



Assessing Learning

Dr. Victoria L. Clegg

Fall 2011

JEOPARDY

Answer: 4 feet, 8.5 inches

Question?





What is the U.S. standard
railroad gauge?

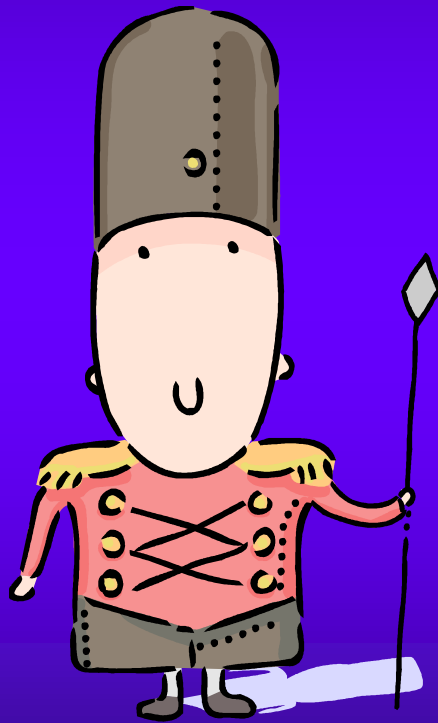
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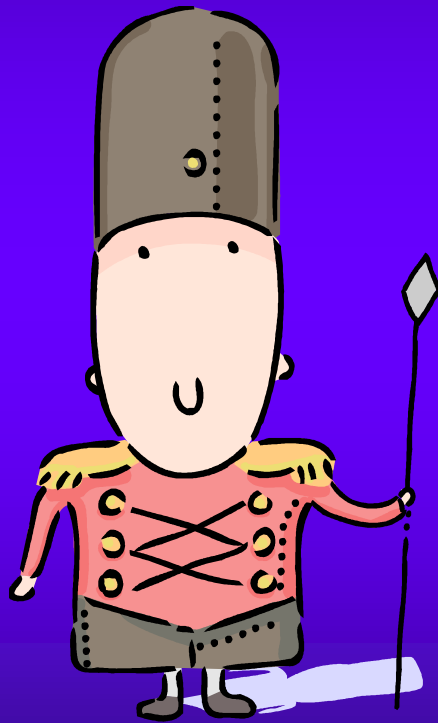
“That’s how we do it.”

“It’s always been that way.”



“He’s number six.”

"It's always been that way."



"He's number six."



Assessment //^\\ Evaluation



Assessment ///

- ◆ Gathering data, analyzing the data, and reporting the data -- to provide information that can be used to determine whether or not intended outcomes are being achieved.



\\ \\ Evaluation

- ◆ reporting the data – to provide information that can be used to determine whether or not intended outcomes are being achieved.
- ◆ **Using assessment results** to support decisions about learners ... or to support decisions on maintaining, changing, or discarding instructional practices.



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Assessment //^\\ Evaluation

Who?

When?

What?

For whom?

What for?

Against what?

Other?

Who?

When?

What?

For whom?

What for?

Against what?

Other?

Three Basic Questions



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- ◆ What do I want the students to learn?



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- ◆ What do I want the students to learn?
- ◆ How will I know when they have learned?





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- ◆ What do I want the students to learn?
- ◆ How will I know when they have learned?
- ◆ How will I facilitate the students' learning?



When writing SLOs, think about:



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- ◆ What information or content do you want students to learn?



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- ◆ What information or content do you want students to learn?
- ◆ What do you want them to do with that information?



When writing SLOs, think about:

- ◆ What information or content do you want students to learn?
- ◆ What do you want them to do with that information?
- ◆ What skills or competencies do you want them to learn or develop?



When writing SLOs, think about:

- ◆ What information or content do you want students to learn?
- ◆ What do you want them to do with that information?
- ◆ What skills or competencies do you want them to learn or develop?
- ◆ What kinds of higher level thinking do you want them to engage in?

When writing SLOs, you might also think about:





When writing SLOs, you might also ask yourself:

- ◆ If someone asks the students what they have learned, how do you want them to answer?



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- ◆ How do you expect students to demonstrate what they have learned ... and how well they have learned?



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BEFORE

you determine an evaluation strategy, you have some important decisions to make.

Ask yourself these 4 questions.



1. What is the purpose of the evaluation?



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- ◆ **Aid or reinforce learning** – design to help students see strengths and weaknesses
- ◆ **Mastery of content** – design to determine when students reach the level to move on
- ◆ **Determine grades** – design to offer clear discrimination of students' relative standings (norm- or criterion-referenced)
- ◆ **Assess the instructional program**



2. What constraints must be considered?



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- ◆ Class size – the number of students
- ◆ Time – your time and students' time
- ◆ Facilities and/or Equipment
- ◆ Others?



3. What learning processes are involved?

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Cognitive

Bloom's Taxonomy

3. What learning processes are involved?



Cognitive

Bloom's Taxonomy

Psychomotor



3. What learning processes are involved?



Cognitive

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Psychomotor



Affective

3. What learning processes are involved?

Warning

-





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If you devote almost all instructional time to the understanding of concepts

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it is likely that many students will not do well.



4. What emphasis should each topic and level of learning be given?



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	LEVELS OF LEARNING		
TOPICS	Apply	Analyze	Evaluate
A	10%	--	--
B	30%	10%	--
C	--	35%	15%

Dichotomies to consider:





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- ◆ Selection and Production



Four basic types of assessment:

- ◆ **“Paper-and-pencil” assessments**
- ◆ **Performance assessments**
- ◆ **Oral communication**
- ◆ **Portfolios**

Susan M. Brookhart
Duquesne University



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- ◆ **Portfolios** – systematic collections of student work over time

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- ◆ **Subjective scoring** – requires good academic judgment well applied (clear descriptions of the expected outcomes, criteria lists, rubrics)
- ◆ **Descriptive feedback** – written or oral, intended to enhance or improve students' learning



ASSESSMENT & FEEDBACK MATRIX

ASSESSMENTS	KINDS OF FEEDBACK		
	Objective Scoring	Subjective Scoring	Descriptive Feedback
"Paper-and-Pencil"			
Performance			
Oral Communications			
Portfolios			



Assignment #2

EVALUATING LEARNING

DUE: OCTOBER 25, 2011

Design three *different* kinds of assessment/evaluation strategies for selected learning outcomes in your field of expertise.

Re-do option



I'm here to help.

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