

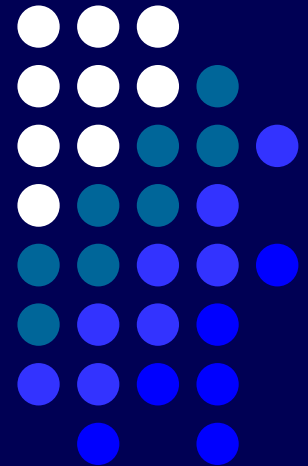
Anchoring a Collective Commitment to Assessment

Presented at Valencia Community College

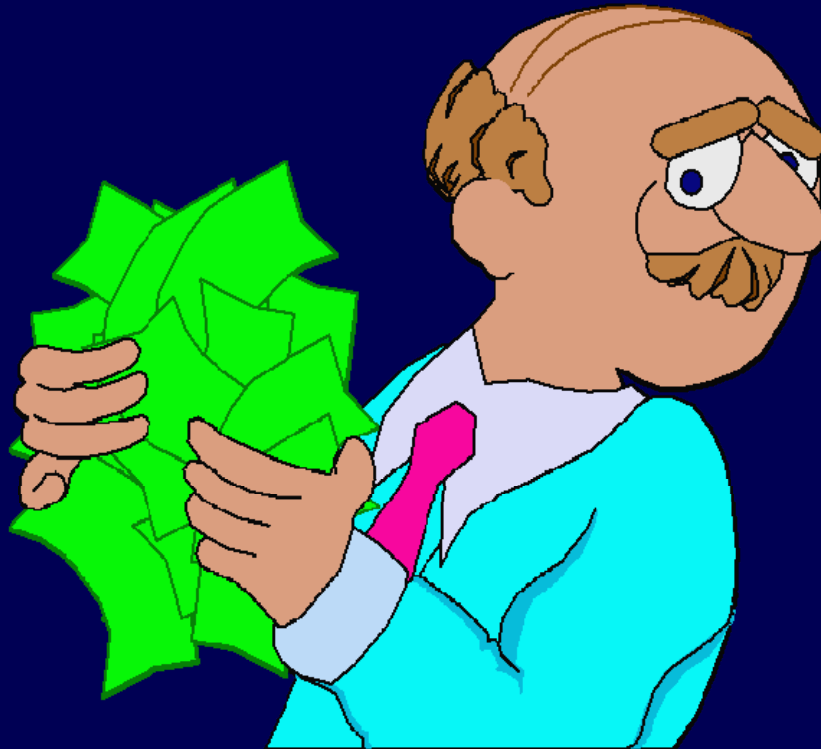
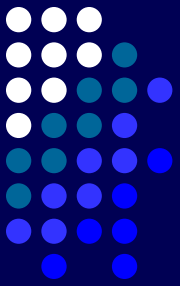
June 11, 2004

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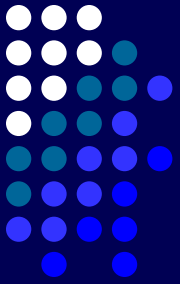


Assessment?



It's simple: you figure out what they want; find the quickest, least damaging way to respond; send off a report; and then forget it.

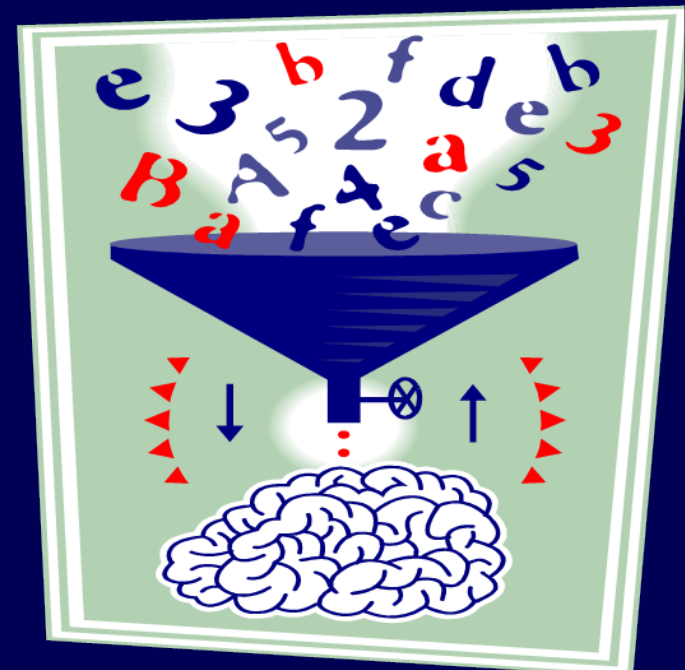
Origin of the Commitment



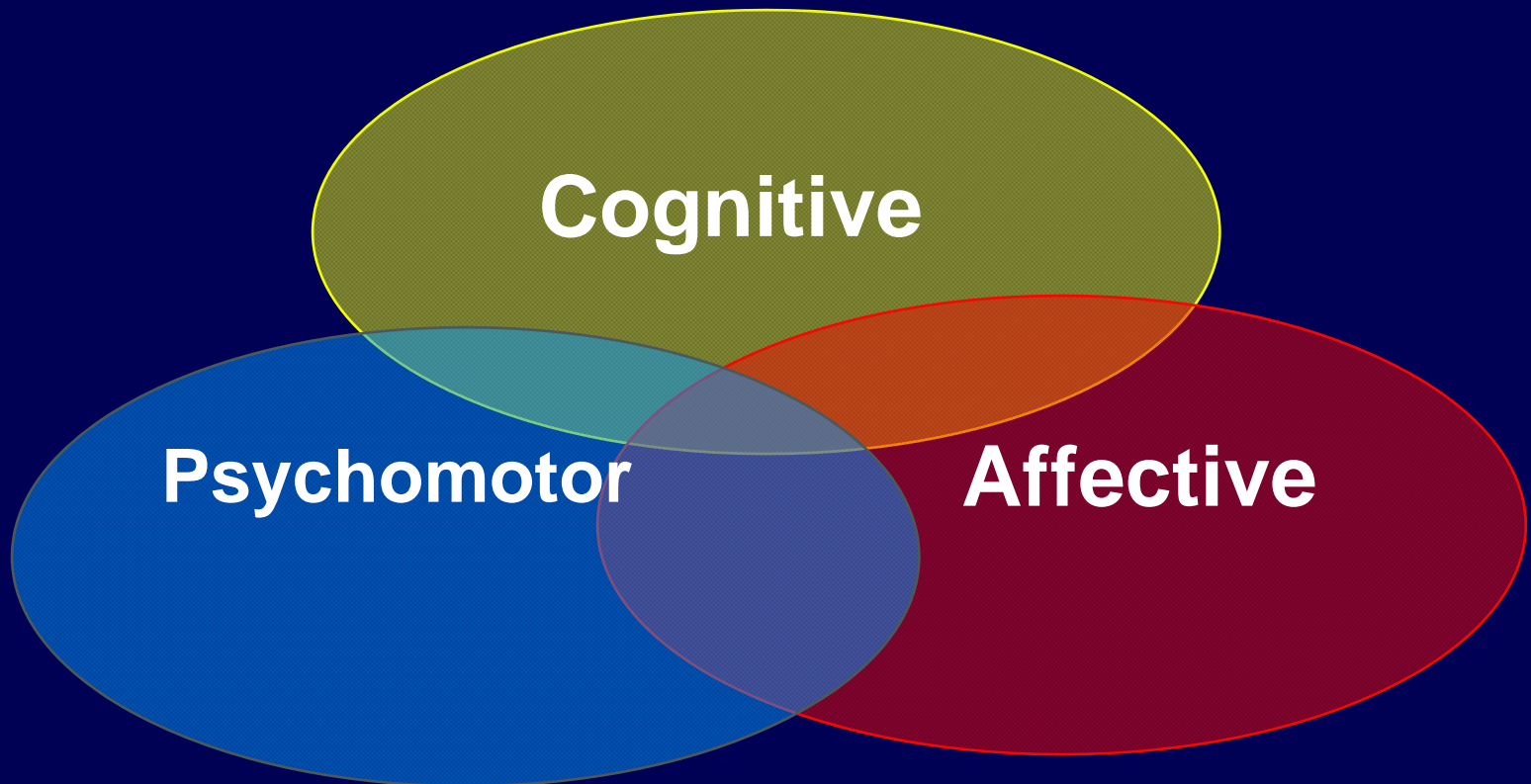
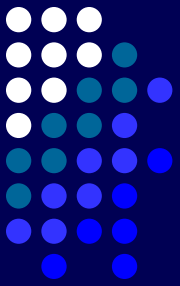
External



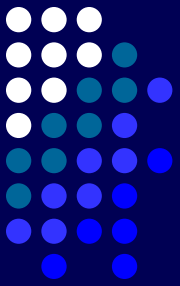
Internal



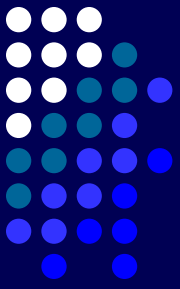
Integrated Learning....



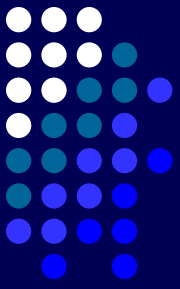
About Learning



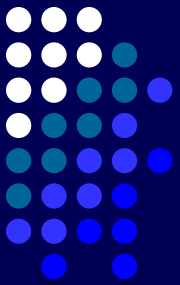
- **Learning is a complex process of interpretation-not a linear process**
- **Learners create meaning as opposed to receive meaning**
- **Knowledge is socially constructed (importance of peer-to-peer interaction)**



- **People learn differently—prefer certain ways of learning (learning inventories)**
- **Deep learning occurs over time—transference**
- **Meta-cognitive processes are a significant means of reinforcing learning (thinking about one's thinking)**



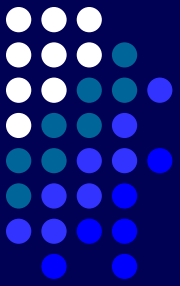
- **Learning involves creating relationships between short-term and long-term memory**
- **Transfer of new knowledge into different contexts is important to deepen understanding**
- **Practice in various contexts creates expertise**



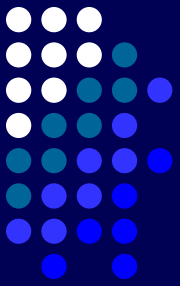
Questions about Learning

- **Who Learns?**
- **What?**
- **When?**
- **Where?**
- **Why?**
- **How?**

Integrating Teaching, Learning, and Assessing



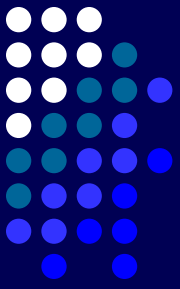
- **Pedagogy**
- **Curricular design**
- **Instructional design**
- **Educational tools**
- **Educational experiences**
- **Students' learning histories/styles**



Specific Questions

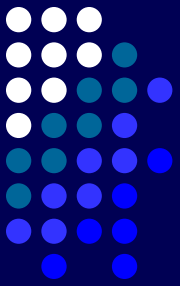
- **What do you expect your students to know and be able to do by the end of their education at your institution?**
- **What do the curricula and other educational experiences “add up to?”**
- **What do you do in your classes or in your programs to promote the kinds of learning or development that the institution seeks?**

Questions (con'd)

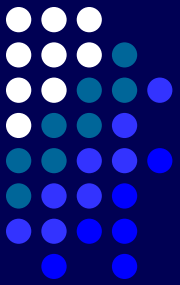


- **Which students benefit from which classroom teaching strategies or educational experiences?**
- **What educational processes are responsible for the intended student outcomes the institution seeks?**
- **How can you help students make connections between classroom learning and experiences outside of the classroom?**

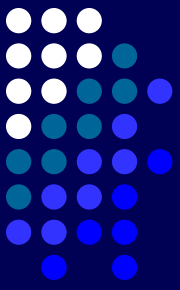
Questions, con'd:



- **What pedagogies/educational experiences develop knowledge, abilities, habits of mind, ways of knowing/problem solving?**
- **How are curricula and pedagogy designed to develop knowledge, abilities, habits of mind, ways of knowing?**

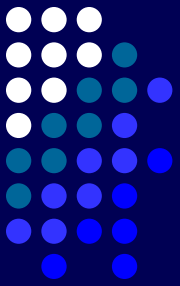


- **How do you intentionally build upon what each of you teaches or fosters to achieve programmatic and institutional objectives—contexts for learning?**
- **What methods of assessment capture desired student learning--methods that align with pedagogy, content, curricular and instructional design?**



“Every assessment is also based on a set of beliefs about the kinds of tasks or situations that will prompt students to say, do, or create something that demonstrates important knowledge and skills. The tasks to which students are asked to respond on an assessment are not arbitrary.”

National Research Council. Knowing what students know: The science and design of educational assessment . Washington, D.C.: National Academy Press, 2001, p. 47.

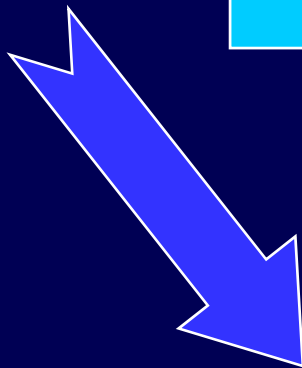


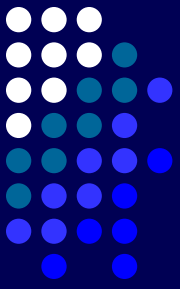
Assumptions Underlying
Teaching

Actual Practices

Assumptions Underlying
Assessment Tasks

Actual Tasks

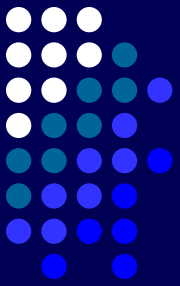




What Tasks Elicit Learning You Desire?

- Tasks that require students to *select* among possible answers (multiple choice test)?
- Tasks that require students to construct answers (students' problem-solving and thinking abilities)?

When Do You Seek Evidence?



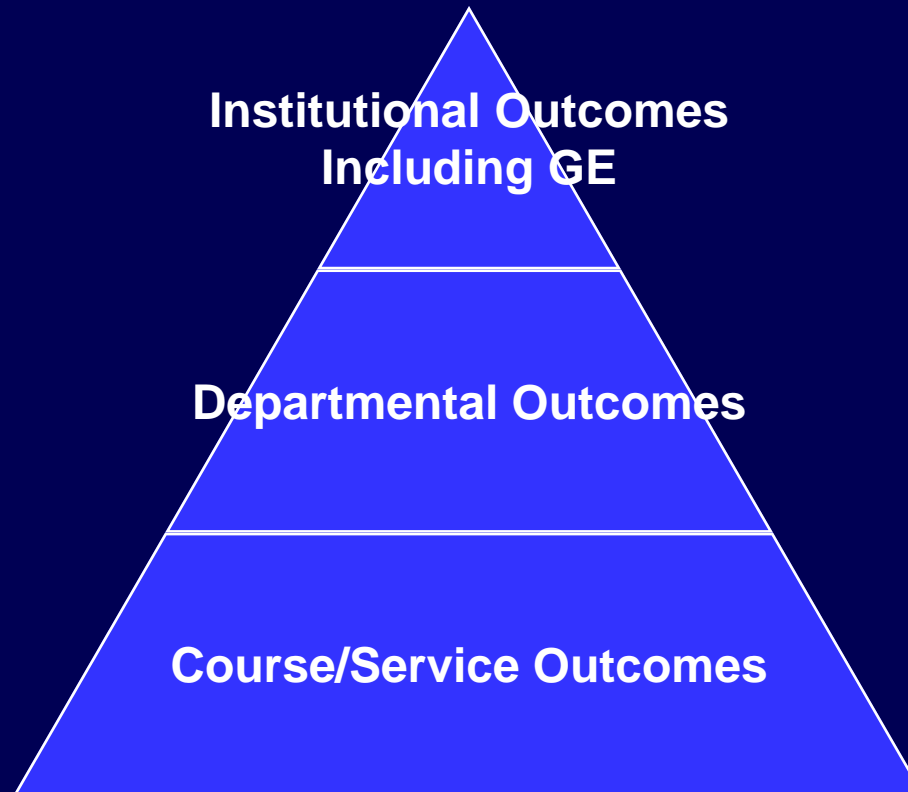
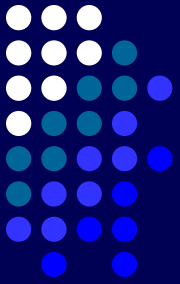
- **Formative**—along the way?

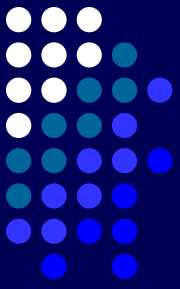
For example, to ascertain progress or development

- **Summative**—at the end?

For example, to ascertain mastery level of achievement

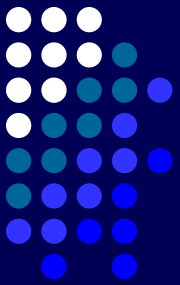
Intentionality



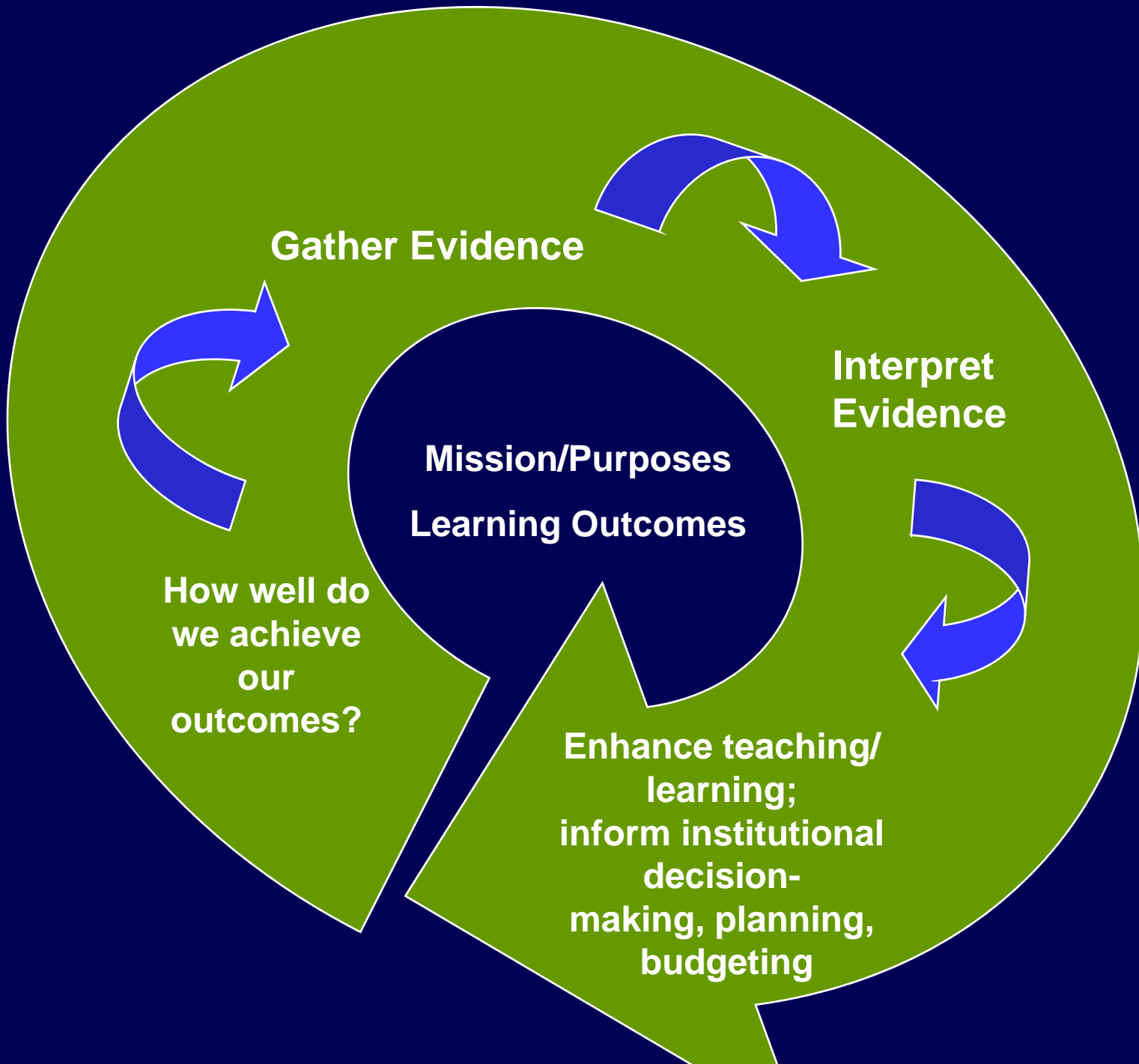
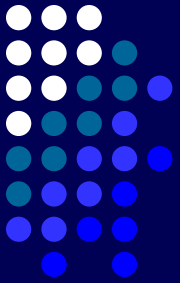


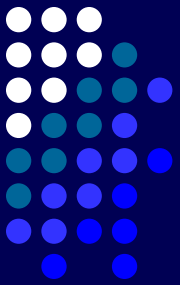
Collaborative Processes:

- **Development of learning outcomes.**
- Development of criteria and standards of judgment (scoring rubrics)
- Selection or development of methods to assess for students' learning that align with what and how students learn—
formative and summative times to assess



- Analysis of results
- Interpretation of patterns that reveal strengths and weaknesses
- Decisions about changes, innovations, revisions in educational practices





“What and how students learn depends to a major extent on how they think they will be assessed.”

John Biggs, Teaching for Quality Learning at University: What The Student Does. Society for Research into Higher Education & Open University Press, 1999, p. 141.