

Classroom Assessment

Teacher as Grader,
Teacher as Assessor:
Changing Roles?

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Introduction / Overview

Assessment – Definition

Assessment is the systematic collection of information about student learning and the use of that information to improve the learning and teaching process in the classroom, department, and general education program

[Caveat]

Assessment of student learning is not a hard science. It is "action research." You are trying your best to assess student learning in the time available with the resources available.

[Student Learning Outcomes]

When statements of intended outcomes are written

- (a) in terms of what the students will be able to do, know, or think, and
- (b) include some rough approximation of criteria for program success,

then the minimum conditions for an "acceptable" outcome statement have probably been met.

[I want students to be able to]

■ Vague

- Know
- Do
- Understand
- Be exposed to

■ Specific

- Describe
- Analyze
- Argue
- Solve
- Create
- Compare

[Two Types of Measures]

- Direct Measure of Student Learning
- Indirect Measure of Student Learning

[Typical Assessment Instruments]

<u>Standardized Tests</u>	<u>Locally Developed Tests</u>
<ul style="list-style-type: none">■ Licensure Examinations■ Commercial Cognitive Tests	<ul style="list-style-type: none">■ Capstone Experiences■ The Grading Process

- Additional Questionnaires
- Standardized
 - Locally Developed

[The Grading Process]

[The Grading Process]

- Classroom-Based Assessment
- Direct Measure of Student Learning

[The Grading Process (part 1)]

- Consider what you want your student to learn
- Construct tests/assignments that will teach and test that learning
- Guide students' learning
- Offer feedback

[The Grading Process (part 2)]

- (continued)
- Establish fair, clear standards/criteria and apply them consistently
 - Use student performance data to improve teaching and student learning
 - Document the information

[The Grading Process]

To be useful for assessment, the grading process must be:

- **Excellent**
- **Explicit**
- **Public in New Ways**
- **Used for Improvement**

[The Challenges]

- Validity: Are you measuring that you say you are measuring?
- Reliability: Inter-grader agreement
- Feedback Loop: Using the data to make changes that may help students learn the material more effectively

[Analysis of Assessment Results]

- Whenever analysis to the point of derivation of meaning and potential implications is conducted beyond the [classroom or] departmental level, the challenge or bias in the analysis is likely to come forward when the results of the analysis do not meet the ends desired by the operating unit(s).

- James O. Nichols

[Using Grading Process for Departmental and Program Assessment]

[Closing the Feedback Loop]
Using assessment information to make changes that are intended to enhance student learning

Three Feedback Loops

- The Classroom
- The Department
- The Institution

[The Classroom]

- One of his or her classroom assignments or exams that specifically tests CT/QR in that discipline
- A detailed scoring rubric in the form of Primary Trait Analysis
- Aggregated student score
- Analysis of the scores, and an indication how the faculty member will use the data to make changes in the classroom that might help students improve their CT/QR skills

Department & Institution

Role

- Ensure good assessment is taking place at the lower levels
- To support initiatives for change that arise from the lower levels
- To identify and address problems that require departmental or institutional solutions.

Annual Departmental Assessment Meeting

- Ensure that classroom assessment is taking place and to document it
- To address problems that are common to a number of teachers or rooted in departmental structure
- To report to the Academic Assessment Committee

Institutional Level

- Two bodies most involved: the Dean and the Academic Assessment Committee (AAC)
- AAC collect the department assessment reports

Use the reports to

- Identify common problems that could be communicated to the dean and the faculty with appropriate recommendations for actions
- Write up the institution-wide report for the NCA

[What the report could say]

- Instructors were measuring students' CT/QR skills
- Analyzing the results
- Closing the feedback loop in their classrooms and departments
- The institution was receiving the information and taking action appropriate to its role in the highly decentralized system
