

ANALYZING, INTERPRETING, AND REPORTING DIRECT MEASURES OF STUDENT LEARNING: HLC INTERIM REPORT PART II

Assessment Workshop
April 11, 2014
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WORKSHOP OUTCOMES

- Participants will be able to:
 - Apply the Part I assessment criteria/rubric to student work
 - Summarize the results using an appropriate format (narrative, table, chart, graph, etc.)
 - Interpret what the results are revealing about student learning of the identified program learning outcomes in the designated course(s)
 - Draft an explanation of how the results will be used to guide future efforts in the course/program
 - Complete a draft copy of the first part of the "Interim Assessment Report" due to the Assessment Sub-Committee by June 15, 2014

APPLYING ASSESSMENT CRITERIA TO STUDENT WORK

APPLYING ASSESSMENT CRITERIA/RUBRIC TO STUDENT WORK

- The assessment criteria/rubric should be directly related to the program learning outcome(s) being addressed in the course(s) and identified in Part I of the Interim Report
- It is extremely important to have an assignment/assessment that closely matches the desired learning outcomes (i.e., a project that requires students to apply critical thinking to assess critical thinking skills)
- Most basic approach is to mark tallies on a clean copy of the assessment rubric as student work is assessed, the tallies can then be converted to percentages (the D2L ePortfolio rubric tool will aggregate this data for you)

SOE PROGRAM LEARNING OUTCOMES

The Learner and Learning

- **LO/Standard #1: Learner Development** The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- **LO/Standard #2: Learning Differences** The student can explain how children with broad ranges of ability learn and develop/provide instruction that supports their intellectual, social, and personal development.
- **LO/Standard #3: Learning Environments** The student can explain how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

| | | | | |
|-------------------------|--|--|--|---|
| Knowledge | Articulates insights into own cultural rules and biases. | Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases. | Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective. | Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction. |
| Skills | Articulates and acknowledges the experiences of others through own cultural and learning lenses. | Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences. | Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning. | Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction. |
| Dispositions | Explains value of a perspective different from own. | Explains value of multiple perspectives and is able to support with concrete examples from own life. | Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives. | Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.). |
| Application to Teaching | Identifies some assets and differences of learners. | Identifies some assets of learners and explains how these differences impact learning. | Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment. | Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner. |

SUMMARY OF RESULTS

| | Not Addressed | Introducing | Developing | Prepared To Student Teach | Prepared as Initial Educator |
|-------------------------|---------------|-------------|------------|---------------------------|------------------------------|
| Knowledge | 67% | 0% | 0% | 33% | 0% |
| Skills | 11% | 0% | 89% | 0% | 0% |
| Dispositions | 0% | 11% | 0% | 89% | 0% |
| Application to Teaching | 0% | 0% | 11% | 89% | 0% |

n = 43 students (12 curriculum unit plans)

HORIZONTAL = LEVEL OF UNDERSTANDING/PROFICIENCY

| Level | Beginning | Developing | Proficient | Exemplary |
|-------|-----------|------------|------------|-----------|
| Value | 1 | 2 | 3 | 4 |
| | | | | |
| | | | | |
| | | | | |

VERTICAL = CRITERIA TO BE ASSESSED

| Criteria | | | | |
|--|--|--|--|--|
| Focus on topic, purpose, genre, and audience | | | | |
| Grammar, mechanics, and organization | | | | |
| Proper documentation and use of evidence | | | | |

WHY GRADES AREN'T NECESSARILY HELPFUL

● EDUC 324 Unit Plan
Grades

- A 47%
- A- 30%
- B+ 0%
- B 23%
- C+ 0%

INTERPRETING WHAT THE RESULTS REVEAL ABOUT STUDENT LEARNING OF PROGRAM LEARNING OUTCOMES

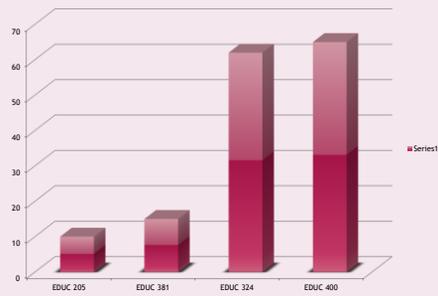
INTERPRETING RESULTS

- Focus on what is significant about the results (How did students perform in key areas related to the designated learning outcome(s)?)
- Explain how students performed in relation to what is expected/desired
- Draw conclusions based directly on the results
- If assessments are done in multiple courses using the same criteria/rubric, identify what is most significant in the findings

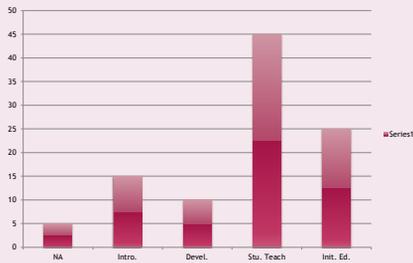
ASSESSMENT RESULTS

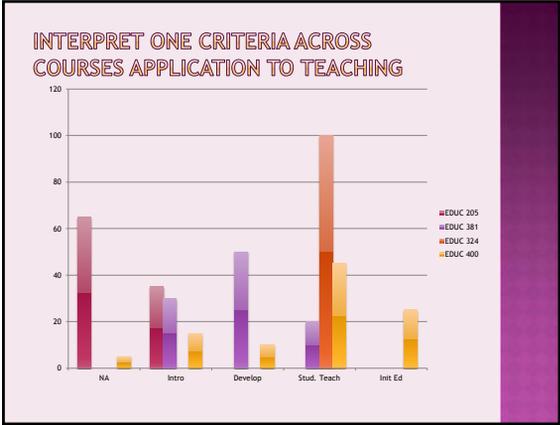
| | Not Addressed | Introducing | Developing | Prepared to Student Teach | Prepared as Initial Educator |
|-------------------------|----------------|----------------|----------------|---------------------------|------------------------------|
| Knowledge | EDUC 205 - 10% | EDUC 205 - 65% | EDUC 205 - 25% | EDUC 205 - 0% | EDUC 205 - 0% |
| | EDUC 381 - 15% | EDUC 381 - 15% | EDUC 381 - 45% | EDUC 381 - 23% | EDUC 381 - 0% |
| | EDUC 324 - 62% | EDUC 324 - 0% | EDUC 324 - 15% | EDUC 324 - 23% | EDUC 324 - 0% |
| | EDUC 400 - 65% | EDUC 400 - 10% | EDUC 400 - 2 | EDUC 400 - 0% | EDUC 400 - 15% |
| Skills | EDUC 205 - 15% | EDUC 205 - 80% | EDUC 205 - 5% | EDUC 205 - 0% | EDUC 205 - 0% |
| | EDUC 381 - 5% | EDUC 381 - 40% | EDUC 381 - 50% | EDUC 381 - 5% | EDUC 381 - 0% |
| | EDUC 324 - 15% | EDUC 324 - 23% | EDUC 324 - 15% | EDUC 324 - 46% | EDUC 324 - 0% |
| | EDUC 400 - 15% | EDUC 400 - 10% | EDUC 400 - 9 | EDUC 400 - 10% | EDUC 400 - 20% |
| Dispositions | EDUC 205 - 25% | EDUC 205 - 75% | EDUC 205 - 0% | EDUC 205 - 0% | EDUC 205 - 0% |
| | EDUC 381 - 5% | EDUC 381 - 25% | EDUC 381 - 55% | EDUC 381 - 5% | EDUC 381 - 0% |
| | EDUC 324 - 31% | EDUC 324 - 8% | EDUC 324 - 8% | EDUC 324 - 62% | EDUC 324 - 0% |
| | EDUC 400 - 60% | EDUC 400 - 0% | EDUC 400 - 0 | EDUC 400 - 25% | EDUC 400 - 15% |
| Application to Teaching | EDUC 205 - 65% | EDUC 205 - 35% | EDUC 205 - 0% | EDUC 205 - 0% | EDUC 205 - 0% |
| | EDUC 381 - 5% | EDUC 381 - 30% | EDUC 381 - 50% | EDUC 381 - 20% | EDUC 381 - 0% |
| | EDUC 324 - 0% | EDUC 324 - 0% | EDUC 324 - 0% | EDUC 324 - 100% | EDUC 324 - 0% |
| | EDUC 400 - 5% | EDUC 400 - 15% | EDUC 400 - 10% | EDUC 400 - 45% | EDUC 400 - 25% |

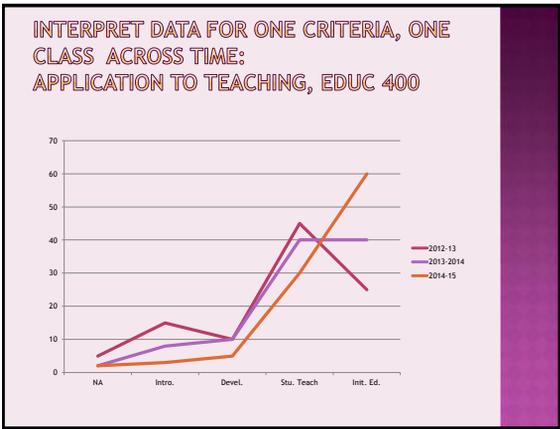
INTERPRET ONE CELL KNOWLEDGE: NOT ADDRESSSED



INTERPRET DATA FOR ONE COURSE AND ONE CRITERIA: EDUC 400 APPLICATION TO TEACHING







EXPLAINING HOW RESULTS WILL GUIDE FUTURE EFFORTS

EXPLANATION OF FUTURE EFFORTS BASED ON RESULTS

- Make clear how your future efforts relate directly to the assessment results
- If the results reveal that student performance is at the acceptable/desirable level, it is fine to say that you are going to continue to do what you are currently doing
- If the results reveal that student performance is not at the acceptable/desirable level, you may have ideas for changing course curriculum, course instruction, the student work being assessed and/or the criteria/rubric being used for assessment

FUTURE PLANS BASED ON RESULTS

- Separate one integrated unit plan into two unit plans so all students develop curriculum, instruction, and assessment related to social studies
- Add separate seminar session on differentiation
- Strengthen focus on cultural identity, multiple perspectives, and advantages and disadvantages tied to cultural identity and/or learner difference in the guidelines for the social studies unit plan and require discussion of these issues in the unit introduction

QUESTIONS???

- Work Time
- Individual Support
- Due date for HLC Interim Report, Part II is June 15th
- You are encouraged to complete Part II on the same template you used to complete Part I
- Please email the completed HLC Interim Report to Michael Estanich, co-chair of the Assessment Subcommittee
- Resource page is available with all materials
