Limited to situations where observation is feasible</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Reflective and comprehensive</td>
<td>Require significant time and effort to develop and maintain</td>
</tr>
<tr>
<td>Rubrics</td>
<td>Consistent and fair assessment</td>
<td>May not be applicable to all assessment tasks</td>
</tr>
<tr>
<td>Checklists</td>
<td>Easy to use and practical</td>
<td>May not capture all aspects of performance</td>
</tr>
</tbody>
</table>

**Potential Limitations**

- Limited to situations where observation is feasible
- Require significant time and effort to develop and maintain
- May not be applicable to all assessment tasks
- May not capture all aspects of performance
<table>
<thead>
<tr>
<th>Potential Limitations</th>
<th>Potential Strengths</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all students have equal access to resources.</td>
<td>Can lead to improved problem-solving skills.</td>
<td>Direct Assessment Techniques</td>
</tr>
<tr>
<td>Students may not fully understand the assessment process.</td>
<td>Students can analyze and evaluate their own performance.</td>
<td></td>
</tr>
<tr>
<td>Assessments may be biased.</td>
<td>Students can provide feedback for each other.</td>
<td></td>
</tr>
<tr>
<td>Curriculum may not be tailored to student needs.</td>
<td>Can promote critical thinking.</td>
<td></td>
</tr>
<tr>
<td>Some students may be disadvantaged.</td>
<td>Can improve learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>There is a lack of resources to support curriculum development.</td>
<td>Can enhance students' communication skills.</td>
<td></td>
</tr>
<tr>
<td>Metacognition cannot be measured directly.</td>
<td>Can be used for grading.</td>
<td></td>
</tr>
<tr>
<td>Classroom behaviors and interactions cannot be observed.</td>
<td>Can be used for formative assessments.</td>
<td></td>
</tr>
<tr>
<td>Student self-assessment is unreliable.</td>
<td>Can be used for summative assessments.</td>
<td></td>
</tr>
<tr>
<td>Grades are not always accurate.</td>
<td>Can be used for qualitative assessments.</td>
<td></td>
</tr>
<tr>
<td>Assessments are time-consuming.</td>
<td>Can be used for diagnostic assessments.</td>
<td></td>
</tr>
<tr>
<td>Assessments may be subjective.</td>
<td>Can be used for formative feedback.</td>
<td></td>
</tr>
<tr>
<td>Potential Limitations</td>
<td>Potential Strengths</td>
<td>Technique</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------</td>
<td>------------</td>
</tr>
<tr>
<td>What are the limitations of your approach?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the strengths of your approach?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How could you improve your approach?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Limitations:**
- Time and planning
- Resource availability
- Constraints of the environment

**Strengths:**
- Data collection is comprehensive
- Provides support for future development
- Engages students in active learning
- Enhances retention of material
- Facilitates student engagement

**Technique:**
- Can provide direct evidence of students’ learning
- Works well with diverse student populations

**Possible Challenges:**
- May be difficult to execute
- Requires a significant amount of preparation
- Students may become overwhelmed

**Potential Improvements:**
- Provide additional resources
- Offer more guidance and support
- Incorporate technology to enhance the learning experience