



The Art of Assessment

Enhanced Information for Future Progress



Cycle of Continuous Improvement/Annual Reporting

LEARNER-CENTERED OUTCOME: (*Student Focused* - IDENTIFY IN **AUGUST**)

A clear and concise statement of one or more components of the goal for the student to master. It is an ability that impacts progress toward the goal and is observable and measurable.

ASSESSMENT TOOL(S): *Student Learning Focused* - IDENTIFY IN **AUGUST**)

The assessment tool is the investigative means to gather the concrete data in order to make sound decisions which can enhance student learning. An Assessment (e.g., essay, exam) is utilized with students to gauge learning and progress toward mastery of the LCO. The specific Scoring Method (e.g., rubric, external certification criteria) for the assessment should measure the degree to which the LCO has been achieved. Course(s) where the assessment tool will be utilized should be identified along with the desired level of mastery.

EXAMINE DIAGNOSTIC OR FORMATIVE RESULTING DATA: (DECEMBER/JANUARY)

The facts! The percentages, the numerical count, the figures generated by the assessment tool. Report results from a diagnostic assessment administered prior to learning (e.g. pre-test) or from a formative assessment given during the learning process (e.g., mid-term assessment or assessment from a prior semester).

JOINT ASSESSMENT REVIEW: DECEMBER/JANUARY)

Who gathered to look at the data and carefully consider the evidence? When and where did you meet?

CONCLUSIONS DRAWN: (DECEMBER/JANUARY)

What did you discover about student learning in analyzing the data? Identify specific area(s) of weakness and conclusions reached by your faculty based on the data. Data-driven decisions lead to improvement! What intervention or actions did you conclude were necessary to address weak area(s) to achieve mastery of the LCO?

IMPLEMENTED ACTION PLAN: (SPRING SEMESTER)

Clearly describe the intervention or specific change which took place in order to help students master the learner-centered outcome. In which class(es) were strategies implemented in order to accomplish deeper learning and achieve student learning improvement?



By the end of this session, attendees will

1. Understand that assessment includes many **possibilities.**
2. Know the foundation of good assignment design.
3. Know the characteristics of well-designed assignments.
4. Recognize a variety of creative types of assignments.

Assessments include tests and term papers, but they can also include other types of assignments that we ask our students to do.

Designing Effective Assessments

Well designed assignments can be extremely effective for assessing learning, identifying weak areas, and providing insight into how to improve student learning.



Inherited or Designed? Where Do Effective Assignments Begin?

Where do the assignments you use in your courses come from?

Well designed assignments start with the course LCO's, and the course LCO's should be developed using the program or department LCO's.

Academic Program:		PSYC 1301 General Psychology	PSYC 2304 Marriage and Family	PSYC 4305 Psychology of Abnormal Behavior	PSYC 4311 Integration of Psychology and Christianity	PSYC 4312 Human Growth and Development	PSYC 4314 Counseling Theories and Techniques	PSYC 4315 Psychology of Personality
GOAL:								
Goal 1: Graduates will have an in- depth understanding of the nature and functioning of the human being from the viewpoint of psychological research and literature.	1) Students will be able to compare and contrast healthy and unhealthy human development and functioning (including physical, emotional, intellectual, spiritual, and personality). 2) Students will be able to evaluate human nature through the lens of psychological research and literature.	Exams Article Review Papers		Exams Case Studies	Exams	Exams Journal Entries	Exams	Exams
Goal 2: Graduates will have an understanding of psychology and its application to addressing problems and improving the human situation.	1) Students will be able to identify and describe basic concepts and terms related to the field of psychology. 2) Students will be able to apply psychological principles to the formation and treatment of psychopathology and problems in living.	Response Paper Test Questions	Exams	Research Paper	Perspective Paper	Interview Reports Research Paper	Response Papers	Research Paper
Goal 3: Graduates will be able to integrate the principles of psychology with those of Christianity.	1) Students will be able to describe the nature of the human being from the viewpoints of psychology and Christianity. 2) Students will be able to compare and contrast primary approaches to the integration of psychology and Christianity.		Exams Response Paper		Perspectives Paper (with rubric)	Personal Reflection Paper		
Goal 4: Graduates will be prepared for entry-level positions in careers related to the field of psychology and/or for graduate work in the fields of psychology and counseling.	1) Students will be able to apply the knowledge and skills required for entry-level positions in careers related to the field of psychology. 2) Students will be able to apply the knowledge and skills required for graduate work in the fields of psychology and counseling.	Exams Article Review Papers	Exams Response Paper	Exams	Article Review Papers	Exams Research Paper	Exams	Exams

Program or
Department
LCO's



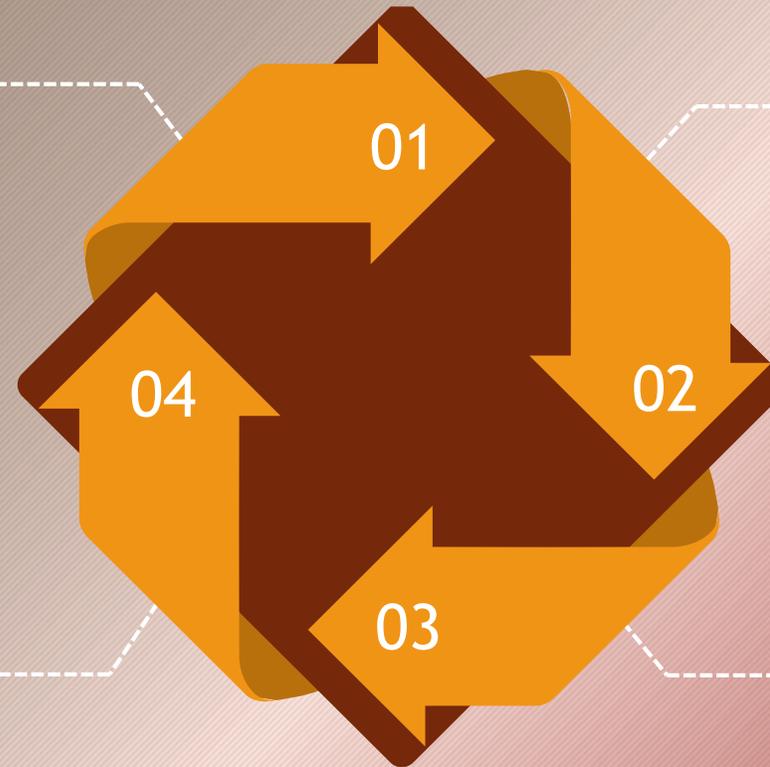
Course LCO's
developed to
teach one or more
of the Program or
Department LCO's



Measurement of
learning mastery
from assignment,
identifying weak
areas, learning
interventions



Assignment
designed to
teach/measure
a course LCO.



LCO's drive assignment design.





What does a Well-Designed Assignment Look Like?



Aligned and Intentional

Transparent

Engaging

Scaffolded

Provides Opportunities for Feedback and Improvement



Transparent

1. The student knows exactly which LCO's the assignment is designed to teach and assess.
2. The student knows exactly what steps to take to complete the assignment.
3. The student knows exactly how the work will be evaluated including the **scoring method**.
4. The student knows what a “good” assignment looks like and accomplishes.



Engaging

1. The student is motivated to complete the assignment.
2. The student is challenged by the assignment.
3. The student believes (rightly) that he or she can complete the assignment within the parameters.
4. The student sees the assignment as relevant to more than the course grade.



Scaffolded

1. The assignment is broken down into interconnected smaller units that the student completes in sequence. **Learning interventions can be provided between the steps.**

OR

2. The assignment is part of a trajectory for the course and is connected to assignments before and after it, leading to the student's successful completion of the course. **Learning interventions can be provided to increase student learning and success.**



Provides Opportunities for Feedback and Improvement

1. The student receives feedback from the professor on the parts of the assignment before the whole assignment is due, and the student can use this feedback to correct problems and improve as he or she continues to the next steps. **Learning interventions can be provided and reported on.**
2. The student may have opportunities to self-assess at intervals and can identify problems to correct as he or she continues to the next steps.

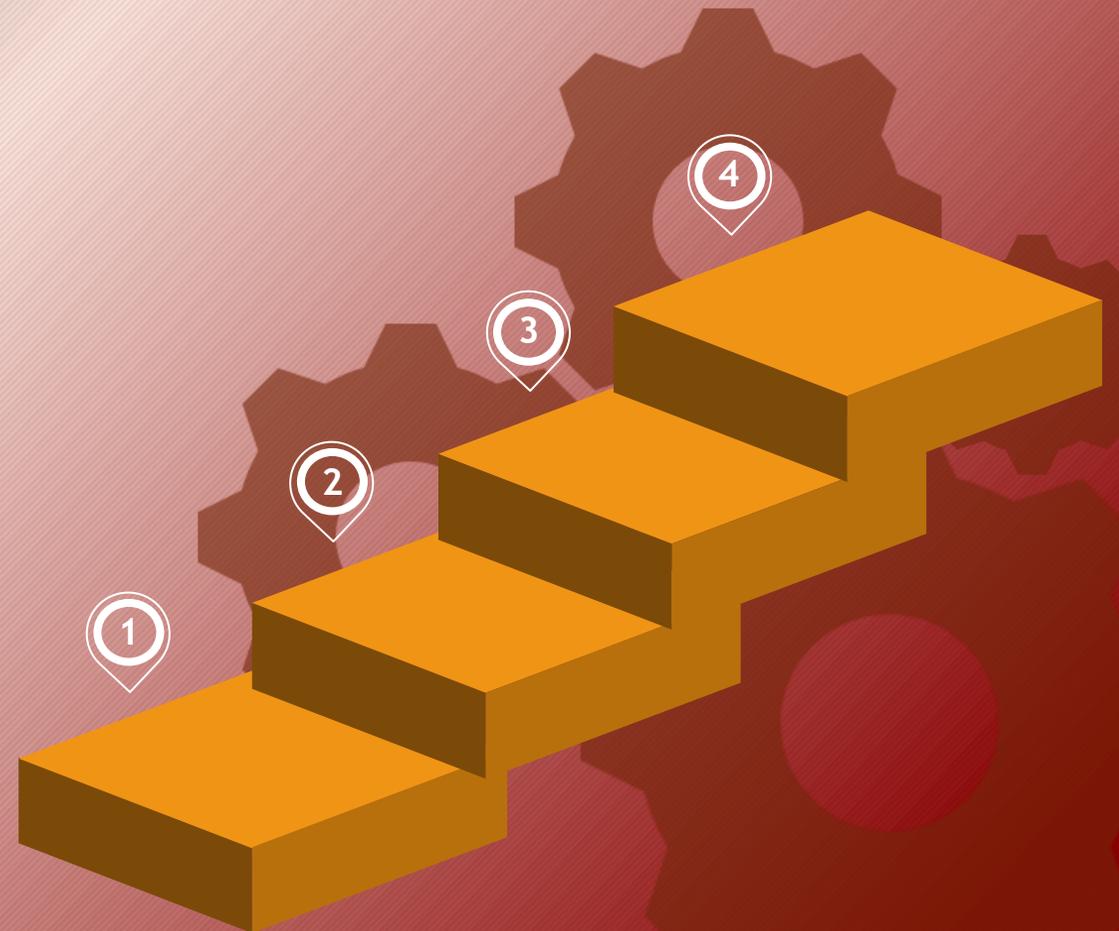


Creative Assignment Design

- Research Papers and Reports can be great assignments.
- However, you have lots of other options for assignments that may be more engaging for students and less time-consuming for you to assess.
- Consider Journals, Portfolios, Debates, Videos, Posters, Presentations, Plays, Webpages, etc.
- Most creative assignments must be assessed with a rubric to provide learning data that is useful.

What steps can you take to improve your assignment design?

1. Make sure your course LCO's are aligned with the program or department LCO's.
2. Make sure your assignments are aligned to your course LCO's.
3. Consider re-designing assignments or designing new assignments to make them more creative, transparent, engaging, scaffolded, and feedback rich.
4. Use your well-designed assignments to identify weak areas and plan learning interventions.





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Discussion and Questions

