



Before You Teach! Assessment Basics: Why, What & How

Esther Grassian - ECIL 2017

[3 Sep 2017]



Assessment? Evaluation?



ASSESSMENT: "Measurement of...
learner's potential for attainment, or of
their actual attainment."

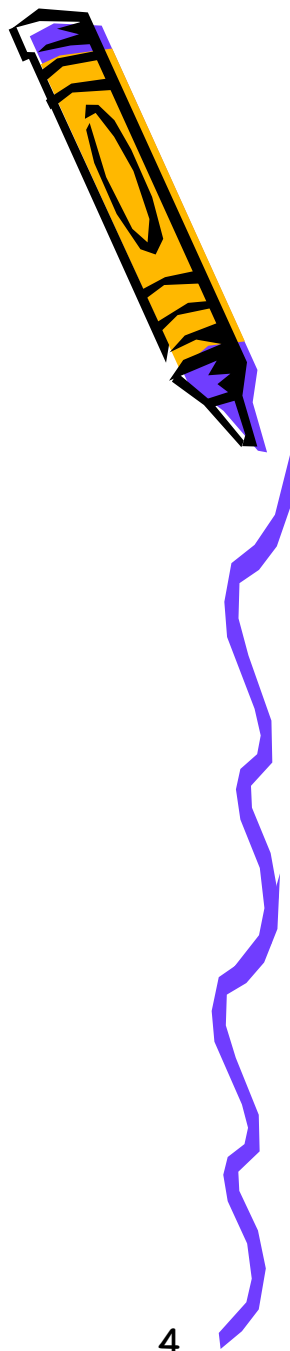
EVALUATION: "Measuring... effectiveness
of a lesson, course or programme of
study..."



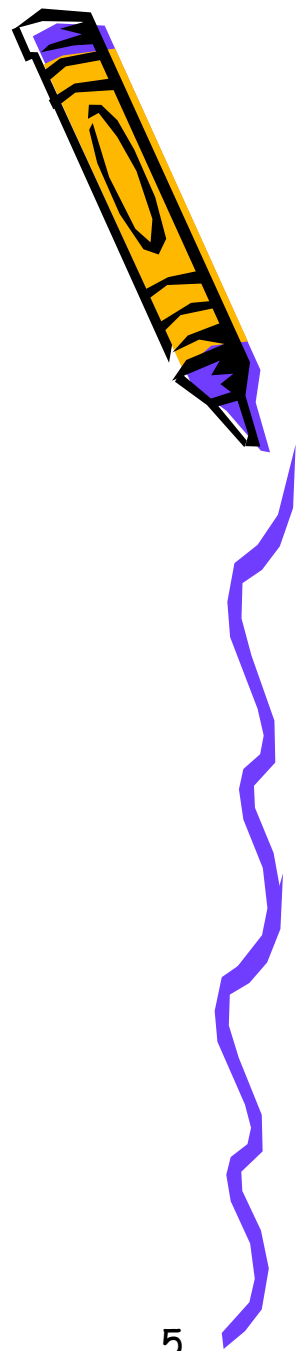
Dictionary of Education. 2008. London: Oxford University Press.

Outline

- Why Assess?
- Program Planning Cycle
- What to Assess
- Questions to Consider
- How to Assess
- Using Assessment Results



CAT: "1-Minute Paper"



- "What was the main point of this workshop?"
- "What is your main unanswered question?"



Program Planning Cycle

1. ID/recognize a need
2. Describe & analyze situation
3. Develop G's, O's & ELOs
4. Select & Describe APPROPRIATE Methods & Materials
5. Implement Instruction
6. Assess & Revise



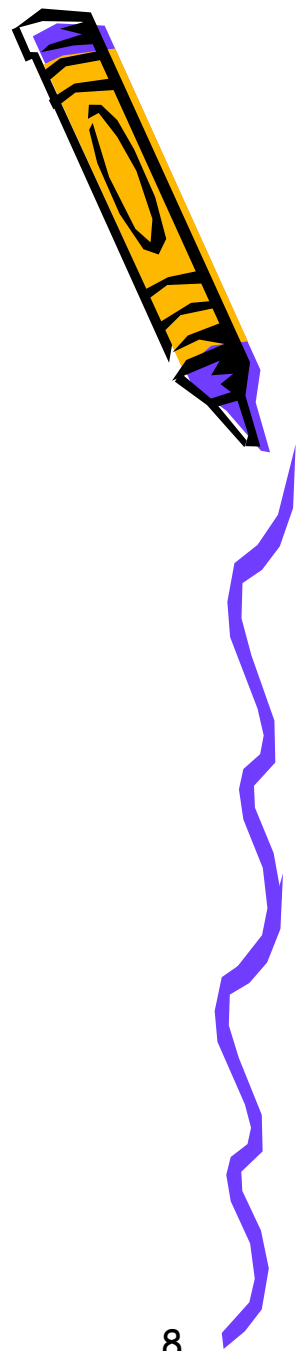
Why Assess?



Whytock, Ken. 2011. "Postcard for Assessment for Learning."

<http://www.flickr.com/photos/7815007@N07/5456764252/> CC: BY-NC

More Reasons to Assess...

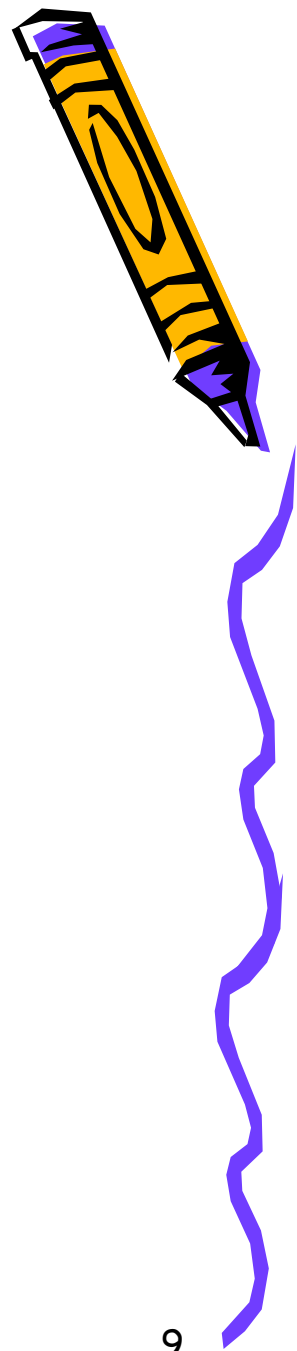


- "In a rut..."
- Evidence of effectiveness
- Evidence supporting change



What to assess?

- Based on **Goals, Objectives & Expected Learning Outcomes**
- Then...
 - Qs to frame assessment
 - Levels of assessment



What are they?



Goal (G): Overall Intent

Objective (O): More Concrete

Expected Learning Outcome (ELO):

Demonstration + Measurement of
Learning



1. Goal (G)

Students will learn how to identify useful information sources.

2. Objective (O)

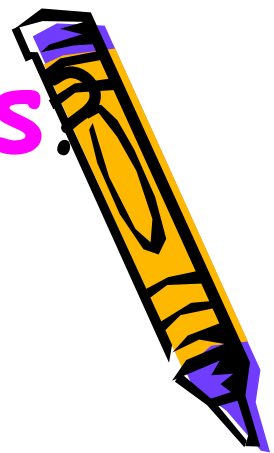
Following instruction, learners will distinguish between magazines and journals.

3. Expected Learning Outcome (ELO)

Learners will identify 3 journal articles in a 10-item bibliography, following a one-shot session, with 80% or greater accuracy.

Common Elements of ELOs.

ABCD



A=Audience (learners)

B=Behavior (task)

C=Conditions (situation)

D=Degree (standard or criteria)



Example: ELO

Learners will identify 3 journal articles in a 10-item bibliography, following a 50-minute one-shot ILI session, with 80% or greater accuracy.



DIFFERENCES?



Objective (O) =
What?

Following instruction,
learners will
distinguish correctly
between magazines
and journals.

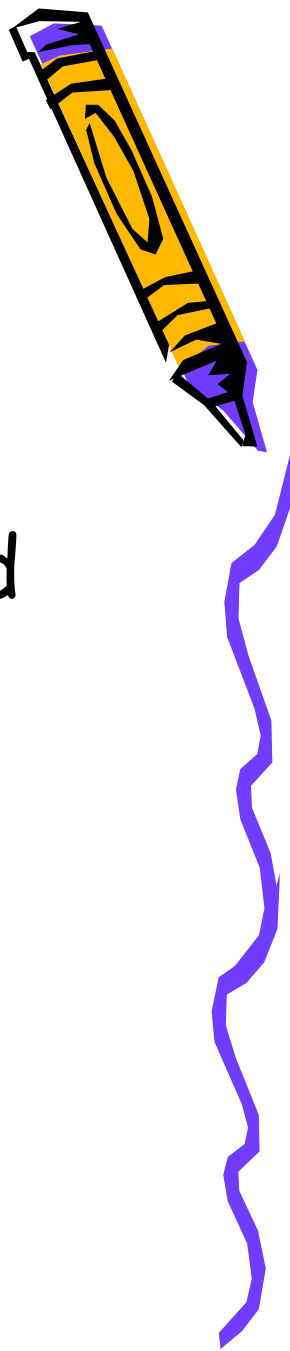


ELO = How &
how well?

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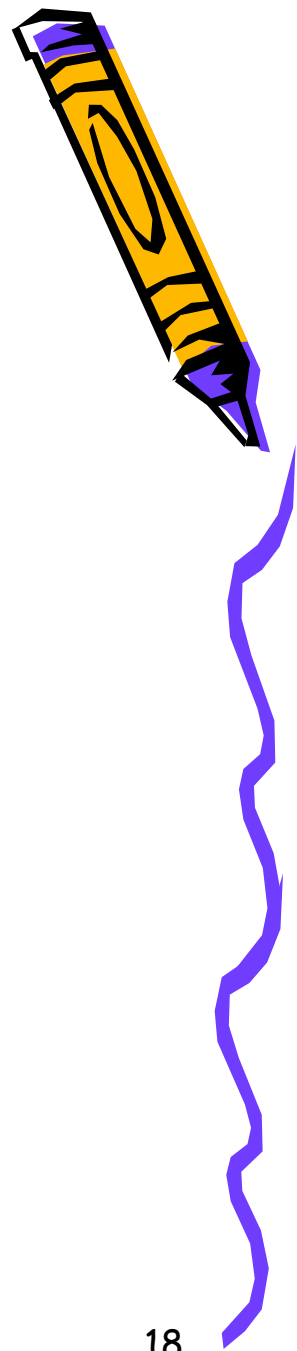
ELO Exercise

1. Assign Categories
2. On your own, pick 1 ELO you would teach (2 minutes)
3. Share/discuss with partner (2 minutes)
4. Volunteers share with class



Value of Gs, Os & ELOs?

"FORWARD DESIGN"!



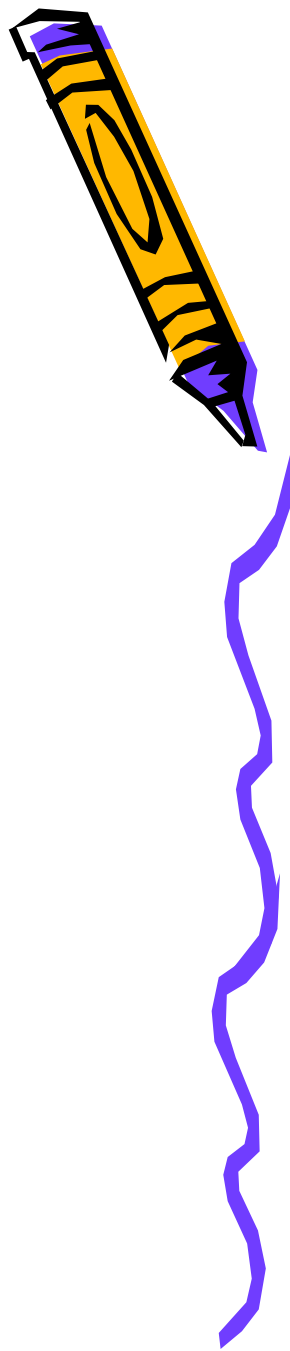
"Goal setting: creates a future" by lululemon athletica

<http://www.flickr.com/photos/lululemonathletica/4257298499/>

CC:A



Questions?



"Question Mark Cookies 4" by Scott McLeod, May 6, 2012

<http://www.flickr.com/photos/mcleod/7150176115/>

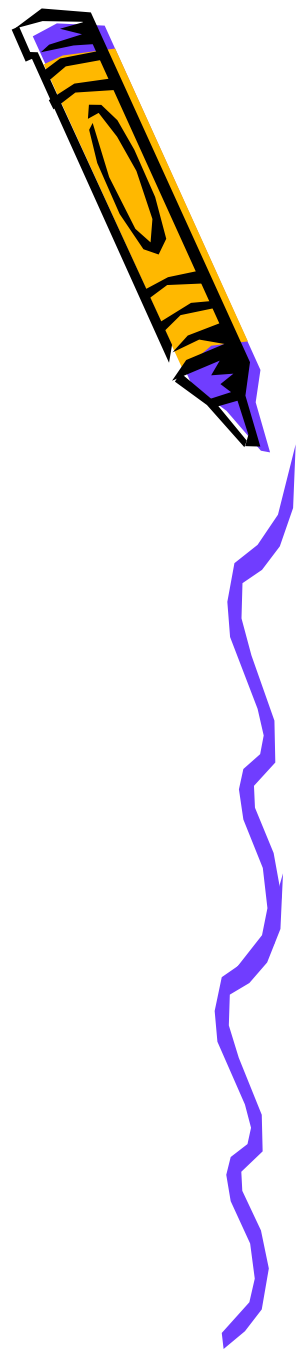
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Assessment

Questions to ask first?

1. On your own: 1-2 important questions to ask before doing assessment.
2. With a partner, agree on the most important question to ask before doing assessment.

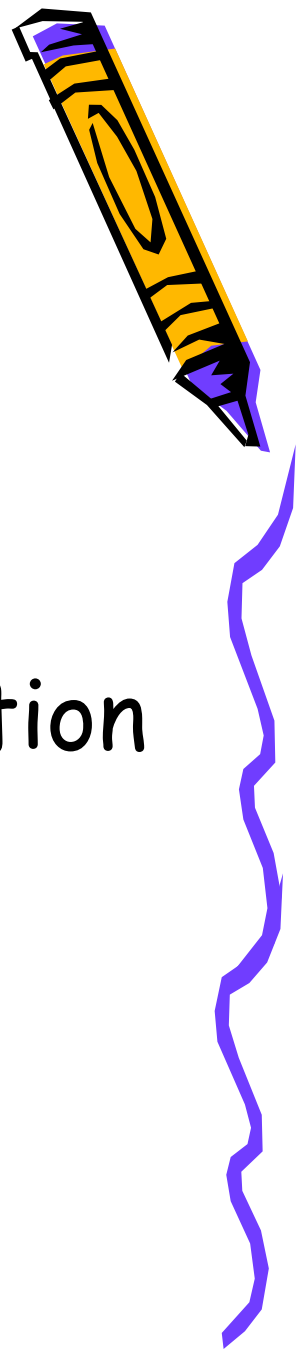
Questions



1. For whom & why?
2. Research questions?
3. Kinds of data?
4. How will you use the data?
5. Type of report?



Formative v. Summative Assessment

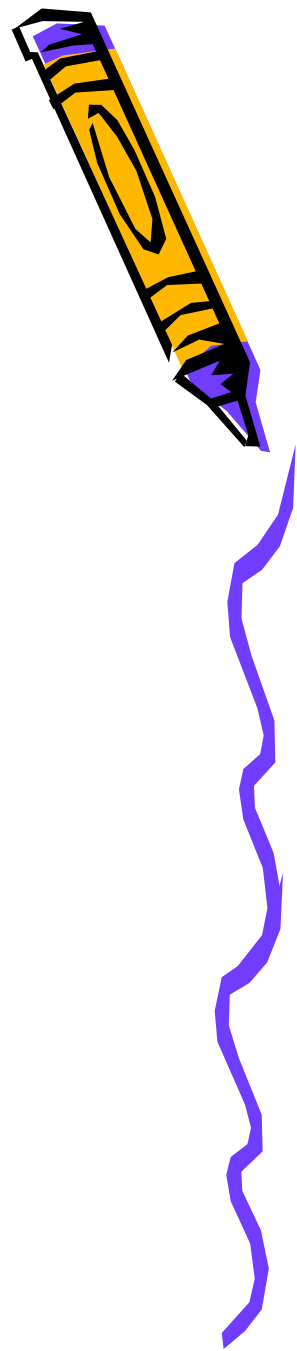


- **Formative** = During instruction
- **Summative** = Following instruction



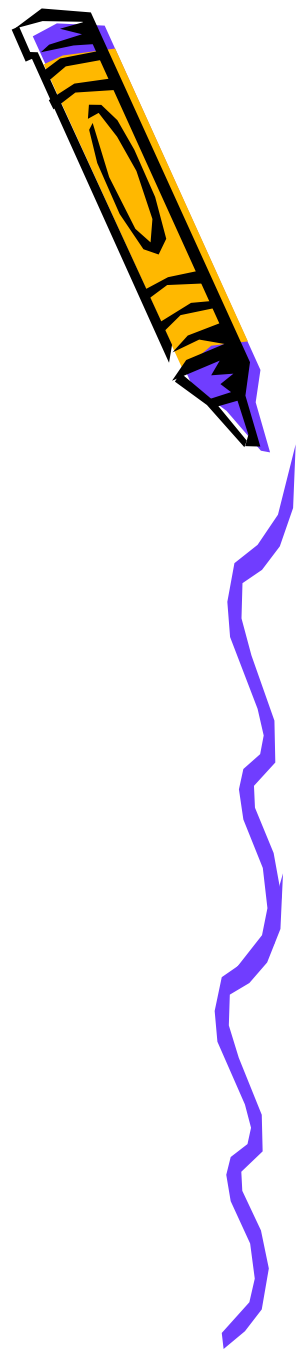
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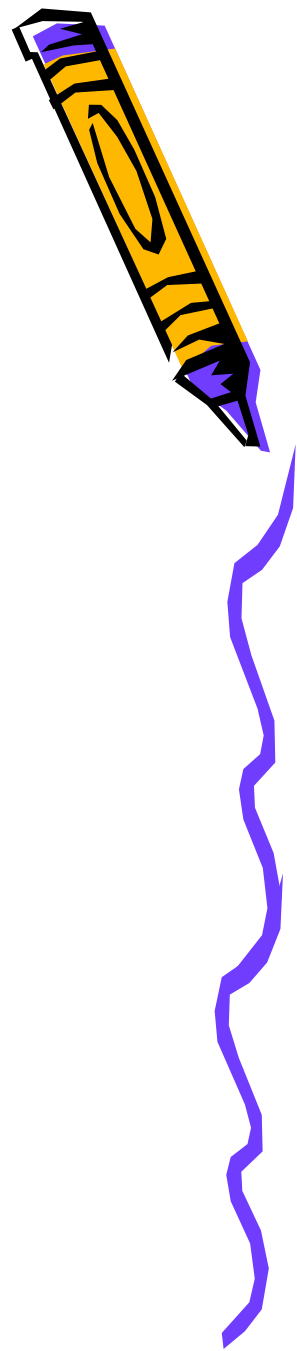
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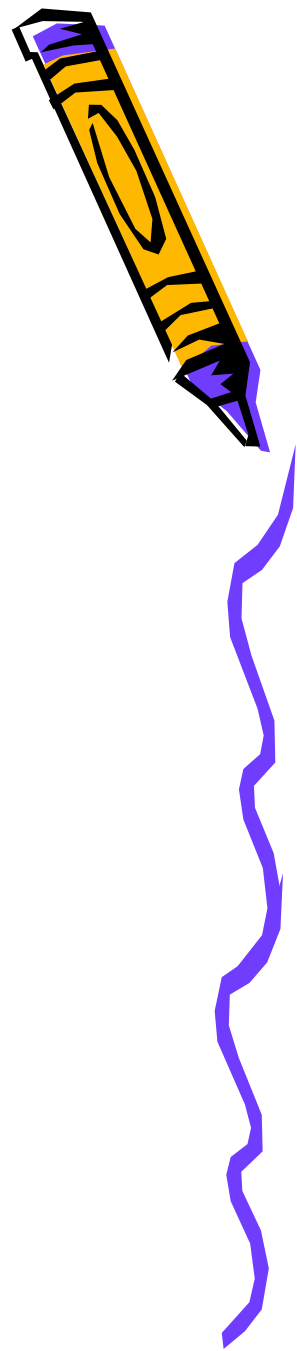
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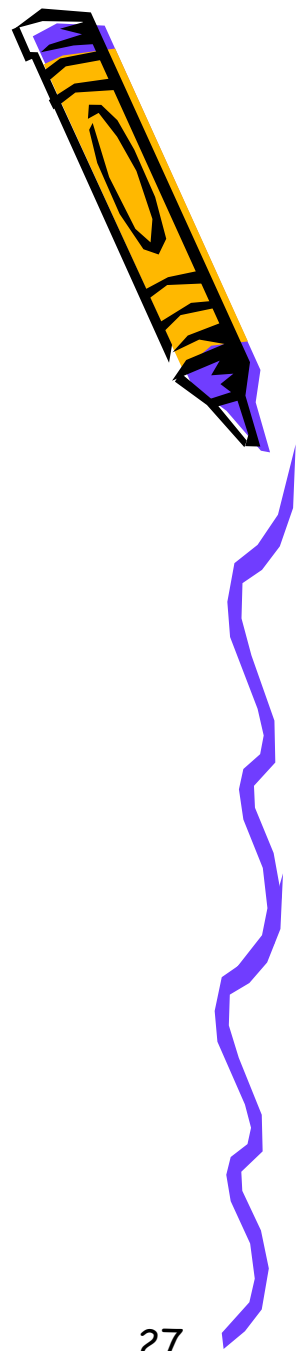
4 Levels of Assessment (Kirkpatrick, 1998)

1. Reaction

2. Learning

3. Behavioral

4. Results



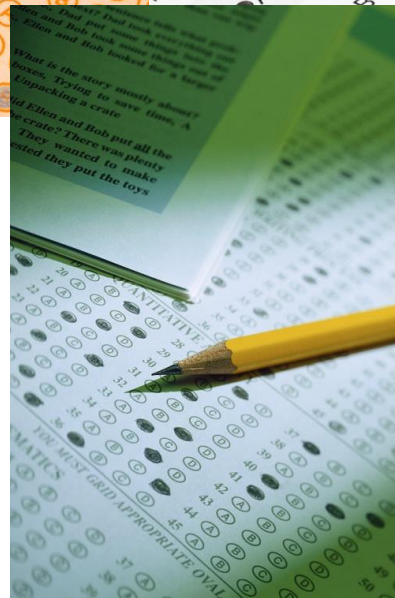
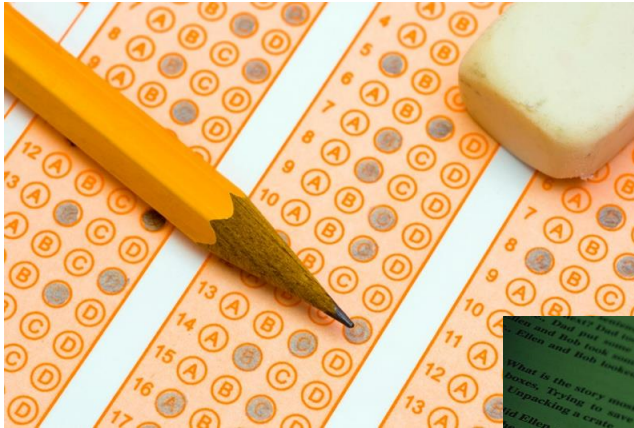
1. DID THEY LIKE IT? (Reaction)

User Satisfaction Forms

- Opinions
- Affective Value



2. DID THEY GET IT? (Learning)



Sample ELO

Learners will identify the 3 most important reasons for citing materials, when given a list of 5 choices, with 100% accuracy.



Sample Question

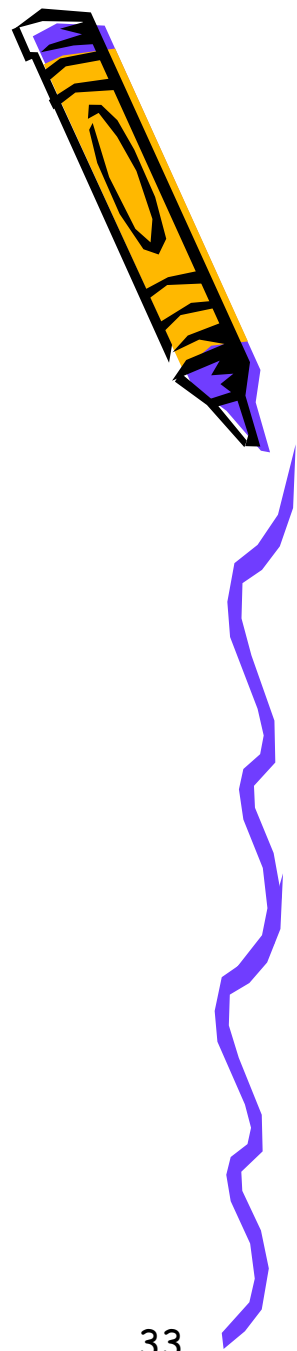
The 3 most important reasons for citing are to... (circle your answers)

- a. show how much you have read on a topic
- b. allow others to locate your sources
- c. give credit for others' ideas and words
- d. make a paper look more scholarly
- e. provide evidence to support your argument

Create Basic Learning Assessment Yourself

1. Write Goals, Objectives
2. Create Measurable, Observable ELOs
3. Develop 2 Questions to Measure Learning for each ELO
4. Administer Brief Pre- & Post-Tests
5. Analyze Results, Report, & Revise Instruction

Standardized Tests



- Project SAILS (fee-based)
- TRAILS (free to educators)
- ILAAP (free)

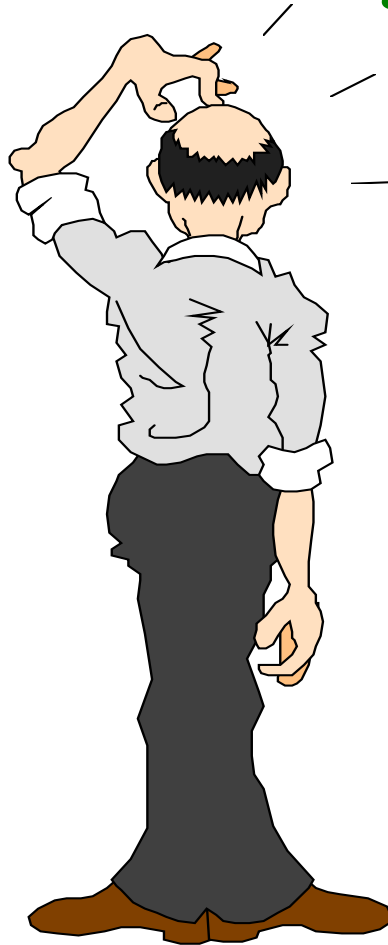
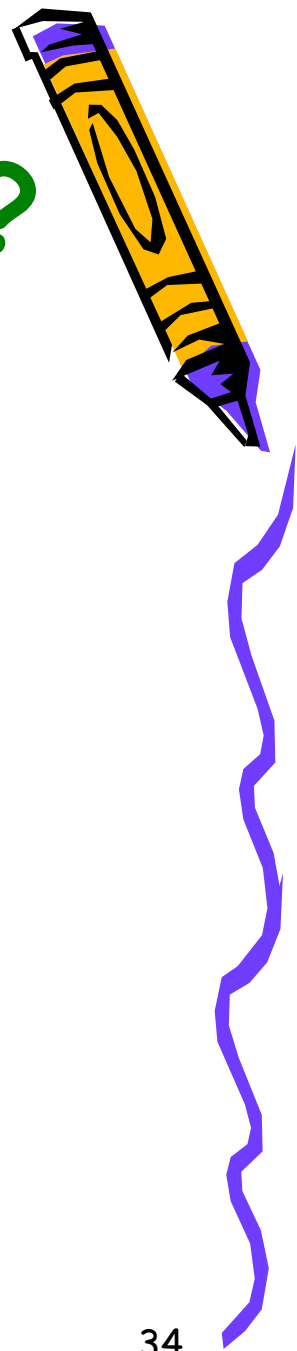
Validity? = Meaningfulness

Reliability? = Consistency



Questions re

2. DID THEY GET IT? (Learning)



3. CAN THEY DO IT? (Behavioral)

Authentic Assessment

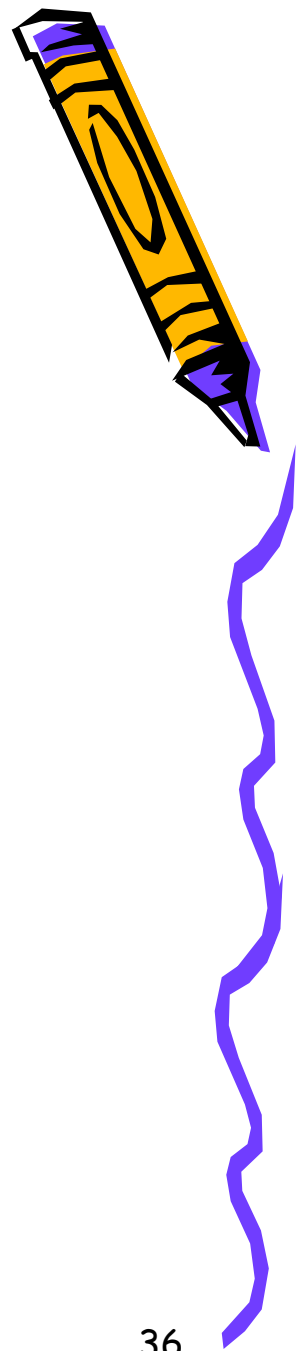


"Authentic Assessment and Digital Media in the classroom" by superkimbo, February 4, 2012

<http://www.flickr.com/photos/superkimbo/6977898450/>

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What's a "RUBRIC"?



Rubric Examples

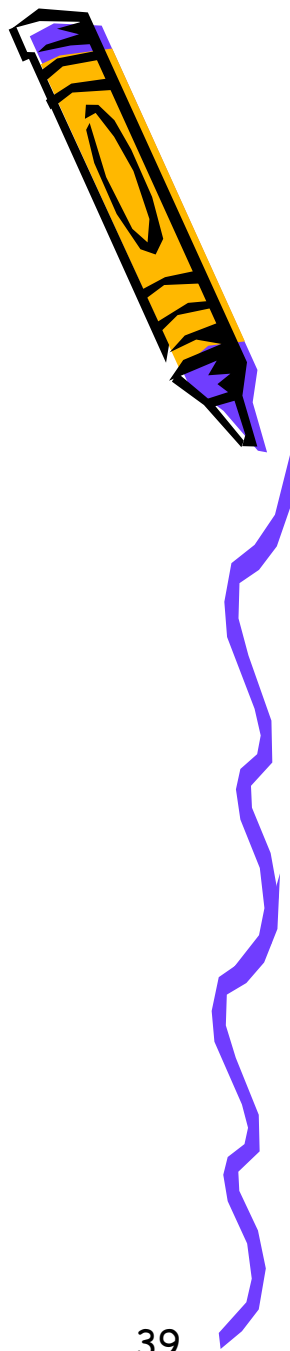
"AAC&U VALUE Information Literacy Rubric Revisions" - Candice Benjes-Small

"Library Online Resources Orientation Game..." - Alec Gilfillan



Rubrics (Continued...)

- Rubrics & ELOs?
- Why use rubrics?



4. DOES IT MATTER? (Results)

Example: Accreditation

WASC: Annotated Bibliography
Assignment

- ACRL IL Standard 4 OR
- FRAMEWORK: Scholarship as Conversation
- ACRL IL Standard 5, Performance Indicator 3, Outcome a3 OR
- FRAMEWORK: Information Has Value



Complete the Rubric...



QUESTIONS?



"Question Mark Graffiti" by Bilal Kamoon, March 11, 2012

<http://www.flickr.com/photos/bilal-kamoon/6835060992/>

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Review



- Assessment & Program Planning Cycle
- Goals, Objectives, & Expected Learning Outcomes (ELOs)
- Assessment: Why, What & How
- Rubrics
- Purpose for Assessment

And now...



CAT: "1-Minute Paper"



Please fill out the form...



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<https://goo.gl/5MHc2C>

