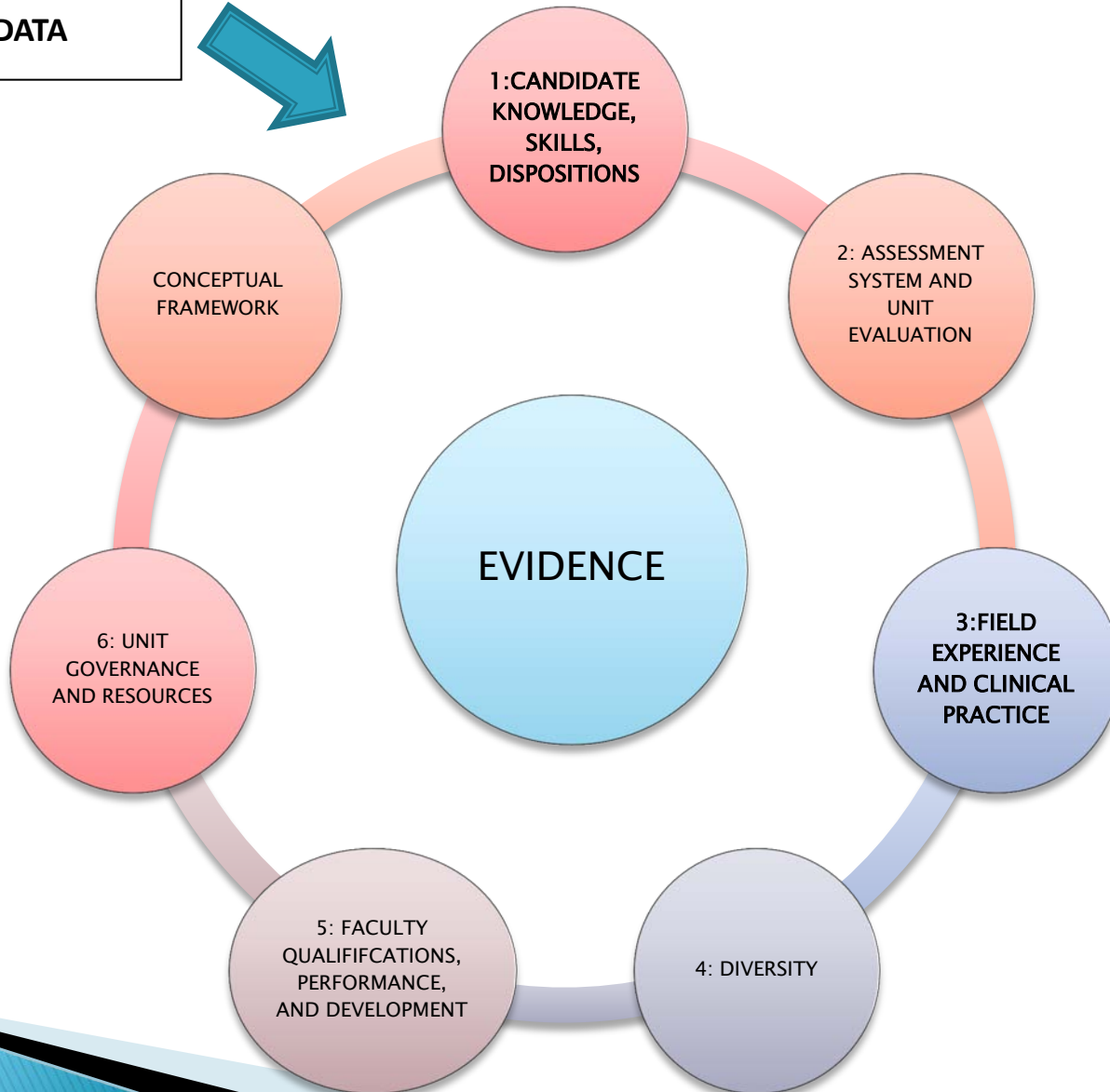


# Unit Assessment System

Affirming assessments

**UNIVERSITY, UNIT  
& PROGRAM  
DATA**



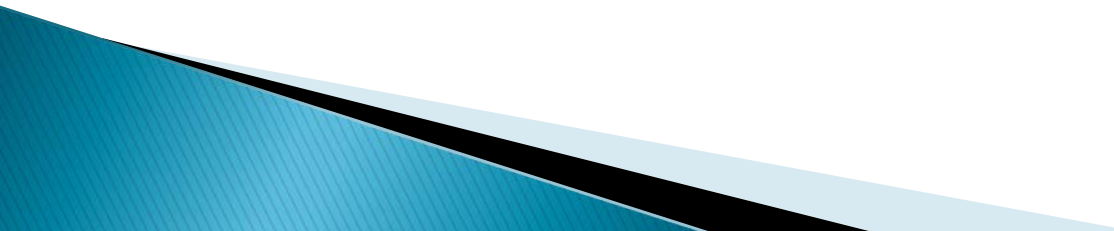
# Evidence includes...

- ▶ Candidate performance data from Taskstream
- ▶ Assessment of candidate dispositions
- ▶ Exit, graduate, and employer surveys
- ▶ Input from advisory teams
- ▶ Admissions, persistence data
- ▶ Course evaluation data
- ▶ Candidate diversity
- ▶ Internship / practicum site characteristics

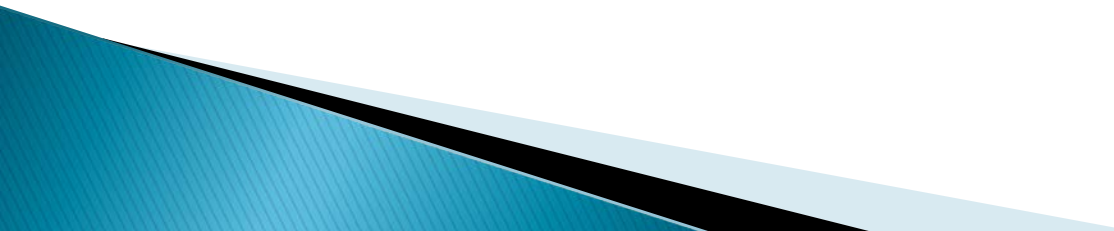
And so on...



# Reprise: Organization of SPA reports (see handout)

- ▶ Assessment 1: Content knowledge (state test)
  - ▶ Assessment 2: Content knowledge
  - ▶ Assessment 3: Assessment of candidate's ability to plan
  - ▶ Assessment 4: Field or clinical assessment
  - ▶ Assessment 5: Candidate Impact on Student Learning
  - ▶ Assessment 6, 7, 8: varies by SPA
- 

# What is a “quality” assessment?

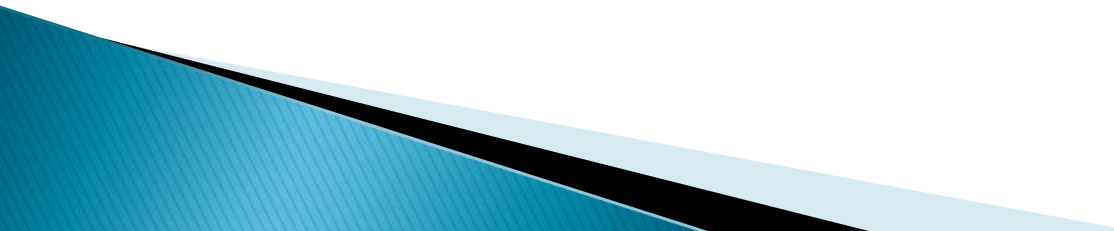
- ▶ The assessment measures candidate performance on standard element(s)
  - ▶ The assessment allows evaluators to distinguish levels of performance
  - ▶ The assessment, *as implemented*, is
    - Fair
    - Consistent
    - Free from bias
- 

# A sacred cow?



Insert name here

# AT A MINIMUM...

- ▶ Do faculty (including adjuncts) implement identical key assessments in (the same) courses they teach? (fair, consistent)
  - ▶ Do faculty (including adjuncts) use the same scoring guide & point scheme? (fair, consistent)
  - ▶ Do faculty (including adjuncts) interpret the evaluation criteria similarly? (Fair, consistent, free from bias)
  - ▶ Would an identical performance be rated *similarly* by faculty? (Fair, consistent, free from bias)
- 

# For each assessment...

- ▶ Document how faculty (including adjuncts) are trained to use the key performances and scoring rubrics
  - Just handing them the syllabus won't do it.
- ▶ Conduct and document sessions at which faculty score at least two pieces of student work (high, low) and discuss scoring outcomes
  - Clarify scoring guide as needed
  - Document changes made to assessments and training methods, as needed



# Especially thorny issues

- ▶ Portfolios
- ▶ Field experiences
- ▶ Any assessments for which everyone always gets a “4”
  - Saying that the program shoots for “mastery” doesn’t really explain whether all faculty agree on what that means

# Suggested time line

- ▶ Work on at least 1 assessment this summer;
- ▶ Work on 2–3 assessments Fall 2012;
- ▶ Work on remaining assessments Spring 2013
  
- ▶ In **Spring 2013** report to the Dean:
  - Affirm that your assessments have been examined by program faculty;
  - Document changes made (if any) based on this examination; and
  - Describe procedures your program implements to train faculty & adjuncts to implement assessments

# One way to go...

- ▶ Lead faculty member or team on each assessment;
  - ▶ Work with small number of faculty trained to use the assessment;
  - ▶ Refine assignment description and/or scoring guides as needed based on dialogue;
  - ▶ Design ongoing formative assessment of practices
    - How often will you discuss, re-calibrate, affirm usefulness of assessments?
- 