Implementing Stage 3 of the assessment process

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Agenda

- Quick review of the assessment cycle
- Focus on stage 3
- Explain standards based assessment
- 2 types of evidence of learning
- Rubrics use in assessment
The Assessment Cycle (Bresciani, 2003)

The key questions...

- What are we trying to do and why? or
- What is my program supposed to accomplish?
- How well are we doing it?
- How do we know?
- How do we use the information to improve or celebrate successes?
- Do the improvements we make work?
The Teaching-Learning-Assessment Cycle

1. Learning Goals
2. Learning Opportunities
3. Assessment
4. Using Results
Stage 1 Completed IFST Learning Goals

The IFST graduate will:

1. Students will be able to present clear and professional projects orally and in writing.

2. Students will be able to analyze case studies regarding ethics and diversity awareness and create recommendations that address future growth and development.

3. Students will be able to create interventions or teaching strategies that use theory and research to improve the lives of children, youth, adults and/or their families.

Skills to be targeted by rubric:

1. Effectively communicate facts, opinions, and reflections in written form demonstrating work with children, families, and/or professionals.
   - Deliver presentations that clearly and professionally communicate information that is valid and well reasoned.

2. Describe relevant ethical issues as addressed by the NOHS or NAEYC codes of ethics
   - Evaluate appropriate outcomes for actions that reflect violations of ethical principles.
   - Integrate the valuing of responsibility to community with personal code of values.
   - Identify personal opportunities to apply human development, family studies, and human services knowledge for enhancing personal, familial, and community development.
   - Evaluate a personal plan for engagement with the community with respect to community and societal responsibilities.

3. Describe conditions that enhance or detract from the validity of research methods and conclusions.
   - Relate connections among diverse facts, theories, and practice
   - Develop and implement effective database search strategies of scholarly literature to inform practice
   - Reflect upon professional experiences, findings from quantitative and qualitative research, and human development and family studies theory, and use these reflections to inform improved practice.
   - Identify mechanisms by which research can influence personal, organizational, community, and societal change.
After you articulate your outcomes you make sure you have a program that can actually deliver the outcome by conducting a curriculum mapping.
STAGE 2 COMPLETED
Entering Stage 3
Think about collecting data

No such thing as a perfect measure so gather data from different sources to make more informed decisions for continuous improvement (e.g., surveys, observations, self-assessment) that you believe will be useful in answering the important questions you have raised.

* Important to note that MSCHE requires for every goal you measure it in at least two ways and one must be a direct evidence of learning.
What kinds of measures are useful? Evidence of learning—basically two types (Palomba and Banta, 1999)

- Direct—methods of collecting information that require the students to display their knowledge and skills

- Indirect—methods that ask students or someone else to reflect on the student learning, rather than to demonstrate it
Some Methods That Provide Direct Evidence

- Student work samples
- Collections of student work (e.g. Portfolios)
- Capstone projects
- Project-embedded assessment
- Course-embedded assessment
- Observations of student behavior
- Internal juried review of student projects
- External evaluations of student performance
- Document analysis (e.g., meeting minutes, policies, handbooks)
Direct Evidence Cont.
from Peggy Maki, Ph.D.

- External juried review of student projects
- Externally reviewed internship
- Performance on a case study/problem
- Performance on problem and analysis (Student explains how he or she solved a problem)
- Performance on national licensure examinations
- Locally developed tests
- Standardized tests
- Pre-and post-tests
- Essay tests blind scored across units
Some Methods That Provide Indirect Evidence

adapted from Peggy Maki, Ph.D.

- Alumni, Employer, Student Surveys
- Focus groups (depending on the interview protocol, this could be used as direct evidence)
- Exit Interviews with Graduates
- Graduate Follow-up Studies
- Percentage of students who go on to graduate school
- Retention and Transfer Studies
- Job Placement Statistics
Indirect Evidence Cont.

- Faculty/Student ratios
- Percentage of students who study abroad
- Enrollment trends
- Percentage of students who graduate within five-six years
- Diversity of student body
Choosing A Tool

- It is important to choose tools based on what you are trying to assess, not on what tool is most appealing to you.
- Consider what will provide you with information to make decisions.
- Be able to justify your choice of tool and method.
Things to Consider When Choosing an Instrument

- What outcome(s) are you measuring?
- What criteria will determine if the outcome is met?
- Who is being assessed? How often do I have access to them? Do I know who they are?
- What is my budget?
- What is my timeline?
- What type of data is most meaningful to me: direct/indirect and qualitative/quantitative?
- Who will analyze the data and how?
- How easily can I fit this method into my regular responsibilities? (every day, week, semester, year)
- Who will make decisions with this data?
- How will I document the evidence and the decisions made from that evidence?
### Other Things to think about in stage 3

<table>
<thead>
<tr>
<th>All Students Or Sample</th>
<th>Little, Average, Lots of Time?</th>
<th>Usable info Already Exists?</th>
<th>1 Point or Many Points in time?</th>
<th>Quantitative or Qualitative?</th>
<th>Time</th>
<th>External Or Internally Developed test</th>
<th>Faculty who will prepare internal dev. Test?</th>
<th>Student Motivation</th>
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</thead>
<tbody>
<tr>
<td>#1</td>
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After you select a tool then what?

- You establish a priori knowledge about the results
- Standards based assessment or benchmarking because this is your first round, you still need to determine what would be a “good result”
Standards Based Assessment

- Faculty set the standard for their students’ performance based on the goals they identified.
- Standards should be specific enough to enable everyone to understand what students need to learn.
- They also must be precise enough to permit a fair and accurate judgment of whether the standards have been met.
  - While they do not mandate a particular curriculum, textbook or instructional approach, and may be achieved in a variety of ways, standards must make clear what is expected of students.
- Initial measurement allows you a baseline but you can set goals such as all students must achieve a passing score on X evaluation.

http://www.wested.org/cs/we/view/rs/14
<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1: Unacceptable</th>
<th>2: Acceptable</th>
<th>3: Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity and Accuracy of Tables and Graphs&lt;br&gt;ACEI Standard: 4</td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation includes tables and graphs.</td>
<td>Presentation includes technically accurate tables and graphs that clearly represent all of the data.</td>
<td></td>
</tr>
<tr>
<td>Alignment with Learning Goals and Objectives&lt;br&gt;ACEI Standards: 3.1, 4</td>
<td>Analysis of student learning is not aligned with learning goals and objectives.</td>
<td>Analysis of student learning is partially aligned with learning goals and objectives and/or fails to provide a comprehensive profile of student learning relative to the goals and objectives for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and objectives provide a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
</tr>
<tr>
<td>Summary of Data&lt;br&gt;ACEI Standard: 4</td>
<td>Summary is inaccurate or unsupported by data.</td>
<td>Summary of data is provided but lacks sufficient detail.</td>
<td>Summary of tables and graphs clearly communicates students’ performance.</td>
<td></td>
</tr>
<tr>
<td>Evidence of Impact on Student Learning&lt;br&gt;ACEI Standard: 4</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals and objectives.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals and objectives.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal and objective.</td>
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<tr>
<td>Rubric to Assess a PBL or Another Rubric</td>
<td>Novice</td>
<td>Apprentice</td>
<td>Practitioner</td>
<td>Expert</td>
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<td><strong>Authenticity</strong></td>
<td>• Content and skills are connected to later use in school only</td>
<td>• Content or skills are somewhat connected to life outside of school</td>
<td>• Content and skills are clearly connected to life outside of school, such as the work world</td>
<td>• Content and skills of tasks are highly relevant by connecting to students’ lives right now</td>
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<td><strong>Open-Ended</strong></td>
<td>• Tasks has only one correct response</td>
<td>• Task allows limited room for different approaches</td>
<td>• Tasks allows for different approaches based on the same content/skills base</td>
<td>• Task allows students to choose different assessment measures for the task</td>
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<td><strong>Complexity</strong></td>
<td>• Task contains different skills mostly lower order</td>
<td>• Tasks contain many different skills and content</td>
<td>• Tasks contain many different skills and content, including higher level thinking</td>
<td>• Task contains many different skills and content, including higher-level thinking</td>
</tr>
<tr>
<td><strong>Curricular Connection</strong></td>
<td>• Task is loosely connected to key skills and content in the curriculum</td>
<td>• Task is clearly connected to key skills and content in curriculum</td>
<td>• Task is clearly connected to key skills and content in curriculum</td>
<td>• All of Practitioner, plus tasks incorporates the University’s GenEd Goals and the program’s defined curricular standards</td>
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</table>

http://its.monmouth.edu/facultyresourcecenter/rubrics.htm
What the Office of Educational Assessment Can Do For You

- Help your program through the entire assessment process by:
  - Developing and implementing metrics-rubrics, surveys, etc.
  - Gathering and analyzing data
  - Assisting in grant preparation
  - Providing resources-
    [www.assessment.udel.edu](http://www.assessment.udel.edu)
References


- Ewell, P. T. (2003). *Specific Roles of Assessment within this Larger Vision.* Presentation given at the Assessment Institute at IUPUI. Indiana University-Purdue University- Indianapolis.


