PURPOSES OF ASSESSMENT

“How relying solely on the assessment data is fine, as long as you're sure that you’re assessing everything that is important.” (Jen Heemstra, PhD)

How can your assessment: (1) support student learning; (2) generate grades that will form part of subsequent certification; and (3) equip learners for making future judgements?

CONTEXTS OF ASSESSMENT

Importance of Discipline-Based Authentic Assessment

What are the characteristics of your learners/students? What professional, vocational or employment-related requirements guide your assessment? What is the role of your unit/module/course within the overall program?

LEARNER OUTCOMES

Aligning Course-level & Program-level Learning Outcomes

How does your assessment align with: (1) unit/module/course learning outcomes; (2) overall program learning outcomes; (3) professional requirements; and (4) learners’ general professional or intellectual development.

TASKS - LEARNER ENGAGEMENT

Mindset informs your learner’s Achievement Goal Orientation on a task

What is your learner’s Mindset:
FIXED: Intelligence is finite OR GROWTH: Intelligence is malleable

What is your learner’s Achievement Goal Orientation:
MASTERY: desire to learn and understand OR PERFORMANCE: desire to achieve a score or grade

FEEDBACK PROCESSES

Peer Response for Assessment

Educators: “Model effective feedback, demonstrating and discussing good examples. Provide ample opportunities to practice giving feedback. Construct effective review prompts.” (Joonna Smitherman Trapp, PhD)

Learners: Use Describe - Evaluate - Suggest framework (See https://elireview.com/2016/08/03/describe-evaluate-suggest/)

INTERACTIONS

"Assessment is a research process and should follow the best research methodology." (Tracy L. Scott, PhD)

In a constructively aligned course, learning outcomes, learning experiences and assessment tasks work together to mutually reinforce the achievement of the course-level learning outcomes (Biggs & Tang, 2011)

What information will you need to improve your assessment for subsequent occasions? What associated changes in teaching and learning activities will be required?