

Assessment 101: Learning by design (understanding classroom based assessment)

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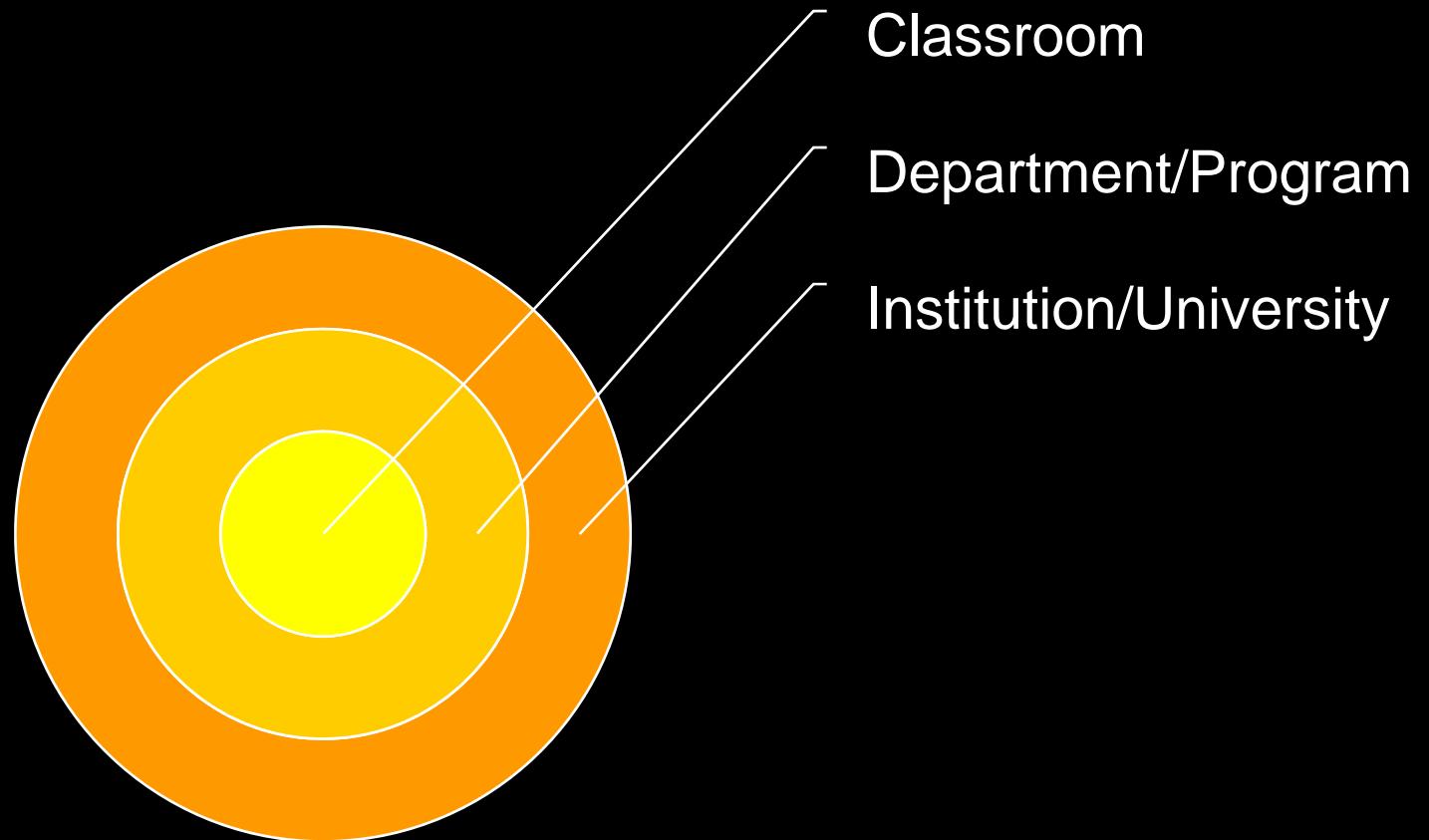
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What is assessment?

Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning.

(Walvoord, p. 2)

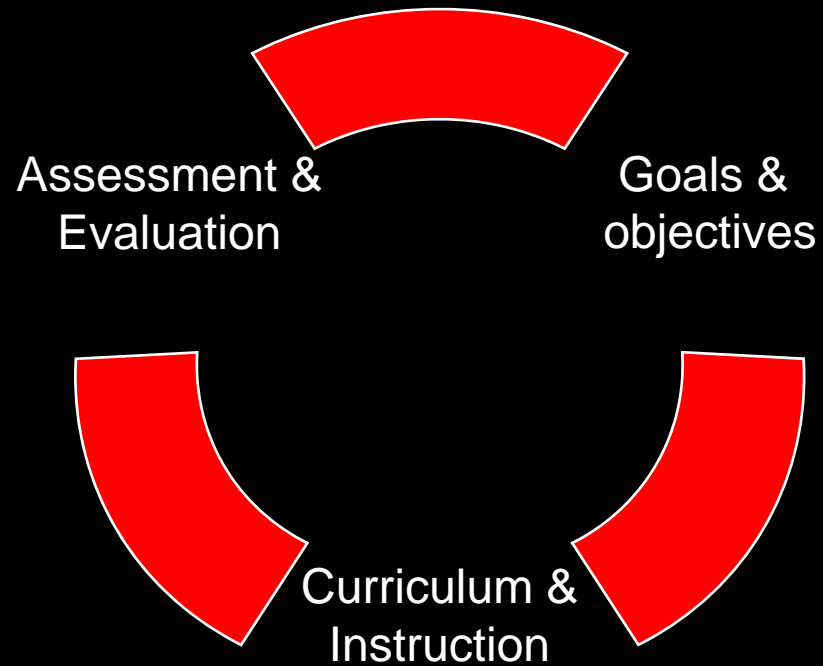
Levels of Assessment



Basic Components to Assessment At All Levels:

- Articulating goals for student learning
- Gathering evidence about how well students are meeting the goals
- Interpreting evidence against predetermined standards/expectations
- Using the evidence for the improvement of student learning

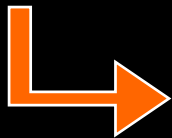
Classroom Based Assessment In Context:



Learning by Design: Applying the Backward Design Process

Curriculum

Identify desired results (state learning objectives)



Assessment

Determine acceptable evidence (identify assessments and evaluation)



Instruction

Plan learning experiences and instruction



Teach, Assess, Evaluate and work toward improvement

Assessment is a process that helps us to be deliberate about establishing an intentional alignment between the course goals, the curriculum, the instruction, and the evaluation of student learning.

It is a *reflective improvement process* that utilizes the application of *professional judgment* in light of the best *indicators/evidence* available in order to improve *student learning*.

Applying the basic assessment process in the classroom:

- Articulate goals for student learning
 - State the learning objectives
- Gather evidence about how well students are meeting the goals
 - Design and conduct meaningful assessments of learning
- Interpret evidence against predetermined standards/expectations
 - Evaluate student performance for their feedback and for yours based on clear, stated standards
- Use the evidence for the improvement of student learning
 - Consider ways to improve the teaching and learning process in your class based on the evidence reviewed (student performance of learning)

Process and share...

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Types of Classroom Based Assessments (CBAs)

CBAs are assessments that assist us in determining to what extent students are mastering content *throughout the course* (formative)

and

CBAs are assessments that assist us in determining to what extent students have mastered content *at the end of the course, term or degree* (summative)

CBAs can be *formal or informal*