

Assessment Strategies at the Course Level

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Groundings for Course Assessment

- ▶ Purpose(s) of course assessment
 - What do you want them to know?
 - What do you want them to be able to do?
- ▶ Types of assessments
 - How will you know when they know it?
 - How will you know when they can do it?
- ▶ Frequency (or cycle) of assessments
- ▶ Use of assessment data

Is this how you are teaching?

The pilot takes off from Memphis and heads toward Laramie, WY. Several hours later, having set the auto pilot and making no adjustments to the flight pattern defined in the Flight Manual, she lands the plane, contacts the tower and asks, “Are we in Laramie?”

The ultimate purpose of course assessment is to know that the students in our classrooms will land at the place we intend for them to land. We must know “where” to land and we must modify instruction enroute so they have opportunity to end up in that place.

Definitions

- ▶ Assessment: formal and informal ways of documenting evidence of student learning
 - Assessment for learning: typically formative; promoting student learning; feedback; metacognitive strategies; used to adapt instruction; informal; task level/course level
 - Assessment of learning: typically summative; accountability; certify competence; differentiate skill/knowledge levels; task level/course level/program level; structured

Getting Started

- ▶ What do you want to measure (assess)?
 - Standard? Performance? Knowledge?
- ▶ Why do you want this data?
 - One element of a course grade? Formative for you (adapt instruction) and students (feedback)?
Summative? Accountability?

Getting Started

- ▶ What is the evidence that would convince you that the student knows or can do what you are measuring?
 - Quiz; Exam; Paper; Presentation; Portfolio; Project; Activity
 - Individual or small group
 - Timing within the course; how often do you need to measure?

Getting Started

- ▶ Are the criteria for judging the evidence clear for you and the students?
 - Description of the assessment
 - Rubric or detailed criteria
 - Details of grading/scoring rule(s) [for the specific assessment and within the whole course]
- ▶ How will you capture that evidence?
 - These choices then provide the map for landing in the right place.

Using Assessment Data

- ▶ What was the purpose?
 - Will these data serve the purpose(s) you identified in Getting Started?
- ▶ Who will have access to these assessment data?
 - You; student; dept chair; administrator; AA; accreditation reviewers?
- ▶ What form will final data take?
 - Gradebook; summary report; multiple purposes?
 - Need to aggregate or disaggregate portions of the data?
- ▶ Will you use these data beyond this course?
 - Longitudinal or comparative analyses?

Questions & BYOS

- ▶ Small groups: f2f, online, hybrid
[~20 minutes then sharing with whole group]
 - Unique considerations that are influenced by course delivery system
- ▶ Small groups: general content area/discipline
[~1 hour with facilitator support]