



Professional and Continuing Studies
Assessment Workshop
May 28, 2009

**University of Delaware Downtown
Office of Educational Assessment**

www.assessment.udel.edu

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Agenda

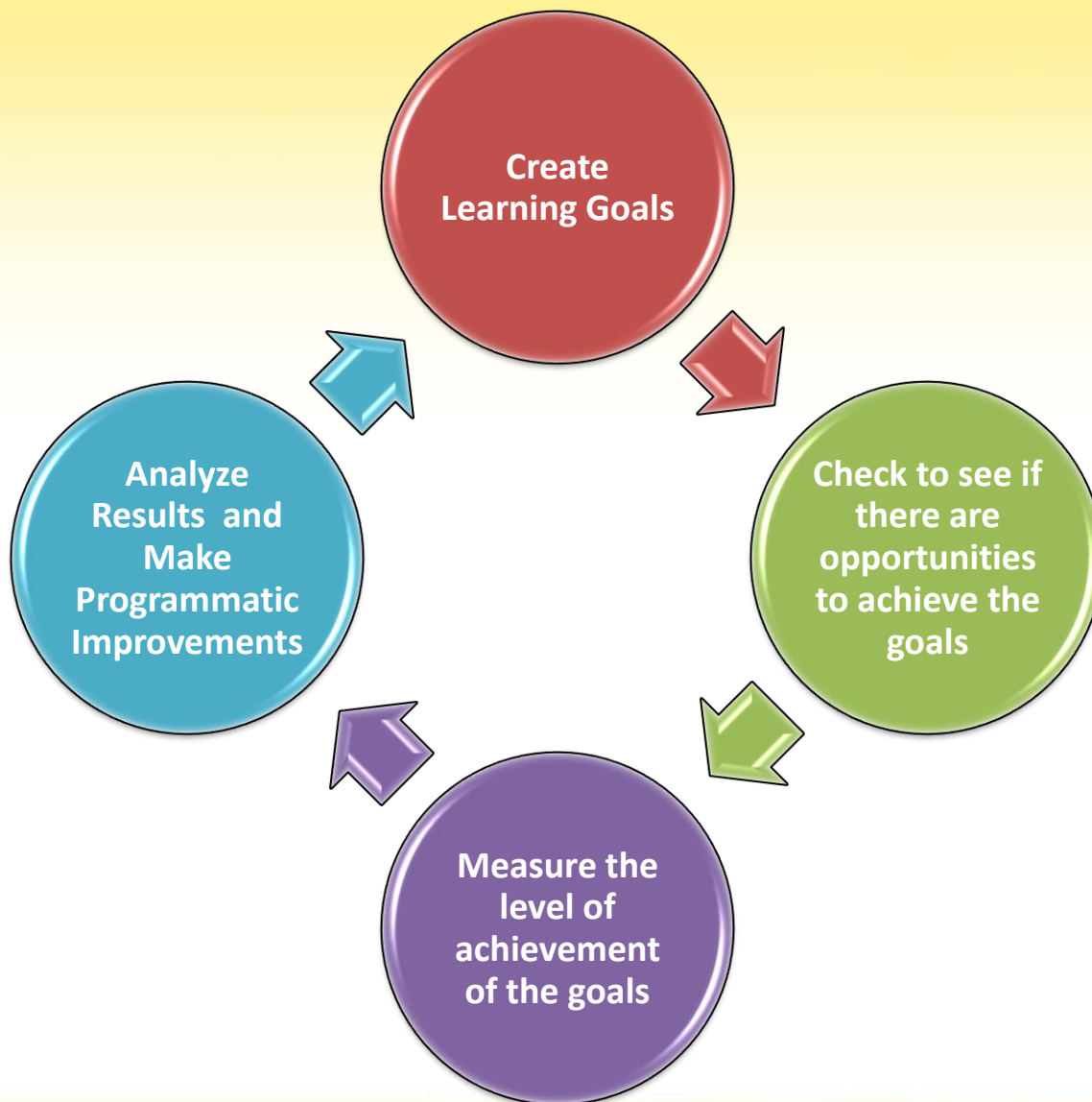
- Provide an overview of the assessment cycle
- Teach you how to develop a learning goal
- Help you develop a program learning goal
- Orient you to the reporting template
- Have you complete the first part of the template
- Determine how to directly measure the learning goal

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



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

PCS Assessment Template

Name of the Program/Certificate:



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



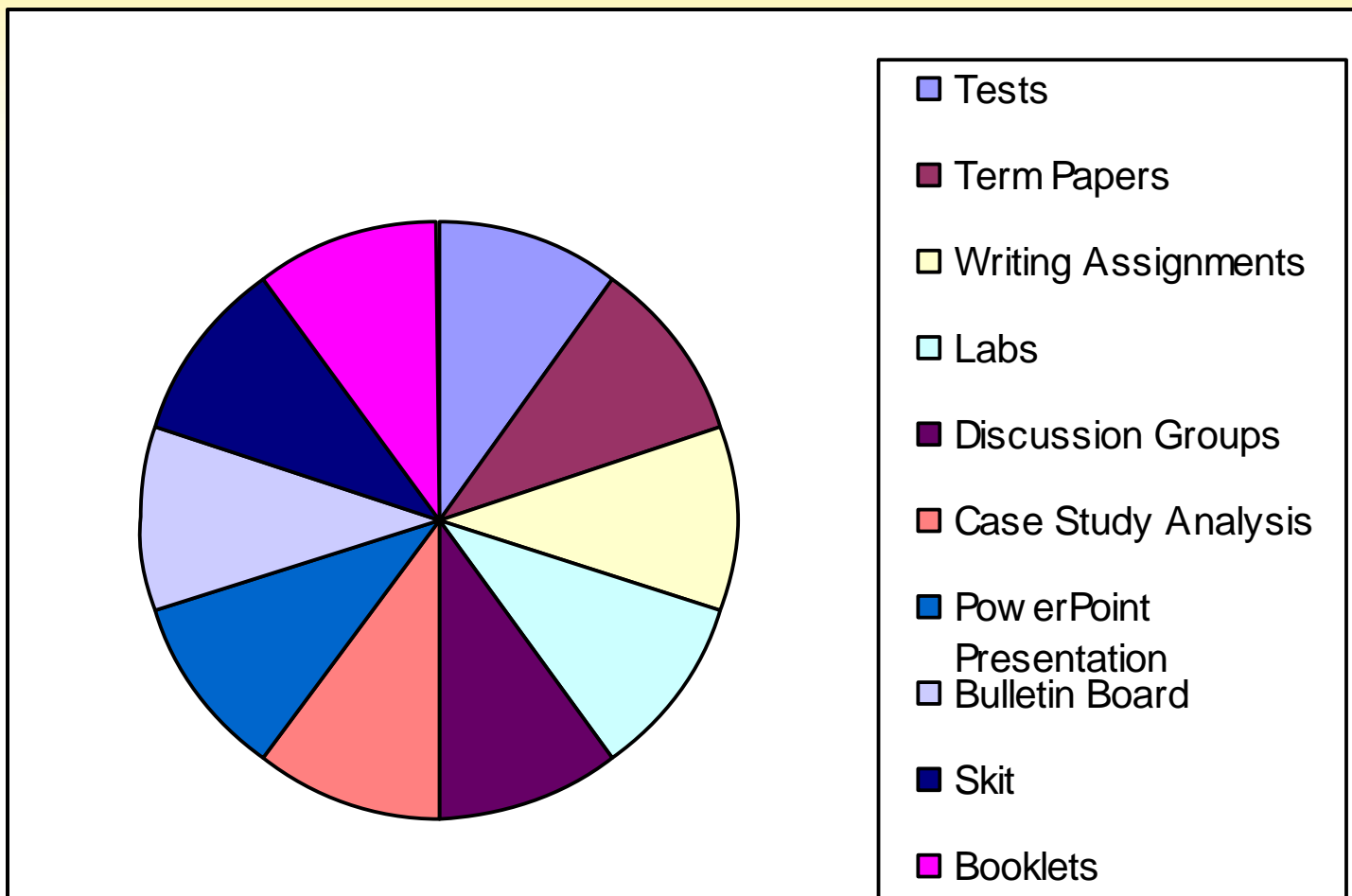
Determine How to Measure Your Goals

- **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

Goal: _____

	All Students Or Sample	How Often?	Usable info Already Exists?	Quantitative or Qualitative ?	Dates?	External Or Internally Developed test	If Internal test, who will design?	Student Motivations High Stakes?
MEAS #1								
MEAS #2								

Multiple Direct Assessment Methods



What is a Rubric?

http://www.teachervision.fen.com/page/4522.html#what_is_a_rubric

- 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).

Activity	Very Persuasive 4	Somewhat Persuasive 3	Not Very Persuasive 2	Not at all Persuasive 1-0	Total
Knowledge	Demonstrated in a way that persuaded the viewer	Caused the viewer to contemplate your point of view	Viewer was not persuaded	Did not demonstrate a complete knowledge of the topic	
Organization	Presentation is organized in a manner that demonstrates that each slide builds on the previous idea	Presentation could be better organized. Slides could be reordered.	Viewer wondered where you were going with the topic because of a lack of structure. However, a beginning, middle, end occurred.	Audience was confused by your almost complete lack of structure	
Content	The appropriate amount of content is displayed on the screen	You could have added more information or removed some to make this more persuasive	Your content distracted from your message	Your content misdirected the reviewer	
Presentation	Presenter Speaks about the slides in a professional, manner and is very comfortable with the material	Presenter may have read the slides too often, turned their back on the audience or used non-words	Presenter read many of the slides. Large breaks of silence or non-words used. Not optimal placement of body	Presenter read most of the slides. Body placement was very distracting.	
Display	Color, content, transitions and layout contribute to a professional, persuasive product	Display components could be improved.	Display components less than optimal.	Display components were distracting.	

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/>
- http://www.education-world.com/a_curr/curr248.shtml
- Creating Rubrics: Tools You Can Use
http://www.education-world.com/a_curr/curr248.shtml
- Kathy Schrock's Guide for Educators: Assessment Rubrics: Examples
<http://class.discovery.com/schrockguide/assess.html>
- 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.hp3
- Rubric Machine
<http://www.thinkinggear.com/tools/>
- 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.teach-nology.com/web_tools/rubrics/
- Understanding Rubrics (Adrade)
<http://www.middleweb.com/rubricsHG.html>
- Rubrics at-a-glance (PowerPoint Show - requires Internet Explorer)
<http://ettc.lrhhsd.org/rubrics.htm>
- Rubrics at-a-glance (PowerPoint Show - requires Adobe Acrobat Reader)
<http://ettc.lrhhsd.org/rubrics.pdf>
- <http://writing.colostate.edu/references/teaching/grading/pop2d.cfm>
- <http://www.missouri.edu/~pattonmd//rubrics.html>
- <http://www.missouri.edu/~pattonmd//commenting.html>

Citations

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