Taft College

- Authentic Assessment
- Clapping Hills College
- Authentic Assessment in:
  - Student Services
  - Instructional Areas

What is Authentic Assessment?

- Reflects Explicit Criteria
- Exhibits Reliability
- Represents Valid Content
- Assesses Higher Level Learning
- Simulates real world experiences
- Includes Multiple Domains

Grades vs Assessment

- Paul Dressel (1976) has defined a grade as *"an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material." Miller, Imrie, & Cox 1998, p. 24*

Reflects Explicit Criteria

Explicit Criteria

- Provides a clear definition of skills, knowledge or values
- Describes levels of mastery
- Provides feedback on content or skill deficiencies

Traditional Testing

- Covers any and all material covered
- Does not describe levels of mastery usually right or wrong
- Provides little feedback beyond testing style

Exhibit Reliability

Reliable testing or assessment

- Repeat testing provides similar results
- Testing between students shows same skills or knowledge
- Not dependent on words or situations

Unreliable testing or assessment

- Repeat testing may provide widely varying results
- Testing between students shows no reliability
- Dependent on interpretation, wording, or situations

Represents Valid Content

Valid

- Represents content of studies
- Asks students to do things learned or strengthened in class
- Clearly aligned with course and program

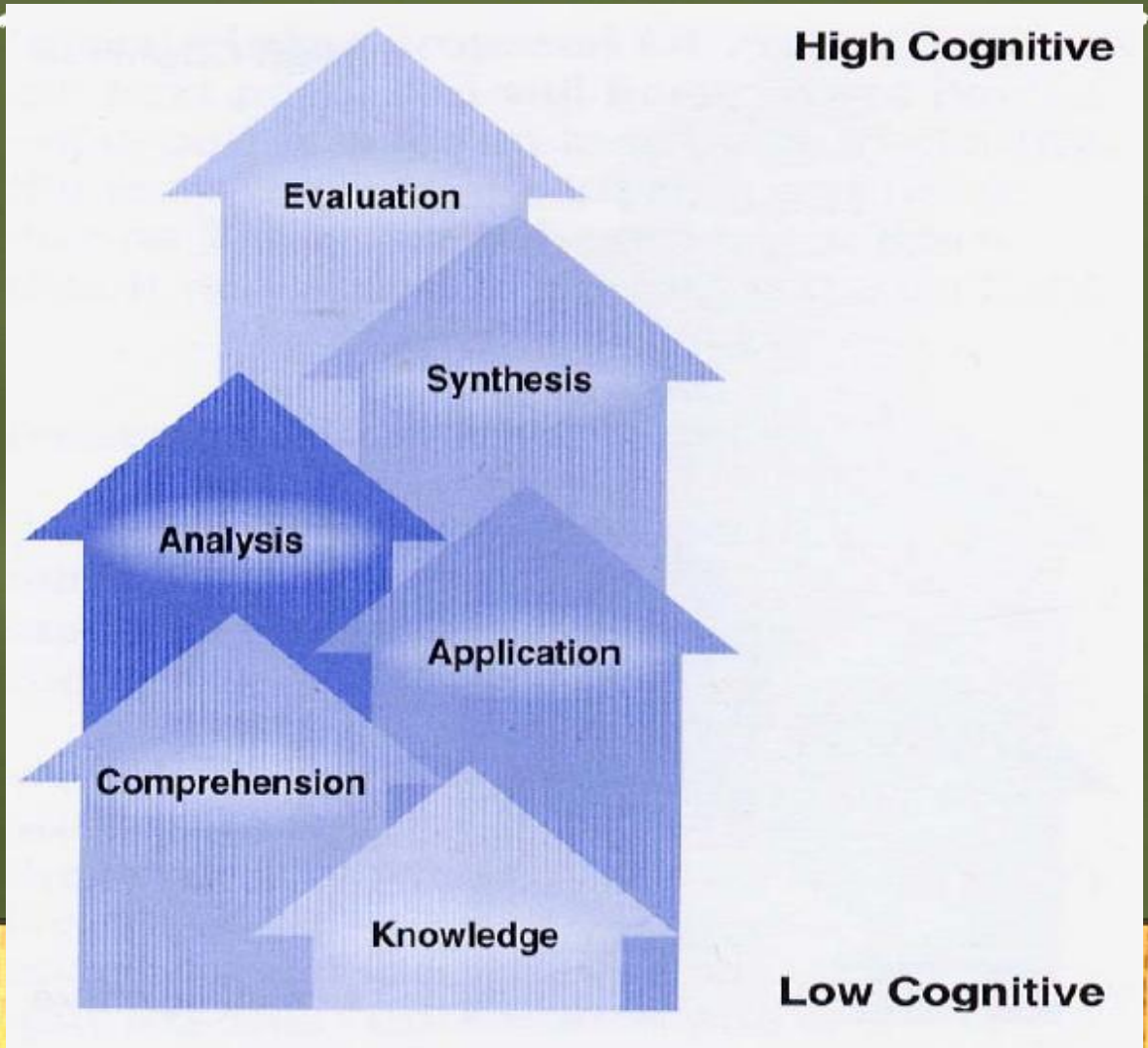
Invalid

- Represents material outside of content
- May advantage students with external experiences
- Students can not identify where the material originated

Authentic Assessment and Context

- Peter got a 55 on his exam – what do you think?
- Suppose 35 is passing and 80 is a perfect score?
- What if this was a standardized exam and Peter's class average is 65?
- Suppose the national average is 70?
- Suppose the class average was 40 three years ago?
- What if the score represented 2 discrete areas- where Peter got 65 for knowledge and 45 for real world application and the average was 55?

Assesses Higher Level Learning



Simulates real world experiences

Real World Assessment

- Qualitative and quantitative
- Looks, feels and smells like an experience in life
- Includes concepts and decision making
- Something they would see at work

Artificial Assessment

- Quantitative only
- Lacks realistic context
- Decision-making is not encouraged
- Something they recognize as purely academic

Includes Multiple Domains

- Cognitive
- Skills (psychomotor)
- Affective (beliefs and values)

Disclaimer:

The following demonstration is fictitious. Any resemblance to real people, places or entities is purely coincidental.

Well, sort of . . .

Welcome to "Clapping Hills College"

- Motto: "Let us give you a hand!!"
- Mission:
  - In a serene welcoming environment, C(L)HC cultivates within global-minded citizens the capacity to applaud life's joys and challenges.
- Accredited by WASC:
  - Western Association of Screaming & Clapping

Outcome:

- “Upon completing this course of study the students will clap with volume, precision and expression.”
- **Song Choices:**
  - “Three Blind Mice”
  - “Hickory Dickory Dock”
  - “Row Row Row Your Boat

RUBRIC:
Student Performance will be evaluated based on the following criteria:

Assessment Rubric

Volume	Precision	Expression
5 – Mastery of dynamic volume – crescendos build as song culminates.	5 – Virtuoso performance, marked by high degree of accuracy (Staccato of rapid clapping)	5 – Total emotional commitment throughout – conveys the song through expressions, energy, body language and affect.
4 – Uses changes in volume to appropriately mark transitions, crescendo to end.	4 – All elements of song recognized and competently performed	4 – Enthusiastically performs the song through clapping and some body language/affect
3 - Marks transitions in song by change of volume, with some inaccuracies	3 – Most elements of the song present, with some inaccuracies	3 – Enthusiastic clapping, though not necessarily connected to message of song
2 - Some evidence of volume change, though not controlled/appropriate to song	2 – Some elements of song recognized, with periods of indistinguishable clapping	2 – Some evidence of emotional connection with song – inconsistent throughout song.
1 – No control of volume – same throughout or inappropriate volume	1 – Indistinguishable Clapping – song not recognized	1 – Performed with no emotion – shy or embarrassed affect observed

Assessment

- Informed by your student population
- Determined by your SLOs
- Aligned with your mission
- Mapped through the courses or lessons

Sample Assessment in Student Services

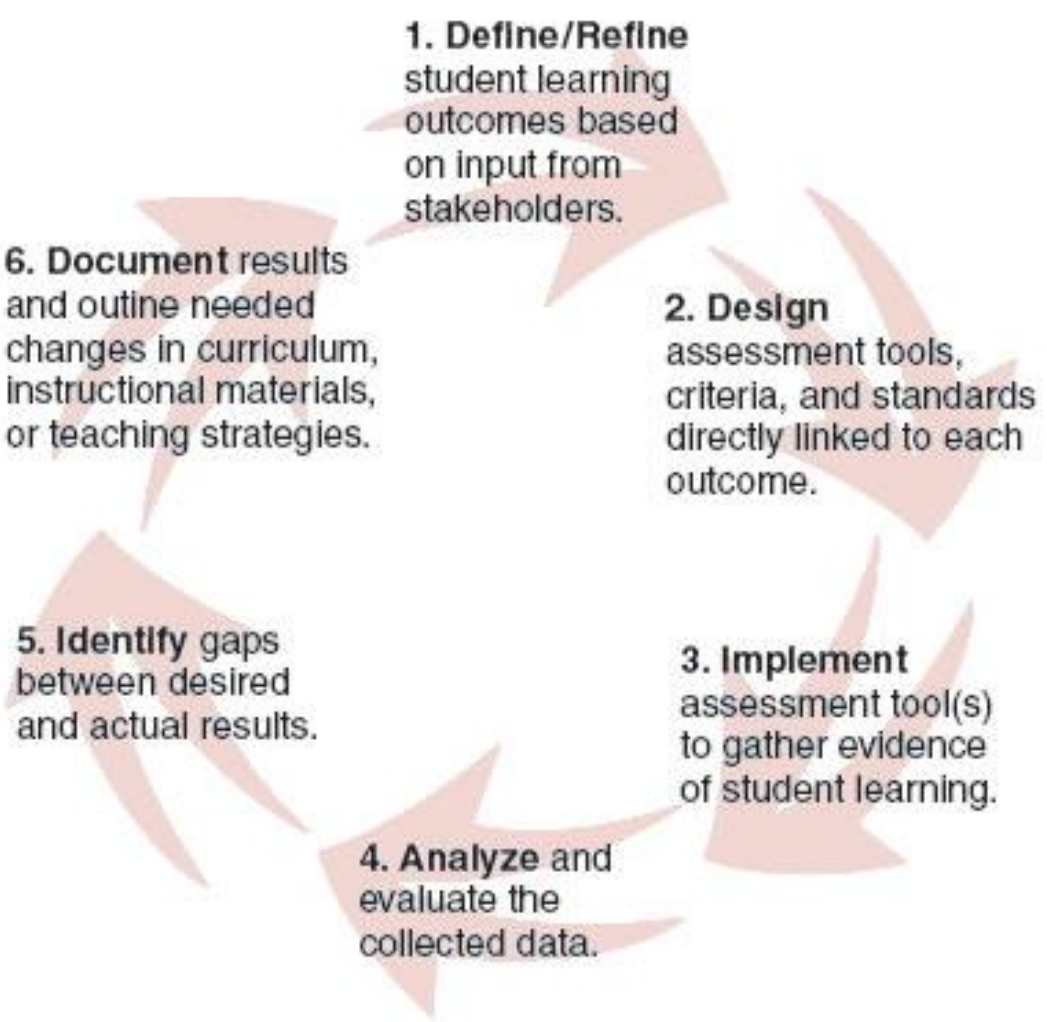
- Student Focus Groups after Probation/Success Workshop
- Student Educational Plan

Sample Assessment in Instruction

- Pamphlets
-
- Live patients
-
- Flow Charts
-
- Products
-

Assessment Cycle

Figure 2 The Assessment Implementation Cycle



Direct Data vs Indirect Data

Direct

- What **can** the student actually do or demonstrate they know
- Can witness with own eyes
- Setting is structured/ contained

Indirect

- What students **say** they can do
- Focus on the learning process or environment
- Things from which learning is inferred
- Setting is not easily contained/structured

Qualitative vs. Quantitative

Qualitative

- Words
- Categorization of performance into groups
- Broad emergent themes
- Holistic judgments

Quantitative

- Numbers
- Individual components and scores
- Easier calculations and comparisons plus presentation to a public audience

Formative vs. Summative

Formative

- Assessment for learning
- “In-progress”
- Provide corrective feedback
- Establish foundational learning for next step

Summative

- Assessment for evaluative purpose
- “After the fact”
- Determine progress/ achievement/proficiency
- Readiness for next step/ role/learning experience

Faculty Don’ts and DO’s

Faculty <u>DON’Ts</u>…

- Avoid the SLO process or rely on others to do it for you.
- Rely on outdated evaluation/grading models to tell you how your students are learning.
- Use only one measure to assess learning
- Don’t criticize or inhibit the assessment efforts of others

Faculty <u>DO’s</u>

- Participate in SLO assessment cycle
- Make your learning expectations explicit Use assessment opportunities to teach as well as to evaluate.
- Dialogue with colleagues about assessment methods and data.
- *Focus on assessment as a continuous <u>improvement</u> cycle.*

Conclusion

- An ongoing process aimed at understanding and *improving student learning.*
- Faculty making *learning expectations explicit and public*.
- Faculty setting appropriate *standards for learning quality.*