Assessment of Student Learning Outcomes
Has this happened to you...

- You give an exam or quiz and almost every student misses a question you thought was easy?

- Your students turn in papers or projects and almost every one has some common problem?
Classroom Assessment allows us to addresses questions such as:

- Are my students learning what I think I am teaching?
- What learning challenges do my students have, and how can I help them overcome challenges?
- Is a new teaching strategy or technology effective in helping my students learn?
Learning Outcomes

Statements that describe what students are expected to know and able to do as a result of participation in the teaching and learning process

Two parts:

• Action verb - e.g. “list” “apply” “solve”
• Content reference – subject matter, topic, or concept to be addressed
Where to Find Learning Outcomes

• Your University/College Course Outlines

• Disciplinary or professional standards
  – National Council of Teachers of English: http://www.ncte.org/college
  – AMATYC: http://www.amatyc.org
  – AACSB: http://www.aacsb.edu/
  – ABET: http://www.abet.org/
Types of Outcomes

• **Cognitive outcomes**
  – Understanding: ability to recognize examples
  – Application: ability to use information in real contexts
  – Analysis: ability to break down problems and recognize key elements
  – Synthesis: ability to use information to create something new
  – Evaluation: ability to determine the value of a problem solution

• **Affective outcomes**
  – Do students value their learning?
  – Do students see the relevance of their learning?
  – Can students identify changes in their beliefs or ways of thinking as a result of their learning?
Types of Outcomes

- **Declarative**
  - factual or conceptual knowledge

- **Procedural**
  - skills, how to perform a task or solve a problem

- **Conditional**
  - judgment, decision-making, when and how to apply knowledge and skills
Work together!

• Compare and discuss the sample learning outcomes provided

• Write some learning outcomes you might address in your class
Assessment Strategies

What evidence do I need to gather to determine if students are achieving desired learning outcomes?

- Direct evidence: exams, projects, papers, in-class and out-of-class assignments
- Indirect evidence: surveys, reflective writing, grades
Assessment Strategies

Use what you already have!

- Results on exam items
- Scores or ratings on assignments, papers, or projects
- Observations of student performance during activities
Assessment Strategies

Modify existing grading methods to provide better feedback

– Open-ended exam questions
– Multiple-choice questions with “explain your answer”
– Open-ended questions targeting key concepts on papers, projects, and assignments – “what did you learn?”
– Rubrics
# Scoring Rubric

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<tr>
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<th>3 (Excellent)</th>
<th>2 (Satisfactory)</th>
<th>1 (Needs Improvement)</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Clear, engaging overview of topic</td>
<td>Sufficient overview of topic</td>
<td>Overview lacks key points, fails to engage reader</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>Multiple points of view fairly addressed; highly complex analysis</td>
<td>At least two points of view fairly addressed; adequate analysis</td>
<td>At least two points of view addressed, but analysis is biased</td>
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<tr>
<td><strong>References</strong></td>
<td>All references from refereed sources within the last 5 yrs</td>
<td>Most references from refereed sources within the last 10 yrs</td>
<td>References not from refereed sources or out-of-date</td>
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Classroom Assessment Techniques (CATs)

Try a CAT!

• Complete the Prior Knowledge Check on Classroom Assessment
Assessment Strategies

Classroom Assessment Techniques (CATs)

- Short, non-graded activities
- Often require students to reflect in writing on their thinking and learning
- Provide feedback to both you and students on their learning
- Can be general or linked to specific course activities (good for self-paced or online courses)
Class Feedback

Please do not put your name on this paper. This is feedback for me, not a quiz!

1. The key idea we covered in this class was. . .

2. One new idea I gained from this class was. . .

3. One important question I have that relates to class today is. . .
Post-Paper Reflections

After completing each paper in the course, have students respond to the following questions in a few sentences:

Paper 1: I'm most satisfied with . . .
I'm least satisfied with . . . I'm having problems with . . .

Paper 2: Why did you choose this particular organization for your paper? What would you do differently if you had more time?

Paper 3: What in your writing process has changed since the beginning of the course?
# Peer Review Feedback Form

**Rating scale:**
4 – highly effective    3 – effective    2 – needs improvement    1 – not effective

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<tr>
<td>Clarity</td>
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<td>Organization</td>
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<td>Evidence in support of arguments</td>
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<td>Relevant examples</td>
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**Comments:**
Choose some CATs to try!

- Work together with the Classroom Assessment Toolkit and Planning sheet

- Discussion: how would you make sense of your CAT results?
Planning and Implementation

Choose assessment methods that:

• Are easy to use and summarize
• Are directly related to targeted learning outcomes
• Fit with, incorporate, or enrich existing instructional strategies
• Provide rich, useful information about student learning
Planning and Implementation

Use **multiple assessment methods** to provide the most informative data

- Assess your targeted outcome during the course as well as at the end
- Use both “direct” and “indirect” methods of assessing outcomes
Engaging Students in the Assessment Process

• When possible, choose assessment methods that also serve as a learning experience
• Help students practice skills they may have never tried before
• Use CATs to help students reflect on the value of what they are doing
• Feed back the results to your class so they can see you are paying attention to their comments
What can I accomplish with Classroom Assessment?

- Celebrate success
- Identify challenges and barriers to student learning
- Help determine if new or existing instructional strategies are effective
- Help students become more aware of their thinking and learning and its value
- Engage students in teaching and learning process
Another CAT: One-Minute Paper

Please write brief responses to the following:

• What was the most useful idea you gained from today’s workshop?

• What questions or concerns do you still have?