

USING DIRECT MEASURES TO ASSESS STUDENT LEARNING: MEETING HLC REQUIREMENTS

Assessment Workshop
October 25, 2013
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WORKSHOP OUTCOMES

- Participants will be able to:
 - Identify a program learning outcome to be assessed for the HLC Progress Report
 - Choose/develop a direct measure that effectively assesses achievement of the identified learning outcomes
 - Identify assessment criteria to apply to student work (might be in the form of a rubric)
 - Create a draft plan for analyzing and reporting assessment data
 - Complete a draft copy of the first part of the "Interim Assessment Report" due to the Assessment Sub-Committee by November 15, 2013

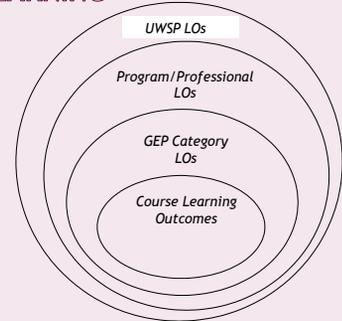
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WHAT SPECIFICALLY IS A LEARNING OUTCOME?

- A statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience
- Learning outcomes can be written for activities, lessons, courses, areas of emphasis, majors, programs, and degrees
- Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill they will be able to do
- Learning outcomes can be measured (evidence of learning can be produced)

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ALIGNING LEARNING OUTCOMES



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LEARNING OUTCOMES FOR WRITTEN COMMUNICATION:

Students can/will be able to:

- Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience
- Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience
- Critique their own and others' writing to provide effective and useful feedback to improve communication



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LEARNING OUTCOMES FOR QUANTITATIVE LITERACY

Students will be able to:

- ★ Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical form
- ★ Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications
- ★ Construct a conclusion using quantitative justification



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LEARNING OUTCOMES FOR HUMANITIES



Students will be able to:

- * Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts
- * Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts
- * Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts

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LEARNING OUTCOMES FOR SOCIAL SCIENCES



Students will be able to:

- * Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior
- * Explain the major principles, models, and issues under investigation by the social sciences
- * Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures

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LEARNING OUTCOMES FOR HISTORICAL PERSPECTIVES



Students will be able to:

- * Describe events from past cultures, societies, or civilizations
- * Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past
- * Identify the role of human agency in shaping events and historical change
- * Explain historical causality
- * Evaluate historical claims that frequently inform the present

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LEARNING OUTCOMES FOR NATURAL SCIENCES



Student will be able to:

- o Identify the basic taxonomy and principles of the scientific method as it pertains to the natural, physical world
- o Infer relationships, make predictions, and solve problems based on an analysis of evidence or scientific information
- o Apply scientific concepts, quantitative techniques and methods to solving problems and making decisions
- o Describe the relevance of some aspect of the natural science to their lives and society

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DEVELOPING ASSIGNMENTS AND ASSESSMENTS TO MEET LEARNING OUTCOMES

ASSIGNMENTS AND ASSESSMENTS

- * Should require students to apply and demonstrate the understanding, content knowledge, skills, and dispositions defined as key for the course, GEP category, and/or program
- * Often framed in a real world context to add authenticity and meaning (What would a real person in a real situation/context do related to the learning outcomes—knowledge, skills, and dispositions)

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LEARNING OUTCOMES CAN BE PRACTICED AND ASSESSED IN A VARIETY OF WAYS

- Project
- Essay
- Portfolio
- Discussion
- Exam
- Power Point
- Debate
- Problem solution
- Research report
- Performance
- Poster
- Re-enactment
- Menu
- Speech
- Business plan
- Architectural Design
- Model

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WRITTEN COMMUNICATION:



- Goal:
- Role:
- Audience:
- Situation:
- Purpose / Product:
- Standards: In the product/performance students will:
 - Identify basic components and elements that shape successful writing
 - Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience
 - Critique their own and others' writing to provide effective and useful feedback to improve their communication

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QUANTITATIVE LITERACY



- Goal:
- Role:
- Audience:
- Situation:
- Purpose / Product:
- Standards: In the product/performance students will:
 - Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical form
 - Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications
 - Construct a conclusion using quantitative justification

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HUMANITIES



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SOCIAL SCIENCES



- Goal:
- Role:
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HISTORICAL PERSPECTIVES



- Goal:
- Role:
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NATURAL SCIENCES



- ◉ Goal:
- ◉ Role:
- ◉ Audience:
- ◉ Situation:
- ◉ Purpose / Product:
- ◉ Standards: In the product/performance students will:
 - Identify the basic taxonomy and principles of the scientific method as it pertains to the natural, physical world
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DEVELOPING ASSESSMENT MEASURES/RUBRICS THAT ASSESS GEP/PROGRAM/COURSE LEARNING OUTCOMES

ASSESSMENT OF LEARNING

- ◉ Assessing learning outcomes requires a different way of thinking about evaluation
- ◉ With content coverage, the main goal is to assess what content has stayed with the student, usually through exams
- ◉ With a focus on learning outcomes, knowledge, skills, **AND** dispositions must be considered, as well as striving for authenticity in assessment tasks

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HORIZONTAL = LEVEL OF UNDERSTANDING/PROFICIENCY

Level	Beginning	Developing	Proficient	Exemplary
Value	1	2	3	4

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VERTICAL = CRITERIA TO BE ASSESSED

Criteria				
Focus on topic, purpose, genre, and audience				
Grammar, mechanics, and organization				
Proper documentation and use of evidence				

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- ◉ Thinking about a learning outcomes related assignment/assessment for your GEP class, create a rubric for assessing your task. You are encouraged to borrow heavily from the VALUE Rubrics.
- ◉ AAC&U Value Rubrics: http://www.aacu.org/value/rubrics/index_p.cfm?CFID=28141192&CFTOKEN=86967073
- ◉ Rubistar: <http://rubistar.4teachers.org/>

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TIPS ON RUBRICS

- Think carefully about the values assigned for the different levels—do the math and make sure the total point score matches with how you would grade the level of proficiency
- Using descriptive language in your rubric is more effective for promoting learning than using judgmental language
- Keep your rubric limited to the most critical criteria (linked to learning outcomes) (2 - 4)
- Break larger projects/assessments into smaller components, create a rubric for each component, use one rubric at a time

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APPLYING ASSESSMENT MEASURES/RUBRICS TO STUDENT WORK

APPLYING RUBRICS TO STUDENT WORK

- Course learning outcomes are aligned with GEP and program learning outcomes
- Course assignments/assessments are closely matched with course learning outcomes
- Rubrics have been developed utilizing criteria (rubric rows) that are closely matched with course learning outcomes
- Knowledge, skills, and dispositions have been taught, scaffolded, practiced, and assessed multiple times
- Rubrics are used to assess student work to provide them with feedback for continued learning and to provide the instructor with data for evaluating and improving instruction

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REPORTING AND INTERPRETING ASSESSMENT RESULTS FOR COURSE AND PROGRAM IMPROVEMENT

SOE PROGRAM LEARNING OUTCOMES

The Learner and Learning

- **LO/Standard #1: Learner Development** The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- **LO/Standard #2: Learning Differences** The student can explain how children with broad ranges of ability learn and develop/provide instruction that supports their intellectual, social, and personal development.
- **LO/Standard #3: Learning Environments** The student can explain how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

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CURRICULUM MAP

(INDICATES FLOW AND DEVELOPMENT OF LOS)

Course	EDUC 205	EDUC 381	EDUC 324 (Comm in Major)	EDUC 400 (Capstone)
LO 1 Learner Development	I	I	D	P
LO 2 Learning Differences	I	I/D	D	P
LO 3 Learning Environments	I	I/D	D	P

- **Introducing**
- **Developing and prepared to student teach**
- **Prepared as an initial educator:**

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DIRECT MEASURES

- **EDUC 205:** Final reflective essay
- **EDUC 381:** Reflective essay on personal experiences in connection to relevance in the classroom
- **EDUC 324:** Curriculum unit
- **EDUC 400:** Self-selected evidence from student teaching

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Knowledge	Articulates insights into own cultural rules and biases.	Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases.	Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective.	Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction.
Skills	Articulates and acknowledges the experiences of others through own cultural and learning lenses.	Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction.
Dispositions	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own life.	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives.	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.).
Application to Teaching	Identifies some assets and differences of learners.	Identifies some assets and differences of learners and explains how these differences impact learning.	Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment.	Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner.

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WHY GRADES ALONE AREN'T HELPFUL

● EDUC 324 Final Grades

- A 75%
- A- 17%
- B+ 2%
- B 2%
- C+ 2%

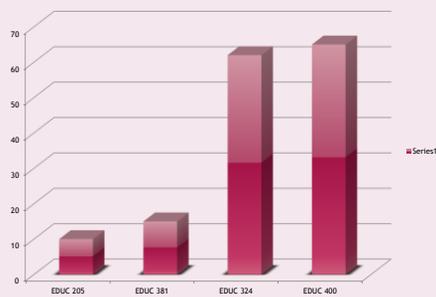
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ASSESSMENT RESULTS

	Not Addressed	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	EDUC 205 - 10% EDUC 381 - 13% EDUC 324 - 82% EDUC 400 - 65%	EDUC 205 - 65% EDUC 381 - 15% EDUC 324 - 0% EDUC 400 - 10%	EDUC 205 - 25% EDUC 381 - 65% EDUC 324 - 15% EDUC 400 - 2	EDUC 205 - 0% EDUC 381 - 25% EDUC 324 - 21% EDUC 400 - 0%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 15%
Skills	EDUC 205 - 15% EDUC 381 - 5% EDUC 324 - 15% EDUC 400 - 15%	EDUC 205 - 80% EDUC 381 - 40% EDUC 324 - 23% EDUC 400 - 10%	EDUC 205 - 5% EDUC 381 - 50% EDUC 324 - 15% EDUC 400 - 9	EDUC 205 - 0% EDUC 381 - 5% EDUC 324 - 46% EDUC 400 - 10%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 20%
Dispositions	EDUC 205 - 25% EDUC 381 - 5% EDUC 324 - 31% EDUC 400 - 60%	EDUC 205 - 75% EDUC 381 - 35% EDUC 324 - 8% EDUC 400 - 0%	EDUC 205 - 0% EDUC 381 - 55% EDUC 324 - 8% EDUC 400 - 0	EDUC 205 - 0% EDUC 381 - 5% EDUC 324 - 62% EDUC 400 - 25%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 15%
Application to Teaching	EDUC 205 - 65% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 5%	EDUC 205 - 35% EDUC 381 - 30% EDUC 324 - 0% EDUC 400 - 15%	EDUC 205 - 0% EDUC 381 - 50% EDUC 324 - 0% EDUC 400 - 0%	EDUC 205 - 0% EDUC 381 - 20% EDUC 324 - 100% EDUC 400 - 65%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 25%

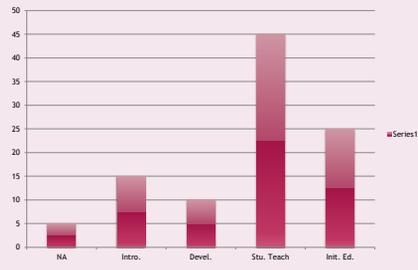
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INTERPRET ONE CELL KNOWLEDGE: NOT ADDRESSSED



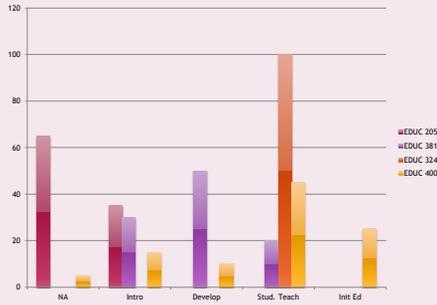
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INTERPRET DATA FOR ONE COURSE ACROSS LEVELS: EDUC 400 APPLICATION TO TEACHING



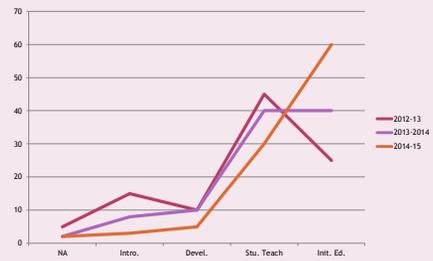
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INTERPRET ONE CRITERIA ACROSS COURSES APPLICATION TO TEACHING



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ACROSS TIME APPLICATION TO TEACHING IN EDUC 400 (LINE GRAPH)



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QUESTIONS RELATED TO RESULTS

- What changes will we see in upper level courses as our students move through the revised foundation classes?
- Where are the students learning the knowledge, skills, and dispositions they are demonstrating?
- When we don't see expected results, should we change or add assignments? Alter class activities? Revise the rubric? Look at additional student work? Or, should we change our expectations?
- If diversity/inclusive excellence isn't addressed in student work, then what?

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FUTURE PLANS BASED ON RESULTS

- Revisit and revise assessment rubric
- Focus on interrater reliability
- Re-examine academic language addressed in classes and how students are being asked to use it
- Look at how the edTPA, which is an assessment tool being mandated by DPI for teacher certification, can facilitate further improvement in our efforts to model and teach inclusive excellence
- Share our results with the rest of our department to discuss the implications for our program
- Plan for the full five-year assessment cycle

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REPORTING AND INTERPRETING YOUR DATA

- If you were to use your assessment rubric in your targeted course, what results would you expect?
- What kind of visual representation would help to clarify and support your data interpretation (chart, bar graph, line graph, pie chart, etc.)?
- What narrative would you need to help an outside audience make sense of your results (students, departmental colleagues, Assessment Sub-Committee, Faculty Learning Community)?

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REPORTING AND INTERPRETING YOUR DATA

- What examples of student work might you include to illustrate your data interpretation (a few samples of entire projects/products at different levels, multiple samples illustrating critical points, exemplary examples related to GEP/Program learning outcomes)?
- How might your results impact your course, your program, your connection to the GEP?

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