New Faculty Assessment Training

Presented

By

Office of Strategic Planning and Assessment

Fall 2016
At the end of this assessment workshop, participants will be able to

1. Distinguish different assessment concepts, such as learning objectives, course learning outcomes, program learning outcomes;
2. Apply Bloom’s Taxonomy in composing learning objectives;
3. Design assessment assignments;
4. Design grading rubrics;
5. Reflect on data and use data for improvement.
1). **Learning Objective**: Defines what students should be able to know or do at the end of each lesson;

2). **Course Level Learning Outcome (SLO)**: Defines what students should be able to know or do at the end of a course;

3). **Program Learning Outcomes (PLOs)**: Defines what students should be able to know or do at the end of a program.
2a. Introducing **Bloom’s Taxonomy:**

The pyramid represents the six levels of the revised Bloom's Taxonomy. Each level includes a summary and verbs commonly associated with performance objectives for the levels. The arc in the *Analyzing* level signifies a transition from *lower order* thinking skills to *higher order* thinking skills.

Click each layer of the pyramid starting at the lowest level, *Remembering*. Or, use the forward button in the upper right to start descending through the layers starting with the apex, which summarizes the taxonomy.
2b. Applying Bloom’s Taxonomy in designing the Learning Objectives:

- Select a **verb** for performing the task;
- Determine if the verb you have chosen best describes the type of behavior that the learners need to display at the end of the lesson;
- Determine to what **standards** the task must be performed.

**Examples:**
1. At the end of today’s lesson, students will be able to identify the domain and range of the function based on the graph with 100% accuracy (Math).
2. At the end of today’s lesson, students will be able to apply the APA style of documentation in writing the research paper with no more than 1 error per citation (History).
3a. Distinguish Different Kinds of Assignments:

- **Objective Assignments**: Assignments that have right or wrong answers or the best answers: Multiple-choice questions, true-or-false questions.

- **Subjective Assignments**: Assignments that entail varied responses (no right or wrong answer): Essays, Presentations, Portfolios.

- **Performance-Based Assignments**: Assignments that require students to demonstrate their practical skills: Artwork, Music Performance, Projects, Presentations, Internship Projects
### 3b. Aligning Assignments with Bloom’s Taxonomy:

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy</th>
<th>Assignments Aligned with Bloom’s Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering</strong></td>
<td><strong>Objective Assignments:</strong> Assignments that have right or wrong answers or the best answers: Multiple-choice questions, true-or-false questions. <strong>Subjective Assignments:</strong> Assignments that entail varied responses (no right or wrong answer): Essays, Presentations, Portfolios</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
<td><strong>Performance-Based Assignments:</strong> Performance Demonstrations, Artwork, Music Performance, Projects, Presentations, Internship Projects</td>
</tr>
<tr>
<td><strong>Analyzing, Evaluating, or Creating</strong></td>
<td><strong>Subjective Assignments:</strong> Essays, Essay Questions, Research Paper, Presentations, Portfolios, Internship Projects, Capstone Projects</td>
</tr>
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</table>
4a. When to Use a Grading Rubric?
--A Rubric is needed if an assignment entails varied responses, rather than one correct answer.

- Essay
- Essay questions on an exam
- Research paper
- Oral presentation
- Portfolio
- Demonstration of critical thinking skills
- Demonstration of technical skills
- An Art Show, etc.
4b. When to Use a Grading Rubric (Continued)?

--If assignments or exam questions entail only right or wrong answers, then a score distribution guide indicating the distribution of points for correct answers is used.

- Math questions
- Multiple-choice questions
- True or false questions
- Filling-in-the-blanks test
- Matching exercise or test
4C. There are many kinds of rubrics, but the most commonly used rubric is the descriptive rubric.

A descriptive rubric should include at least three essential parts:

1) A Set of Indicators of Learning
2) A Rating Scale
3) A Set of Descriptors
## Example of a Descriptive Rubric

**AACU Critical Thinking VALUE Rubric (A Snapshot)**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of Issues</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding</td>
<td><strong>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</strong></td>
<td><strong>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</strong></td>
<td><strong>Issue/problem to be considered critically is stated without clarification or description.</strong></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.</td>
</tr>
</tbody>
</table>
5a. What do you do with students’ “muddiest point” feedback (Result from the Classroom Assessment Technique)?

5b. What do you do if you find out that 56% of the students could not incorporate the researched sources in writing the term paper (Result from the Course Learning Outcome assessment)?

5c. What do you do if 20% of the students graduating from the Electrician’s program cannot calculate overcurrent protection (Result from the Program Learning Outcome assessment)?
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Support Resources:

SLO Web Site
http://www.lonestar.edu/student-learning-outcomes.htm

SLO Handbook

Exemplary SLO Assessment Report