ASSESSMENT GALA:
Assessing OU Virtues in the Classroom

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OFFICE OF ACADEMIC ASSESSMENT
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Upon completion of the workshop, participants should be able to:

- Develop a course assessment plan reflecting the following:
  - Measurable and/or observable student learning outcomes (SLOs) related to OU Virtues.
  - Develop course learning activities intended to boost student understanding of OU Virtues.
  - Identify/develop and implement appropriate direct and indirect assessments to address OU Virtues.
INTRODUCTIONS
Classroom Assessment

The process of collecting student feedback in order to understand their learning and their response to your teaching approaches.
Reasons for Using Classroom Assessment...

• **Research suggests that there is a gap between what students think they know and what they actually know.** (Bell & Volckmann, 2011).

• **Research also indicates that there is a gap between student background knowledge and faculty members’ expectations of student knowledge.** (Eckert et. al., 1997).
PART 1

ARTICULATING COURSE LEARNING OUTCOMES

Question: *What do you expect students to know and do relative to OU virtues upon completion of your course?*

Hint: *Use Bloom’s Taxonomy of Active Verbs....*
Bloom's Taxonomy

Remembering

Behavioral Learning Outcome: Ability to recall previously learned information.

Cognitive Learning Outcome: Lowest level of learning outcomes.

Key Phrases for Assessment: arrange, define, duplicate, label, list, name, order, relate, recall, repeat, reproduce, state, describe, enumerate, identify, match, record, select.

Teaching/Learning Methods: Lecture, Memorization, Readings, Podcast, Video, Web information.
Bloom’s Taxonomy

**Understanding**

Behavioral Learning Outcome: Ability to translate materials from one form or format to another by explaining or summarizing and predicting consequences or effects.

Cognitive Learning Outcome: Lowest level of understanding and interpreting rote factual information.

Key Phrases for Assessment: classify, cite, describe, discuss, estimate, explain, generalize, make sense out of, paraphrase, restate (in own words), summarize.

Teaching/Learning Methods: Readings, Graphic Organizers, Demonstration, Discussion.
Bloom’s Taxonomy

Applying

Behavioral Learning Outcome: Ability to transform learned material such as rules, methods, concepts, principles, laws, and theories.

Cognitive Learning Outcome: Learning outcomes demonstrate a higher level of understanding of the mechanics of employing information to a purpose than comprehension.

Key Phrases for Assessment: apply, demonstrate, dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, articulates, assesses, charts, computes, constructs, controls, determines, develops, discovers, establishes,

Teaching/Learning Methods:

• Demonstrate problem-solving (Case Studies, text problems, scenarios)
• Demonstrate application of rules, laws, or theories (Case Studies, text problems, scenarios)
• Demonstrate methods or procedures
• Practice in multiple contexts
Bloom’s Taxonomy

Analyzing

Behavioral Learning Outcome: Ability to develop multiple conclusions concerning the motives, causes, inferences and generalizations that can be derived from the material's component parts and organization.

Cognitive Learning Outcome: Learning outcomes involve a comprehension and understanding of the content and structure of the material.

Key Phrases for Assessment: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, breaks down, categorizes, correlates, illustrates, infers, outlines, prioritizes, subdivides.

Teaching/Learning Methods: Case Studies, Simulations (Computer-based, mannequins, role plays), Discussions, Labs.
Evaluate

Behavioral Learning Outcome: Ability to make judgments about the value of ideas and/or materials. May also be the ability to produce an end product that fulfills a given purpose rather than being right/wrong.

Cognitive Learning Outcome: Learning outcomes highest because it contains all other categories and includes value judgments based on clearly defined criteria.

Key Phrases for Assessment: appraise, argue, assess, attach, compare, defend, estimate, judge, predict, rate, support, value, evaluate, contrast, concludes, criticizes, critiques, interprets, justifies, reframes.

Teaching/Learning Methods:
- Demonstrate process for evaluating research reports based on criteria.
- Case Studies - Small group discussions of appropriateness of procedures, results.
- Debates.
Creating

Behavioral Learning Outcome: Ability to build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

Cognitive Learning Outcome: Learning outcomes emphasize creativity and the creation of unique patterns or structures.

Key Phrases for Assessment: compose, construct, create, design, propose, compiles, devises, facilitates, generates, hypothesizes, incorporates, integrates, invents, models, modifies, reconstructs, revises, structures, substitutes, validates.

Teaching/Learning Methods:

• Research/Labs
• Multiple Case Studies – Class or small group discussions assembling relevant information to produce a hypothesis, plan to address recurring problems
• Interviews with experts
Effective Learning Outcomes are...

Simple
Measurable
Attainable/Achievable
Relevant
Timely
Activity

Articulating OU Virtues-related course learning outcomes and identifying relevant teaching/learning methods.
PART 2
IDENTIFYING AND USING APPROPRIATE CLASSROOM ASSESSMENT TECHNIQUES

Question: How will you measure student progress as they learn what you have planned for them?

Hint: Formative and Summative assessments... Direct and Indirect Assessments...
Assessment Methods

Direct Assessment Methods

*Strategies used to assess student performance of identified learning outcomes.*

Examples:

- Pre and posttests
- Multiple-choice tests
- Essays
- Portfolio evaluation
- Case studies
- Reflective journals
- Capstone projects
- Course-embedded assessments
- Class projects (individual or group)
- Internship and clinical evaluation
- Performance piece (e.g., musical recital)
- Poster presentation
Indirect Assessment Methods

Techniques used to assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.

Examples:
• Interviews/Opinion Polls
• Surveys
• Focus groups
• Job placement statistics
• Graduation and retention rates
Assessment Methods

Formative Assessment

*Formative assessments are used to monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Summative Assessment

*Summative assessment are used to evaluate student learning at the end of an instructional unit* by comparing it against some standard or benchmark.
Research on evaluating teaching and learning...

“Students are valid and reliable sources of information on the effects of teaching or its impact on their learning”.

(Cross & Angelo, 1993).
Classroom Assessment Techniques

Examples
Assessing Prior Knowledge, Recall and Understanding

Background Knowledge Probe

The One-Minute Paper

The Muddiest Point
Assessing Skills in Synthesis and Creative Thinking

The One-sentence Summary
Assessing Skills in Application and Performance

Directed Paraphrasing

Application Cards

Student-generated Test Questions

Paper or Project Prospectus
Rubrics...
### Template for developing a holistic rubric

<table>
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<th>Single Criterion</th>
<th>Levels of Performance/Scale</th>
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## Template for developing an analytic rubric

<table>
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Activity

Identifying and using appropriate classroom assessment techniques
One Minute Evaluation

• What is the most valuable lesson (regarding assessment of OU virtues) that you learned from this session?
• What is one question that you still have regarding assessment of OU virtues?
• What is one thing you will implement on your course (in terms of OU virtues) as a result of this presentation?


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