Professional and Continuing Studies Assessment Workshop
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University of Delaware Downtown
Office of Educational Assessment

www.assessment.udel.edu
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Agenda

• Provide an overview of the assessment cycle
• Teach you how to develop a learning goal
• Help you develop a program learning goal
• Orient you to the reporting template
• Have you complete the first part of the template
• Determine how to directly measure the learning goal
Purpose of Assessment

To provide information that can be used to improve student learning and allocation of resources.

"Assessment is not an end in itself but a vehicle for educational improvement." (AAHE, 1992)
Assessment Cycle

1. Create Learning Goals
2. Check to see if there are opportunities to achieve the goals
3. Measure the level of achievement of the goals
4. Analyze Results and Make Programmatic Improvements
What is a programmatic learning goal?

• Synonymous with learning objective

• States clearly what students should be able to do at the end of the program in observable and measurable terms

• Difficulty occurs when we confuse instructional goals (IG) with learning goals (LG)
  – IG- Students will participate in a financial management course and learn about financial statements
  – LG- Students will be able to analyze and synthesize financial information and create a financial statement for a non-profit organization
Answer these:

- After completing your program, what should your students be able to do? What would you see them do?

  Or, if you find it easier, answer this:

- Thinking about your students as they complete your program, what area(s) would you like them to improve upon?
Recommended verbs to create learning goals

**Students will be able to….**

- **Create**- design, construct, plan, produce, invent, devise, make, program, film, animate, direct, publish, etc.
- **Evaluate**- check, hypothesize, critique, run an experiment, judge, test, detect, monitor, review, moderate, collaborate, etc.
- **Analyze**- compare, organize, deconstruct, attribute, outline, find, structure, integrate, mash, link, reverse engineer
1) Learning Goal that is observable and measurable:

Indicate if you used an indirect measurement: (OPTIONAL) –
Survey of student satisfaction or End of course survey Other (please describe)

Provide the results from the indirect measurement: (Summarize- Students reported that they were satisfied with the instructor and content. They suggested improving the heating in the classroom)

Describe the direct measurement (REQUIRED)- How did you see students acquire the learning goal?

Provide an example of the measurement tool:

Data Results: (Summarize your results in a few short sentences. Ex. Using a rubric score of 4 is Excellent to 1 is Unsatisfactory, the mean score was a 3.85. 10% of students correctly answered the problem.)

Improvement Plan(s): (based upon the results. If positive results are found, you create new goals for improvement, if negative goals are found, you create a new goal as well. Ex. Students scored so well in the rubric (3.85) that we decided to increase the rigor of the curriculum by adding this learning goal which is a higher order goal from Bloom’s revised taxonomy- Students will now design a project (instead of analyze a case study) that synthesizes the modules content.)
Report Out
Determine How to Measure Your Goals

• **Direct Measure**- How will you see the student accomplish the learning goal?
  – Project rubric, score on an exam question or questions, external evaluator of students’ work (survey or observation report)

• **Indirect Measure**- Measurement of students’ perceptions and opinion
  – Survey where students rate their knowledge or understanding, course evaluation
<table>
<thead>
<tr>
<th></th>
<th>All Students Or Sample</th>
<th>How Often?</th>
<th>Usable info Already Exists?</th>
<th>Quantitative or Qualitative?</th>
<th>Dates?</th>
<th>External Or Internally Developed test</th>
<th>If Internal test, who will design?</th>
<th>Student Motivations High Stakes?</th>
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</thead>
<tbody>
<tr>
<td>MEAS #1</td>
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<td>MEAS #2</td>
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Multiple Direct Assessment Methods

- Tests
- Term Papers
- Writing Assignments
- Labs
- Discussion Groups
- Case Study Analysis
- PowerPoint Presentation
- Bulletin Board
- Skit
- Booklets
A rubric is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score.

A rubric is an **authentic assessment** tool used to measure students' work.

- Faculty-generated

- Student Generated – When used as an evaluative tool enable students to be candid and specific in their evaluations of their own writing, thus supporting what research says about **authentic assessment** and **self-regulated learning** (Grierson, Anson & Baird, 2002; Bandert-Drowns, Kulik, Kulik & Morgan, 1991).
<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Persuasive</th>
<th>Somewhat Persuasive</th>
<th>Not Very Persuasive</th>
<th>Not at all Persuasive</th>
<th>Total</th>
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<tbody>
<tr>
<td>Knowledge</td>
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<td></td>
<td>Demonstrated in a way that persuaded the viewer</td>
<td>Caused the viewer to contemplate your point of view</td>
<td>Viewer was not persuaded</td>
<td>Did not demonstrate a complete knowledge of the topic</td>
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<tr>
<td>Organization</td>
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<td></td>
<td>Presentation is organized in a manner that demonstrates that each slide builds on the previous idea</td>
<td>Presentation could be better organized. Slides could be reordered.</td>
<td>Viewer wondered where you were going with the topic because of a lack of structure. However, a beginning, middle, end occurred.</td>
<td>Audience was confused by your almost complete lack of structure</td>
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<tr>
<td>Content</td>
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<td></td>
<td>The appropriate amount of content is displayed on the screen</td>
<td>You could have added more information or removed some to make this more persuasive</td>
<td>Your content distracted from your message</td>
<td>Your content misdirected the reviewer</td>
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<tr>
<td>Presentation</td>
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<td></td>
<td>Presenter Speaks about the slides in a professional, manner and is very comfortable with the material</td>
<td>Presenter may have read the slides too often, turned their back on the audience or used non-words</td>
<td>Presenter read many of the slides. Large breaks of silence or non-words used. Not optimal placement of body</td>
<td>Presenter read most of the slides. Body placement was very distracting.</td>
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<tr>
<td>Display</td>
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<td></td>
<td>Color, content, transitions and layout contribute to a professional, persuasive product</td>
<td>Display components could be improved.</td>
<td>Display components less than optimal.</td>
<td>Display components were distracting.</td>
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Home Work: Write 3 Learning Goals And Determine Measures
Rubric Help

- The University of Delaware Writing Center: http://www.english.udel.edu/wc/staff/rubrics.doc
- http://makeworksheets.com/rubrics.html
- http://www.thecanadianteacher.com/tools/
- Project Based Learning Checklists Rubric Maker http://pblchecklist.4teachers.org
- Rubistar http://rubistar.4teachers.org/
- Rubric Builder http://landmark-project.com/classweb/tools/rubric_builder.php3
- Rubrics (Chicago Public class) http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/rubric_bank.html
- Rubrics for Web Lessons: Background on Rubrics http://webquest.sdsu.edu/rubrics/weblessons.htm
- Teach-nology Rubrics Generators http://teachers.teachtchnology.com/web_tools/rubrics/
- Understanding Rubrics (Adrade) http://www.middleweb.com/rubricsHG.html
- Rubrics at-a-glance (PowerPoint Show - requires Internet Explorer) http://ettc.lrhsd.org/rubrics.htm
- http://writing.colostate.edu/references/teaching/grading/pop2d.cfm
- http://www.missouri.edu/~pattonmd//rubrics.html
- http://www.missouri.edu/~pattonmd//commenting.html
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