



CENTER FOR
RESEARCH ON
TEACHING
EXCELLENCE
AT UC MERCED

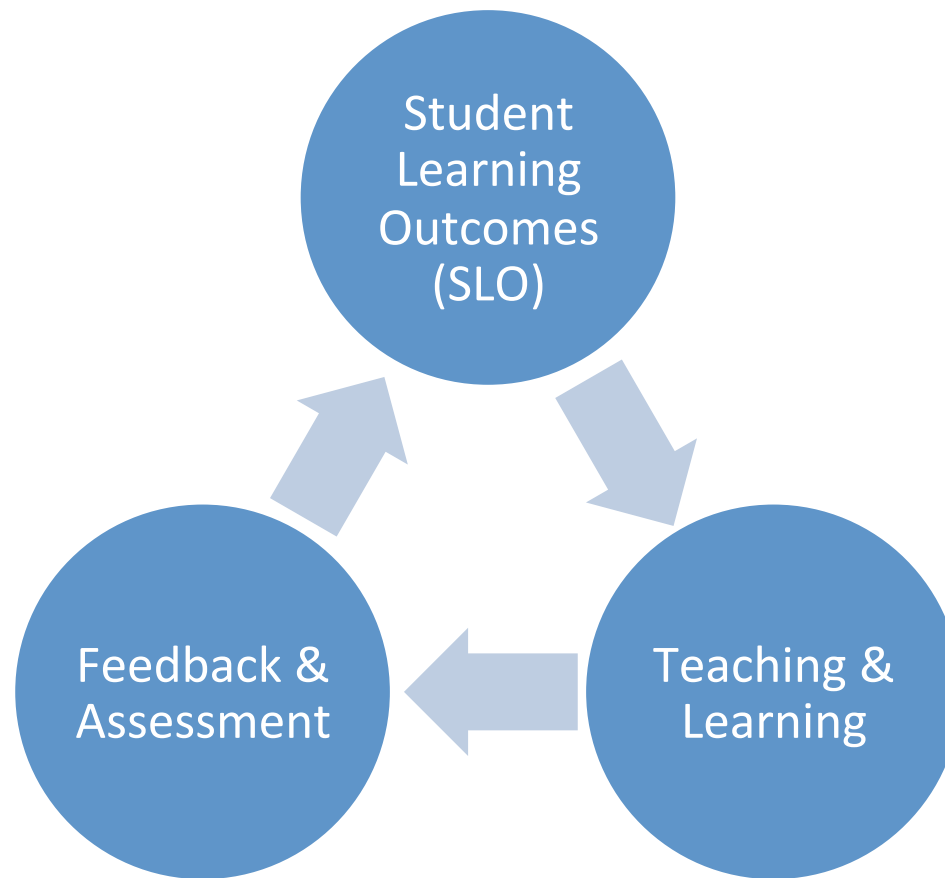
Make Assessment Work for You

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The 3 Most Time-Efficient Teaching Practices

- Begin with the end in mind
- Generate criteria or rubrics to describe disciplinary work for students
- Embed “assessment” into assessment

Key Components of a Course Design



Rubric Sample

Criteria	Excellent	Satisfactory	Needs Attention
Audience	- Addresses author suitably for the assignment (appropriate level of respect and distance) - Acknowledges author's work or background explicitly - Uses appropriate examples from text to support thesis - Generates excellent reader interest	- Addresses author suitably - Acknowledges author's work or background, though perhaps with less detail - May choose examples from the text that are not as well connected to thesis - Generates some reader interest	- May demonstrate too casual forms of address - May not refer to author's work or background - May not have examples from the text or not tie them to the thesis at all - Fails to interest the reader
Purpose	- Explains clearly the reason for writing - Demonstrates well the connection between life experiences	- Explains reason for writing to author, though may not be completely apparent - Shows some connections between life experiences	- Writes without clearly showing purpose - Shows no apparent connections between life experiences
Content	- Shows superior understanding of topic through development - States thesis very clearly and creatively - Provides excellent details and examples	- Shows adequate understanding of topic - States thesis adequately, though with less clarity than possible - Gives sufficient examples and details to support thesis	- Shows little or minimal understanding of topic and assignment - States thesis somewhat clumsily or without clarity - Gives inadequate details or inappropriate examples
Organization	- Organizes well for the audience and purpose - Excellent coherence and cohesion - Develops ¶s well without putting unrelated ideas together - Title excellent - Concludes strongly	- Organizes clearly for the audience and purpose - Adequate coherence and cohesion - May have less development in each ¶ than needed to convey concept - Title suitable for thesis - Concludes without simply restating the thesis or introduction	- Provides formulaic organization - Confuses reader through lack of coherence and cohesion - May have overlong ¶s or ones with too many unrelated ideas/¶ - Title unrelated to essay or generic for assignment - Concludes without clear sense of ending

Workshop Outcomes

At the end of this session, you will be able to

- Identify the value of different levels of assessment to improve student learning
 - Review ways of collecting direct & indirect evidence of student learning outcomes
 - Differentiate formative & summative assessment

Why do we assess?

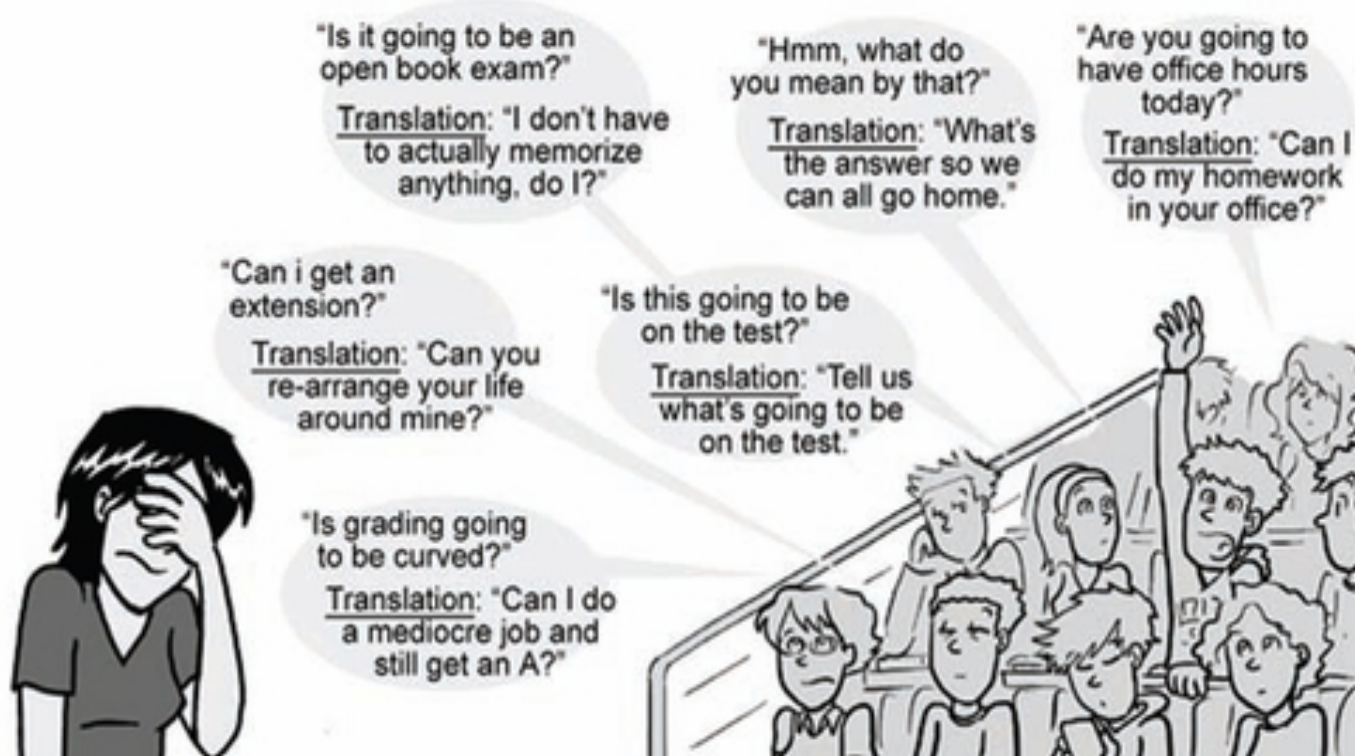
- What activities engage students most productively
- What concepts and skills students find most challenging
- What interventions advance student progress

Levels of Assessment

- Grade
- Assessment of student learning outcome
- Assessment of course activities and needs.

Undergradese

What undergrads ask vs. what they're REALLY asking



Types of Assessment

- Pre & Post tests
 - Term exams
 - Quizzes
 - Minute paper / Muddiest point
 - Class interviews
 - Class observations
 - Videotaping
 - Survey
 - Focus group
 - Videotaping paired with consultation
 - Observation paired with consultation
-
- The diagram uses blue brackets to group the assessment types. A bracket on the right side of the first three items (Pre & Post tests, Term exams, Quizzes) points to the label 'Direct Evidence'. A larger bracket on the right side of the remaining seven items (Minute paper / Muddiest point, Class interviews, Class observations, Videotaping, Survey, Focus group, and the two consultation-based items) points to the label 'Indirect Evidence'.
- Direct Evidence
- Indirect Evidence

Direct evidence of student learning

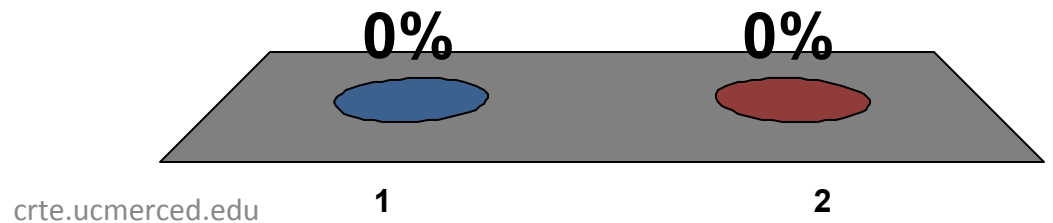
- Quizzes, exams, essays, projects, course portfolios, and anything else that represents actual student performance as learner.

Indirect Evidence of Student Learning

- Surveys, interviews, focus groups, class observations, reflective journals, and anything else that elicits opinions about student learning.

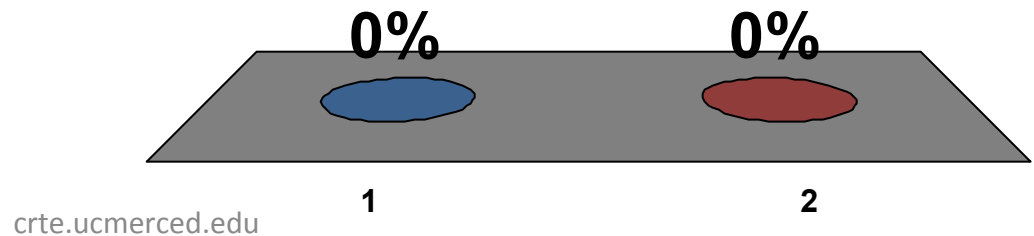
Which provides indirect evidence?

1. Quiz
2. Focus Group



Class videotaping provides indirect evidence

1. Yes
2. No



Which provides indirect evidence?

0% 1. Exam

0% 2. Survey

Formative Vs Summative

- **Formative Assessment:** this information is needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Formative Vs Summative

- **Summative assessment** is commonly used to refer to assessment of educational faculty by their respective supervisor. It is imposed onto the faculty member, and uniformly applied, with the object of measuring all teachers on the same criteria to determine the level of their performance.

Which option provides formative assessment?

1. Mid-course evaluations
2. Final course evaluations

0%
0%

Make Assessment Work for You

“Improving the quality of assessments can raise the level of classroom learning”

- Prioritize teaching approaches
- Gain more student learning
- Collect direct and indirect evidence of student learning for formative and summative purposes.



Students Assessing Teaching and Learning



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Assessment support program

for Instructional Faculty interested in collecting indirect evidence in support of Student Learning Outcomes.

How does the program work?

SATAL students respond to faculty invitation to collect data by observing and/ or surveying peers.

SATAL Options

- Class Interviewing
 - Focus Group
- Class Observation
- Class videotaping
- Mid-course Evaluations
- Entry/Exit Surveys



Data is collected
by trained undergraduates

Summary

- Redesigning our teaching based on recognized effective teaching approaches does require an investment of time upfront. But that investment pays off every day, year long. And our time is often spent in more intellectually satisfying interactions with students, increasing our sense of productivity, and making the time more meaningful and rewarding.

