"The end is where we start from." T.S. Eliot

WELCOME!

SLO ASSESSMENT WORKSHOP

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January 27, 2010

Goals, SLOs, and Assessment Inventory

1. On the sticky note, please list one goal you hope to achieve, or one question or concern you hope to address in this session.

2. If you have selected an slo to measure, post the slo.

3. If you have an assessment idea, write one or two sentences describing your idea.

4. Post, introduce yourself and share (1-3 min).

Source: Classroom Assessment Techniques Angelo/Cross

Learning Outcome

What?

By the end of this workshop participants will know--

1. How to design assessment strategies and how to develop a plan to measure a specific SLO in a course they teach and know well.

How?

1. Discuss Principles of Good Practice for Assessing SLOs.

2. Share examples of assessment cycle and strategies (cats, pretest/post test and rubrics).

3. Evaluate rubric.

4. Collaborate with colleagues to create and/or refine assessment strategies and plans.

5. Plan next steps/path forward.

6. Respond to questions/concerns.

Principles of Good Practice for Assessing Student Learning Outcomes

Complete this pretest on SurveyMonkey then discuss responses.

_____ 1. Assessments are used primarily to assign grades.

_____ 2. Assessments are teacher directed and about a pedagogy process.

_____ 3. Assessments focus on measurable knowledge and skills that build to outcomes.

_____ 4. Assessments describe what students can do and what they need to do.

_____ 5. Assessments are referenced and used to help learners identify the skills and knowledge they are developing.

_____ 6. Assessments are embedded in current lesson plans.

_____ 7. Assessment requires sophisticated data analysis.

_____ 8. Assessment is an ongoing formative process, not episodic.

_____ 9. Assessment serves as a change agent for both teachers and students.

Assessment Cycle

Level 1 Identify Student Learning Outcome(s) for a Specific Course and Select One SLO You Want to Assess

Level 2 Design Assessment Strategies/Plan

Level 3 Analyze/Interpret Data

Level 4 Reflect/Engage in Dialogue

Level 5 Implement Changes/Make Improvements

Level 6 Document in ECMS

Speech Communication Assessment Example 1: Pretest-Posttest Design

Level 1 Increase speaker confidence/reduce communication apprehension

Level 2 Personal Report of Communication Apprehension (PRCA-24), see * Web Link

Level 3 Analyze/Interpret Data using SurveyMonkey and Institutional Research

Level 4 Reflect/Engage in Dialogue at Department Meeting/Share Best Practices

Level 5 Implement Changes/Make Improvements

Level 6 Document in ECMS

* Web Link: http://www.jamescmccroskey.com/measures/prca24.htm

Speech Communication Assessment Example 2: Pre-Posttest & Self-Report

Level 1 Develop Speech Outlines; Collaborate w/ Peers

Level 2 Persuasive Speech Rubric,
             Pretest/Posttest, and Self-Report Survey

Level 3 Analyze/Interpret Data using SurveyMonkey
             and Institutional Research

Level 4 Reflect/Engage in Dialogue at Department
             Meeting/Share Best Practices

Level 5 Implement Changes/Make Improvements

Level 6 Document in ECMS

A Rubric for Rubrics

Activity: Critique a rubric based on the "Rubric for Rubrics" criteria.

1. In teams you will critique a sample rubric based on criteria 1 and 2 of the "Rubric for Rubrics" handout.

    -Clarity of Criteria

    -Distinction between Levels

2. Discuss in teams "Why are criteria 4 & 5 important?"

    - Clarity of Expectations

    - Support of Metacognition

3. Brief summary of discussion.

Collaborate With Colleagues
Discover and Design Classroom Assessment Strategies

Directions: We will break into clusters of 2-4. Take the next <u>(TBD)</u> minutes to explore the following questions-

1. What SLO(s) would you like to measure? What course is your SLO for?

2. What key learning assignments explicitly further the learning outcome(s) identified above?

3. How can you/do you assess/measure/evaluate student progress toward the learning outcome(s)? Take this opportunity to brainstorm ideas for designing assessment strategies and a plan to measure the SLO(s) you want to measure.

Path Forward

Where do we go from here? Next Steps?

-Prepare assessment tools and plan to share at our Phase 2 workshop.

-Create assessment calendar.

-Pilot assessment in one of your classes.

Questions? Concerns?

Mini-Evaluation Form
Classroom Assessment Workshop
January 27, 2010

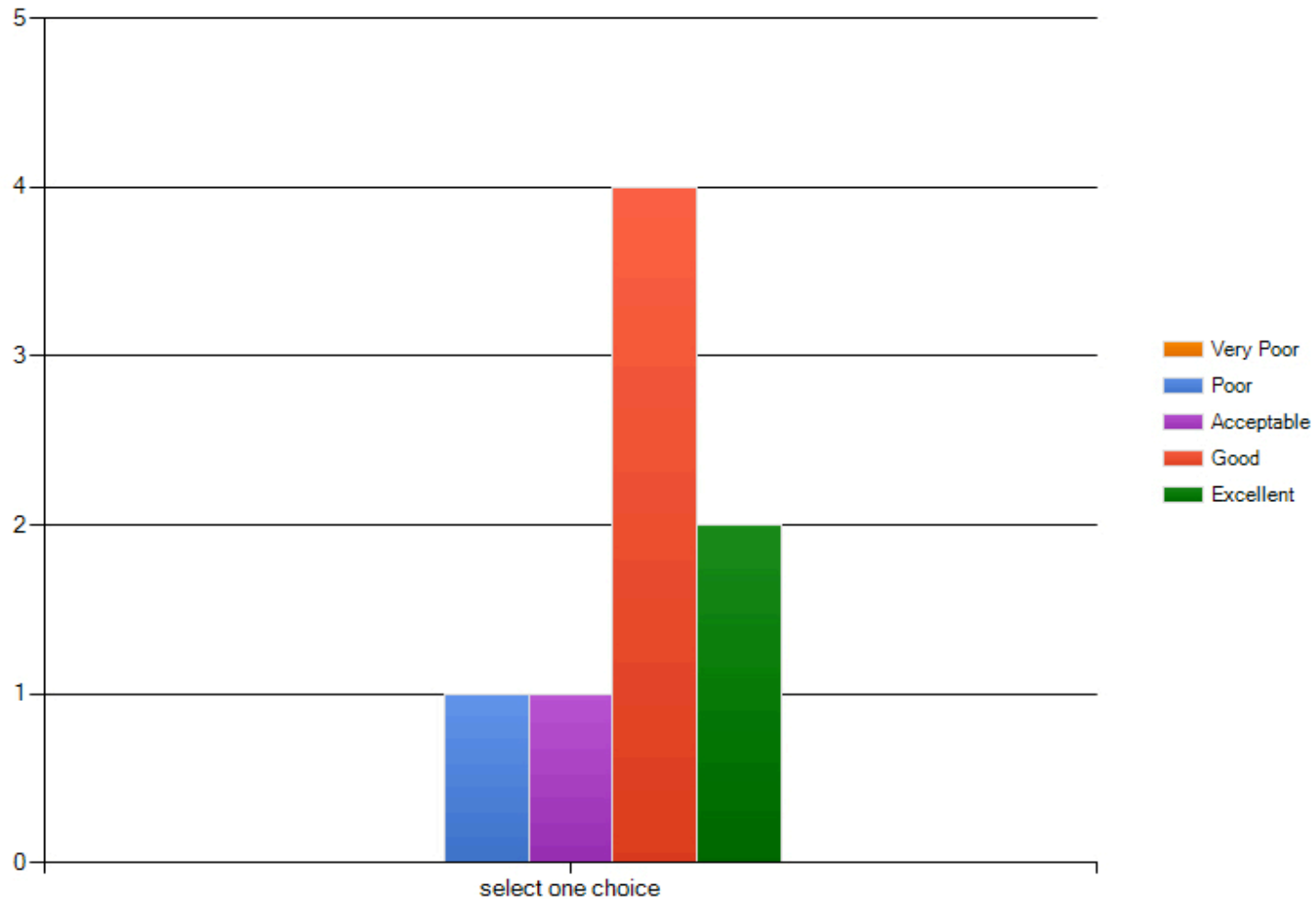**Complete Mini-Evaluation on SurveyMonkey**

http://www.surveymonkey.com/s/dasloworkshop

Mini-Evaluation Assessment Results
workshop participants = 13
survey respondents = 8

Please rate the overall quality of this workshop.

Legend:
- Very Poor
- Poor
- Acceptable
- Good
- Excellent

select one choice

What did you learn from the workshop that you will apply in your classroom?

1. Helpful techniques for transposing data that I already collect from class assignments into a rubric.

2. One of the ideas on how to identify the level of learning accomplished and then adjusting instruction accordingly.

3. Pretest-Posttest design.

4. Using SurveyMonkey to compile the data and evaluate my SLO.

5. Knowing that we don't have to invent all of our assessment tools from scratch.

6. SLOs are constantly evolving.

What would make the workshop more useful to you?

1. More time for all participants to share ideas.

2. More discussion in small groups.

3. More time would be great.

4. The same group of people in a follow-up workshop.

5. Doing a workshop in a department where people have similar issues.

6. Time to actually do an assessment.

7. More specific details on assessment tools and how to gather data.

What kinds of follow-up would be most useful to you?

1. Copies of presentation handouts.

2. Better understanding of what ALL of the options are for assessment so that I can determine which would be the most appropriate for me.

3. Various types of grading rubrics.

4. Compare the actual assessments that we have developed at the next workshop.

5. A chance to talk with workshop leaders and participants later in the quarter.

6. Workshops that address the questions posed in the goals inventory activity.

7. How to document correctly in ECMS (Electronic Curriculum Management System).