Renewing Assessment Plans

UNM Office Of Assessment
Meaningful Assessment Plans

- What are the questions I want answered (learning, growth, behavioral change, misconceptions, and gaps?)
- Result of your programming/teaching
- Are you obtaining the data/information you want?
- How has student learning improved/changed?
- What makes our programming unique?
- Define outcomes/goals first, then assessments, then programming/curriculum
1. Goals and outcomes

2. Assessments

3. Curriculum and materials

4. How to deliver (learning activities)
Outcome Design

- How does the outcome fit into your program goals/UNM's learning goals (K, S, R)?

- Behaviors:
  - Which behaviors are important to measure?
  - What will I know what my students are learning?
  - How will I know what my students are learning?
  - Ex: Communication, critical thinking, research skills, basic knowledge, theoretical orientations, application of information, etc.
Outcome Language

Assess student learning (not graduation or participation)

WHO is responsible? WHO is demonstrating the behavior?

What thinking/learning LEVEL do you want represented in the outcome?

Broad/abstract language = sustainable; harder to measure something specific

Less is More: Stay away from measuring more than one behavior in each outcome

“To teach students to take ownership & responsibility for successful completion of their academic goals”
Sample outcomes

- Students will **identify** an issue or problem relevant today.
- Students will solve mathematical computations using **critical thinking**.
- Students will effectively **communicate** in a secondary language.
- Students will compare and contrast the differences between...
- Students will **evaluate** the current literary work on ...
- Students will **articulate** the importance of water sustainability using valid sources.
- Students will be able to **illustrate** Newton’s Law.
- Students will **understand** the basics of music appreciation.
More Outcome Design

- **Purpose:**
  - Prevention/Intervention
  - Evidence growth (Gain a skill?, Evidence deeper knowledge?)
  - Meet a goal/standard?
  - Provide feedback
  - Learn about your student population
Outcome & Measure Alignment

In **what ways** can my students demonstrate, articulate, or evidence particular learning behaviors… and **when**?

Formative vs. Summative assessments
Planning measures

- Design learning for PRACTICAL APPLICATION in multiple contexts
- Have students REFLECT on their prior knowledge and what they are learning now
- Have students bring QUESTIONS to class about their reading/work
- Be TRANSPARENT about assessment: Share rubrics, expectations and purpose of the learning.
- Have students ask THEMSELVES: How do I know I have learned this adequately?
Sample Assessment Measures

- Reflections
- Quizzes/exams
- Portfolios
- Surveys
- Rubrics
- Papers
- Homework
- Products
- Discussion Blogs
Meaningful Analysis Plan

Analysis that provides results that can be useful in the decision-making process – or otherwise returns useful results.

- Answers questions
- Meets goals/outcomes
- Illuminates next steps, strengths, limitations
- Leads to recommendations
Results Use: How is this information of value?

- Curriculum
- Instruction
- Course Design
- Measures/assignments
- Communication
- Changes in assessment
Time to Plan!

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Drop-in hours: Fridays on Zoom at 9am
Work with your CARC Chair/Assessment Expert