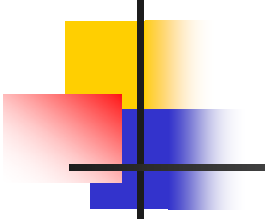


**4th Annual Northern Nevada Higher Education
Assessment Conference in Reno, NV**



Assessment to Promote Student Learning

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Assessment for Learning...

...is a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

(Assessment Reform Group, 2002)



Black & Wiliam (1998) Research Questions

- Can better classroom assessment boost test scores?
- Do classroom assessments need improvement?
- What improvements are likely to be productive?



Black & Wiliam (1998); Black et al. (2004)

Can better classroom assessment boost
test scores?

Yes!!!

Do classroom assessments need
improvement?

Yes!!!

What improvements are likely to be
productive?

Yes!!!



Intrinsic Motivation of Students

Do current assessment practices
motivate students? **NO!!!**

Can appropriate assessment motivate
students? **Yes!!!**

Our findings



Requirement for Excellence in Assessment

1: Alignment of Standards, Instruction, Curriculum, & Assessment

2: Clear Achievement Targets

3: Meet Needs of ALL User

4: Assessment Literacy

5: Effective Information Management

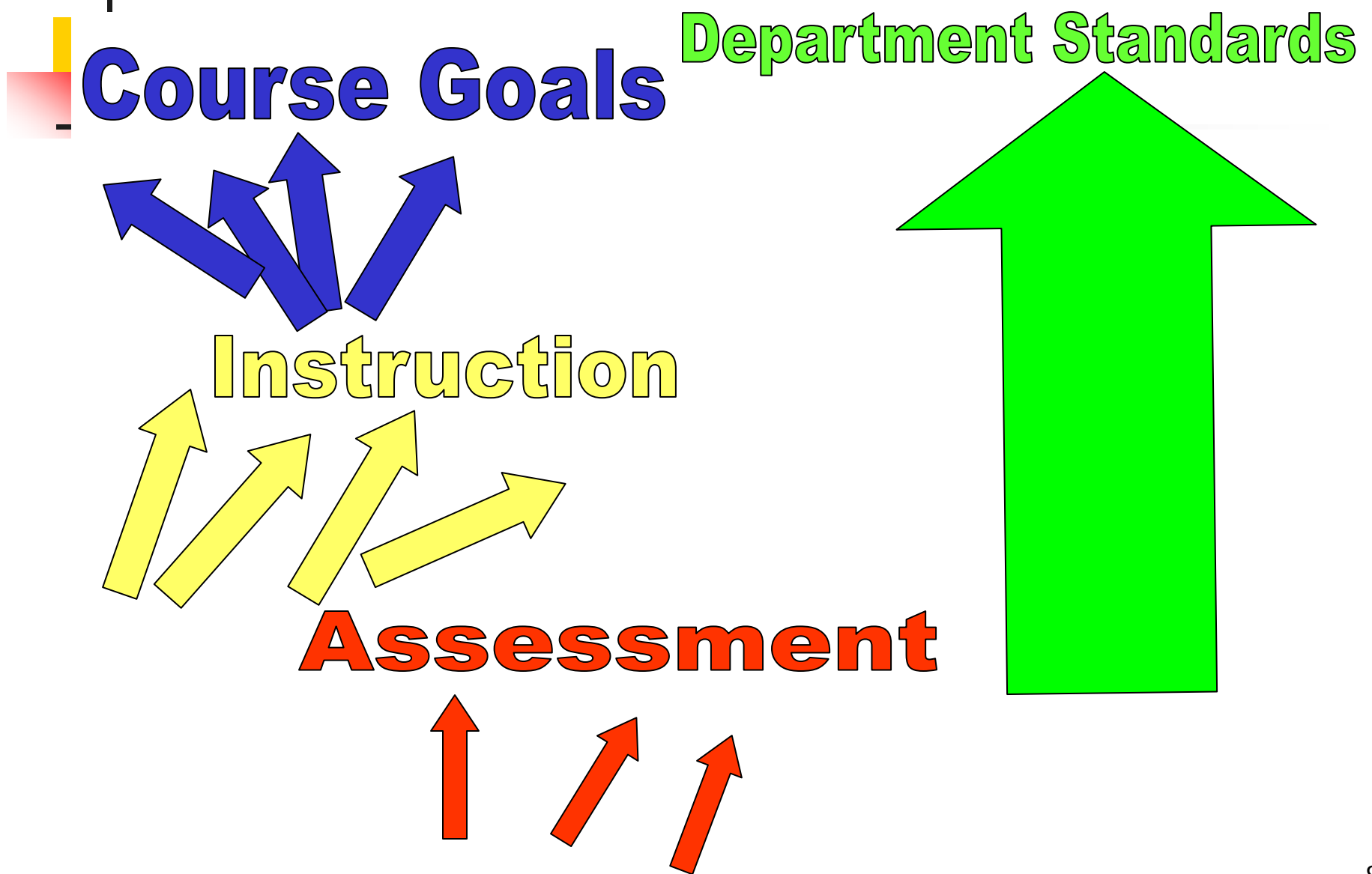
(Stiggins, Reeves, Herman, Arter, et.al.)



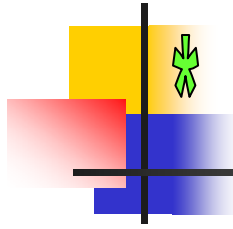
1: Alignment of Standards, Curriculum, Instruction, & Assessment

- Curriculum
 - Standards of Department
 - Course Goals & Objectives
 - Instruction
 - Assessment
-
- See presentation at 2004 Assessment Conference on Curriculum Mapping (Thornton, et al.)

Without Align



With Alignment

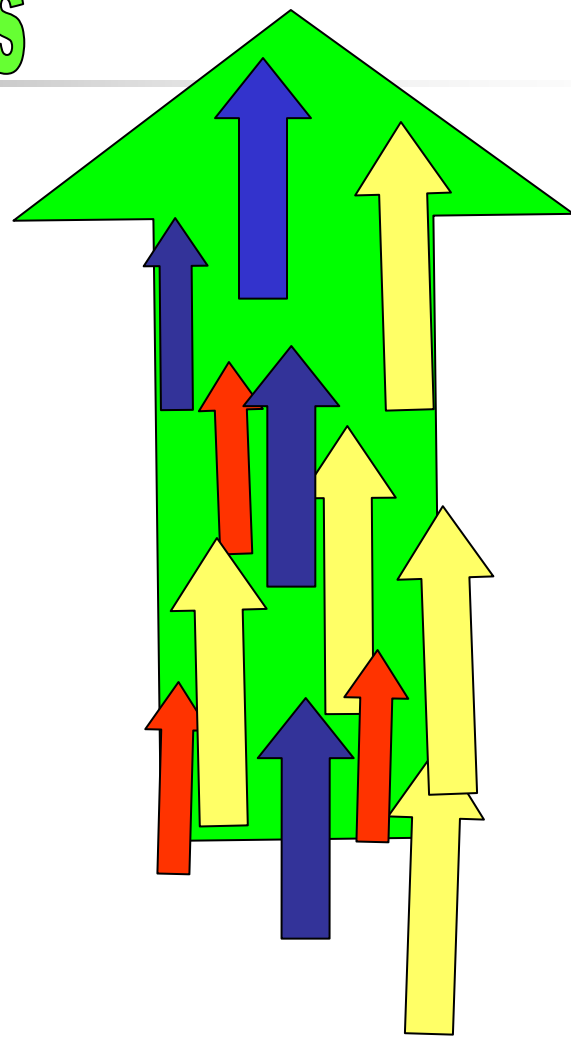


Department Standards

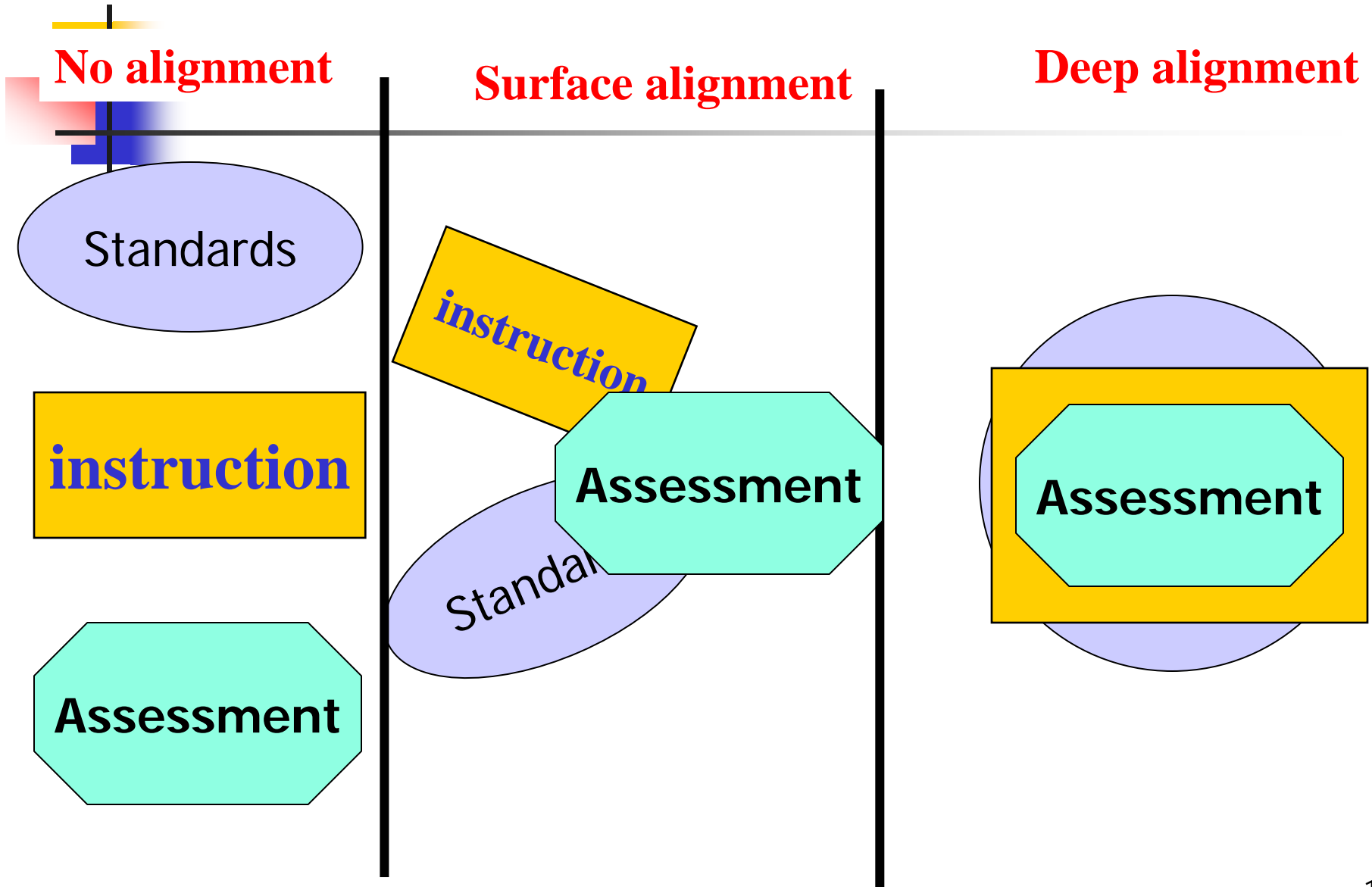
Course Goals

Instruction

Assessment



What Is Deep Alignment?





2: Clear Achievement Targets

- Clearly define mastery of targets
- Course Syllabus
 - Goals & Objectives
- Continuous progress toward deep alignment
- *In other words:*
 - What are the desired **Outcomes**?
 - Where is the **Roadmap**?
 - What are the **Effective Guidelines**?



THE IMPERATIVE TO RENEW ASSESSMENT PRACTICES

Within Higher Education we must

- Increase awareness of importance of assessment

- Establish guidelines and expectations student learning,

- Promote flexibility, independent learning

Use Assessment to promote

- skill development

- communication skills,

- teamwork skills

- critical thinking



3: Meet All User Needs

- Professors' needs
- Connect feedback to actual learning and teaching
- Connect classroom assessments stated goals and curriculum
- Helps students make progress



4: Assessment Literacy

- Gather dependable information
 - Validity
 - Reliability
- Use information to benefit students
 - Communicate effectively
 - Appropriate feedback
 - Involve students



4: Assessment Literacy

Dependable Assessments

- Arise from clear targets
- Serve specific users/ purposes
- Rely on proper methods
- Sample achievement properly
- Control bias
- Connect directly to improvement of **teaching and learning**



4: Assessment Literacy

Valuable Achievement Targets

- Know and understand content (or where to find it)
- Reason proficiently
- Perform skillfully
- Create products



4: Assessment Literacy

-----Assessment Options

- Selected response
- Essay
- Performance assessment
- Personal communication
- Rubrics
- Portfolios
- Alternative assessments



5: Effective Information Management

Traditional Feedback

- Test scores
- Letter or number grades

Improved Feedback

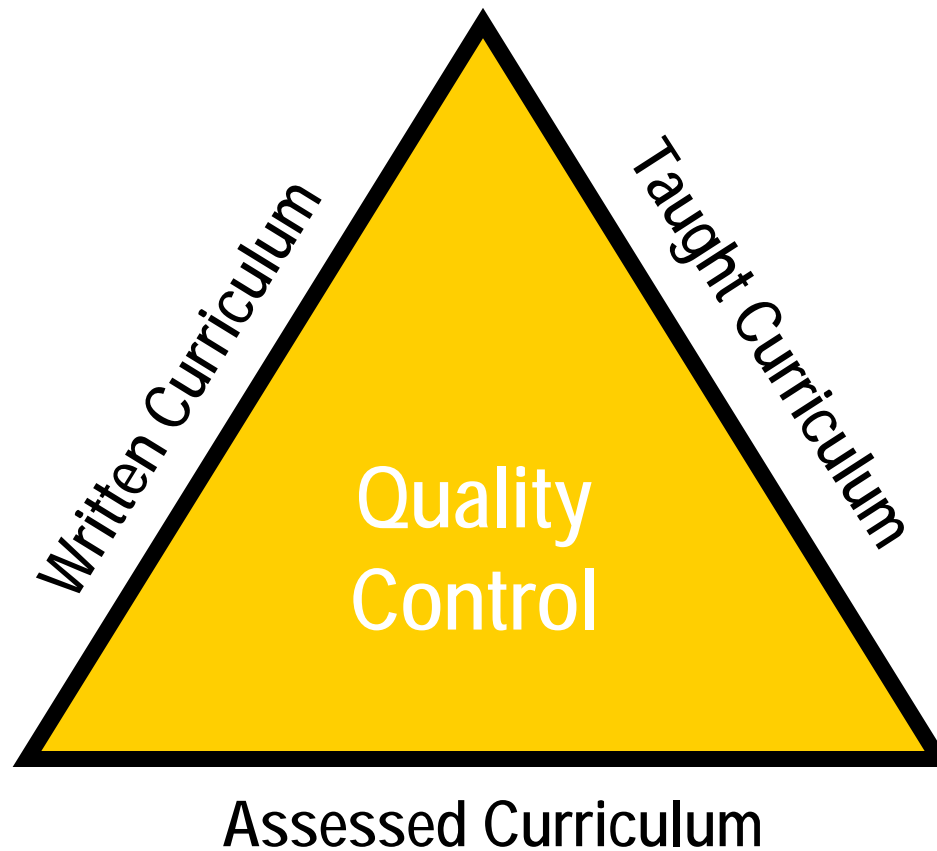
- Keep students informed
- Portfolios
- Help students progress
- Conferences (can be led by students)

Five contemporary assessment issues in higher education




1. Learn to use online assessment
2. Improve the effectiveness and efficiency of tests
3. Use assessment to guide group work
4. Improve the assessment literacy of university professors
5. Mover from the assessment **“OF”** learning to the assessment **“FOR”** learning

Effective feedback is intrinsically rewarding
to students.



Bibliography:

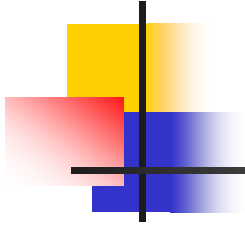


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- Note will have a supplemental discussion on use of rubrics in the audience has an interest.

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