



Building a Better Ruler: Authentic Assessment

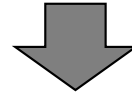
2017 New Faculty Orientation

Alicia Slater & Julia Metzker

Course Design
for
Transformative
Learning
Workshop
Series

Dilemma, Issue or Question (DIQ)
What is the “big idea”?

Sept 8,
2:30-4pm



Essential Learning Goals
What do you want your students to know and do?

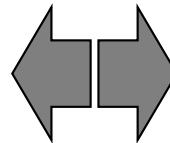
Oct 6,
2:30-4pm

Students
that Change
the World!



**High-impact
Practices**
What will your students do?

Nov 10,
2:30-4pm



**Authentic
Assessment**
How will you know
if your students are successful?

Dec 8,
2:30-4pm

Reflect
What worked? What can be improved?

Jan 19,
2:30-4pm

Do we speak the same language?

Assessment

- the process of gathering information
- used to make a judgment
- many levels (institution, program, course – accreditation)
- measures student learning and institutional effectiveness – NOT evaluate faculty

Grading

- the process of scoring student work in a specific course
- used to rank student performance.
- may or may not measure what they learned

Test

- formalized attempt to determine what a learner knows / is able to do
- can be compared to established criteria or standard
- information about performance is documented

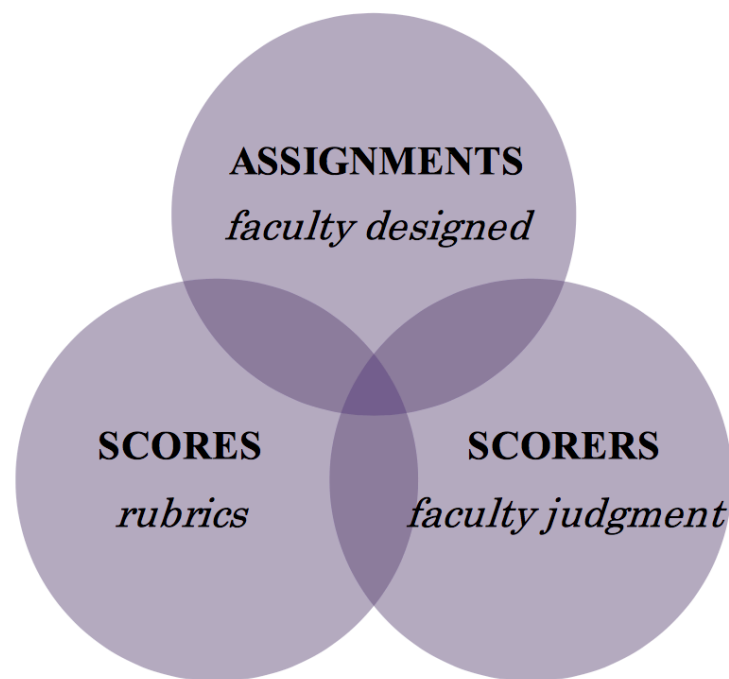
Why Assessment?

- A matter of survival
 - Accountability
 - Cost
 - Quality
 - Access / Equity
 - Accreditation
- A matter of strength
 - Best teaching practice
 - Culture of care and reflection
 - Strategic planning
 - Resource allocation
 - Institutional integrity
 - Institutional vitality

Authentic Assessment for Institutional Effectiveness

V.A.L.U.E. = Valid Assessment of Learning in Undergraduate Education

- Stetson uses the VALUE approach to measure institutional effectiveness:
- authentic student work from faculty-designed assignments
- reliable and valid rubrics
- faculty expertise for scoring
- appreciative



www.aacu.org/value

Authentic Student Work

General Education

Academic Programs

Sampling
(Institutional
Research)

Samples
Collected
(Assessment
Coordinator)

Faculty
scoring (GEAC)

Results
reported to
faculty senate,
GenEd
programs,
administration
(UGEC)

Assessments
from
curriculum
map
administered
(Assessment
Coordinator)

Results
reported to
Director of
Curriculum &
Assessment
(Assessment
Coordinator)

Results
reported to
Dean, Provost
& Board of
Trustees
(Director of
Curriculum &
Assessment)

Department
revises
assessment
strategy
(Assessment
Coordinator)

THINK | PAIR | SHARE

Do your current exams...

- reliably measure student learning?
- develop professional competencies or skills?
- evaluate content and critical thinking?
- communicate to students how this course ties to future goals?
- require students to apply concepts/ideas in new contexts?
- make you look forward to grading?

Authentically Assess Student Learning

Authentic Performance Tasks

- real-world tasks
- meaningful application of knowledge and skills
- mimic what experts do
- continue learning process

Evaluation Criteria

- direct evidence
- higher-order (construction/application)

Before



After



The Time-travelling Scientist ...

Imagine you are a chemist in the year 2000 working in a stratospheric ozone depletion research group., You travel back in time to 1987 prior to adoption of the Montreal Protocol with the scientific evidence you have available to you. Your task is to prepare a convincing presentation that will convince politicians and the general public the importance of adopting the protocol.

You've been asked by your research director to prepare a presentation that addresses the following criteria:

1. Provide context for the issue – that will convince scientists and non-scientists unfamiliar with the controversy and the data.
2. Use a minimum of four sets of the data we discussed.
3. Explain the chemical basis for the issue, which includes chemical structures and reactions.
4. Provide a timeline for ozone depletion and recovery.
5. Use additional, scientifically valid resources to make your case.

G: What is the real-world goal in the scenario?

R: What is the student's role?

A: Who is the audience?

S: What is your situation or context?

P: What product will the student generate?

S: What are the standards for evaluation?

Choose one & analyze

1. Ethology
2. Research
3. The United States in the 1900's
4. World Geography
5. Racial Stratification
6. Teacher Preparation

G: What is the real-world goal in the scenario?

R: What is the student's role?

A: Who is the audience?

S: What is the situation or context?

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S: What are the standards for evaluation?

Rubric: Standards of Evaluation

CATEGORY	Exceeds Expectations (4 points)	Meets ALL expectations (2-3 points)	Meets SOME expectations (1-2 points)	Does not meet expectations (0-1 point)
Research and Presentation Criteria				
Quality of Information	Exhibit communicates high quality information which is accurate and concise. Exhibit clearly showcases the significance of the scientific phenomenon. Exhibit supported by sufficient and appropriate source material.	Exhibit addresses all assignment criteria but some components do not communicate high quality information (accurate but not concise). Exhibit significance is implied (not explicit). Exhibit supported by sufficient and appropriate source material.	Exhibit addresses some assignment criteria OR many of the components do not communicate high quality information (not accurate) OR the components are not concise OR the exhibit does not showcase the significance of the phenomenon. Source material is not appropriate or does not support the exhibit.	Does not address assignment criteria. Information is not accurate OR Information has nothing to do with the main topic. Source material is of poor quality or not included.
Content Focus/ Interpretation	Work presents a logical, rational, and cohesive focus on the content, demonstrated through smaller themes. Opportunities for visitor to draw correct conclusions is high.	Work presents a logical focus on the content of the topic and thematic patterns are demonstrated throughout the exhibit. Opportunities for	Content focus of exhibit is not based in logic OR content focus of exhibit is not strong (non cohesive and unfocused OR too much information).	No content focus exhibited (exhibit not directly related to the content focus). No opportunities for visitor to draw conclusions.
Demonstrated Knowledge	Presenters have sufficient knowledge of material to communicate chemical information to chemists and general audiences.	Presenters have sufficient knowledge of material to communicate chemical information to chemists and general audiences.	Presenters have sufficient knowledge of material to communicate chemical information to chemists and general audiences.	Presenters have sufficient knowledge of material to communicate chemical information to chemists and general audiences.

Descriptions of the criteria for evaluation
What is the desired outcome?

Descriptions of the different levels of achievement. What would an accomplished/developing performance look like?

Rubrics can ...

- be general
- be specific
- be qualitative
- be quantitative
- be holistic
- measure behavior
- assess content
- assess skills
- used by one
- or many

Build your own ...

Criteria	Best Performance	Minimum Requirements
support argument with data and scientifically valid sources	Conclusions and interpretations are appropriately drawn from the skillful use of high-quality, credible, scientifically valid sources and at least four (4) data sets.	Uses a minimum of four (4) data sets presented in the course readings in support of argument.

Guiding Questions

- Do the criteria in your rubric align to the outcomes in your course/unit/assignment goals?
- Will students be able to demonstrate gains in the criteria by completing the planned task?
- Is mastery possible?
- Will the rubric evaluation give you the information you want?

Don't reinvent the wheel! Borrow & adapt. Good starting point: www.aacu.org/value-rubrics