

#54 Educational Evaluation

Course Outcome Summary

Course Information

Organization	WTCS - Wisconsin Technical College System
Developers	WTCS Certification 54 Task Analysis Team
Course Number	WTCS 54
Alternate Title	WTCS Educational Certification Requirement #54
Potential Hours of Instruction	80
Total Credits	2

Description

Prepares educators to design and implement the performance assessment component of a course. Places emphasis on the development of criterion-referenced performance assessment strategies, the application of varied assessment formats, and the use of assessment as a tool for improving teaching and learning. Participants will design performance assessment strategies for a course or other learning experience, create varied assessment tools, and summarize their assessment philosophy. [This course meets WTCS Certification Requirement #54 - Educational Evaluation]

Target Population

This professional development requirement is intended to lay the groundwork for excellence in teaching and educational leadership in the Wisconsin Technical College System. The target audience is professionals holding positions requiring WTCS certification and includes technical college teachers and those serving in other technical college leadership roles (e.g. counselors, supervisors, librarians, administrators).

Core Abilities

Facilitators of WTCS Certification Activities may incorporate core abilities established by the sponsoring organization or they may address the core abilities suggested in the WTCS Certification Professional Development Design.

WTCS Certification Education Requirement Outcome

Assess learning outcomes.

Competencies

Unit A. Planning for Assessment

A.1. Evaluate the relationship of assessment to effective teaching and learning.

You will demonstrate your competence:

by writing a reflection on how you currently use assessment in the courses that you teach

Your performance will be successful when:

your reflection includes an explanation of how your assessments address the needs and preparedness of learners

your reflection describes how your assessment strategies meet district curriculum guidelines

your reflection distinguishes between formative and summative assessment

your reflection distinguishes between measurement, assessment, and evaluation

your reflection includes ideas of how you might improve assessment in your course
your reflection describes the relationship between course level assessment and program and college level assessment

A.2. Select summative assessment strategies for course competencies, program outcomes, and core abilities.

Conditions: You will demonstrate your competence:

by specifying summative assessments for a set of outcomes including course competencies, program outcomes, and core abilities

by presenting a justification for your selections

Criteria: Your performance will be successful when:

you identify the target outcome as a course competency, program outcome, or core abilities

you select a variety of performance based assessment strategies that are appropriate for your learning outcomes (e.g. project, interview, experiment, report, presentation, portfolio, question/answer test, demonstration)

you justify your choice of summative assessment strategies

your justification explains how the assessment requires learners to apply what they have learned

your justification details how your summative assessment strategies align with performance-base learning principles

A.3. Develop a grading system to communicate and report learner performance.

You will demonstrate your competence:

by developing a grading system for a specific course or other learning experience (If you do not have course competencies and performance standards, you may use those from a course that is provided by your facilitator.)

Your performance will be successful when:

your grading system credentials (documents) learner performance of pre-determined learning outcomes, not seat time

your grading system identifies weight and significance of each assessment used in the course

your grading system requires learners to meet minimum standards for each required competency and/or other learning outcome (does not permit averaging)

your grading system includes provisions for learners to retest if they do not meet minimal performance expectations on an assessment

your grading system incorporates one or more assessment tasks

your grading system provides a detailed written rationale to be given to learners at the beginning of the course to help them understand how grades will be determined

your grading system lays out a plan for keeping records of learner achievement throughout the course

your grading system is compatible with your college's grading policy

your grading system is added to your Assessment Plan

Unit B. Developing Assessment Tools

B.1. Design performance assessment tasks that assess products/artifacts or skills/processes.

You will demonstrate your competence:

by designing at least one performance assessment task (PAT) that evaluates an artifact (product) produced by the learner OR learner performance of a skill or process

using one or more target competencies and performance standards for an existing course

(If you do not have course competencies and performance standards, you may use those from a course that is provided by your facilitator.)

by describing how your performance assessment task ensures validity, reliability and fairness

Your performance will be successful when:

your performance assessment task (PAT) identifies the targeted outcome(s) [competency, core ability, program, or general education]

your PAT fulfills the conditions described by the performance standards for the target outcome(s)

your PAT requires the learner to produce an artifact (product) or to demonstrate a skill or process while being observed that is assessed according to the criteria or indicators for the target outcome(s)

your PAT identifies evaluators (self, peer, instructor, outside evaluator)

your PAT provides clear directions for the learner

your PAT includes a prompt or scenario if needed

your PAT includes a scoring guide (rubric or checklist) with criteria, ratings, and rating scale

scoring guide criteria describe the desired qualities or attributes of the artifact (product)

you explain how your PAT including a scoring guide enhances the assessment's validity, reliability, and fairness

B.2. Construct question and answer tests.

You will demonstrate your competence:

by developing a question and answer test

using one or more target competencies and performance standards for an existing course (If you do not have course competencies and performance standards, you may use those from a course that is provided by your facilitator.)

by evaluating third-party tests/quizzes OR tests generated by test generating software for validity, reliability and fairness

Your performance will be successful when:

your test includes a list of targeted learning outcomes [competency, core ability, program, or general education]

your test is valid, measuring the intended skills, knowledge, or attitudes described by the targeted learning outcomes

your test consists of at least ten items, including three different types of test items (e.g. essay, multiple choice, matching, short answer, true/false, etc.)

your test items meet the criteria on the checklist for true/false, matching, multiple choice, short answer, or essay as they apply

your test items are consistent with the levels of knowledge represented in the learning objectives and/or the target learning outcomes

your test includes a scale and a checklist or key for grading

your test includes clear directions for the learner

you describe how you will use the test results to provide feedback to learners

you evaluate test/quizzes for validity, reliability and fairness

you explain how a designated test meets recommendations for validity, reliability and fairness

B.3. Determine appropriate assessment strategies for assessing student learning within the context of a course or other learning experience.

You will demonstrate your competence:

by developing an assessment plan for a specific course or other learning experience using competencies and performance standards for an existing course (If you do not have course competencies and performance standards, you may use those from a course that is provided by your facilitator.)

Your performance will be successful when:

your plan evaluates the assessment opportunities and constraints in your learning environment (e.g. class size, delivery mode, availability of technology and/or equipment)

your plan describes how you will communicate the learning outcomes targeted by the assessments to learners at the beginning of the learning experience

your plan explains steps you will take to make assessment valid, reliable, fair and "learner friendly"

your plan includes strategies for providing feedback to learners about their performance from a variety of sources (e.g. self, peer, instructor, and outside evaluators)

your plan includes provision of opportunities for learners to improve their performance

your plan includes a summary of how you will incorporate the use of a variety of formative (continuing improvement) and summative (accountability/graded) assessment tools (e.g. CAT, project, interview, experiment, report, presentation, portfolio, question/answer test, demonstration)

your plan includes a statement illustrating how your plan for assessment at the course level is integrated with your course, program, and college plans for assessing learning

your plan includes an explanation of how it addresses the needs and preparedness of learners

your plan includes a statement describing the feasibility of your assessment plan

Unit C. Using Assessment for Continuous Improvement

C.1. Employ a variety of formative assessment strategies.

You will demonstrate your competence:

by developing a collection of formative assessment strategies for a specific course or learning experience (i.e. Classroom Assessment Techniques)

by describing your collection in an annotated list

in a written or oral evaluation of the results of the formative assessments that you administered (or observed) in a real or simulated situation

Your performance will be successful when:

your formative assessment strategies are learning centered, focusing primarily on improving learning rather than on teaching

your formative assessment strategies are mutually beneficial to learners and teacher, involving learners in the process of improving their learning

your formative assessment strategies are designed to improve learning, not to provide evidence grading

your formative assessment strategies are customized for a specific discipline and learning environment

your formative assessment strategies are quick and easy to administer

your collection of formative assessment strategies includes at least two that assesses course related knowledge and skills (e.g. recall and understanding, analysis and critical thinking, synthesis and creative thinking, problem-solving, application, or performance)

your collection of formative assessment strategies includes at least one that assesses learner attitudes, values, and self awareness

your collection of formative assessment strategies includes at least one that assesses learner reactions to the learning experience

your annotations describe the following for each formative assessment strategies in your

collection: an example of a typical learning outcome for which it might be used, what it assesses (i.e. knowledge and skill, attitudes, or reactions), how the results could help learners and the instructor improve learning

your evaluation of the results of a formative assessment strategy includes a critique of the strategy according to the criteria for this competency, a summary of the results, recommendations for the improvement of learning, and a description of how you shared the results with the learners

C.2. Use assessment results to improve the teaching and learning process.

You will demonstrate your competence:

by analyzing the results of an assessment (performance assessment task or question or answer test) that has been administered to a group of students (If you do not have results of an assessment that you developed and administered, you may use an assessment and results provided by your facilitator.)

Your performance will be successful when:

your analysis evaluates the alignment between the assessment and the target learning outcomes [competency, core ability, program, or general education]

your analysis shows patterns of learner performance on the assessment

your analysis diagnoses possible causes for high frequency of learner failure to meet specific criteria or correctly answer specific items

your analysis proposes revision of specific components of the assessment task or revision of specific test items with a high failure frequency

your analysis proposes strategies for improving teaching and learning of the target learning outcomes

C.3. Summarize your philosophy of assessment.

You will demonstrate your competence:

in a written or oral presentation of your philosophy of assessment

Your performance will be successful when:

your summary describes your approach to assessment at the course level

your summary outlines your assumptions and beliefs about assessment

your summary illustrates how your assessment plan (developed in competency A1) aligns with your approach and assumptions

your summary critiques how your approach, assumptions, and beliefs align with your college's assessment plan and/or policies

your summary includes a discussion of how your approach, assumptions, and beliefs align with at least three current performance-based research or best practice references

your summary provides bibliographic citations for each of the three performance-based research or best practice references