

## The Big Picture of Assessment:

Here's what I want to know about my students –  
now how do I find that out?

FIRST II Workshop  
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Paula Waddill, Murray State Univ.

Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.

Loris Malaguzzi (1920-1994)

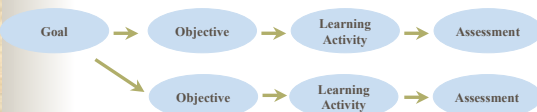
## Planning for Assessment

- Rather than asking, “What do I want to teach them?”
- Ask instead, “What do I want them to learn?”

## Assessment

- Appraising or estimating the level or magnitude of some attribute of a person  
(Aiken, 1985)
- Goal-driven
  - Assessments are tied to objectives

## Making Connections



## “Goal”

- “The end of a race or journey; the end to which a design tends; aim”  
(Webster's New Collegiate Dictionary)
- In planning, it's the usual starting place
  - What do I want them to learn?

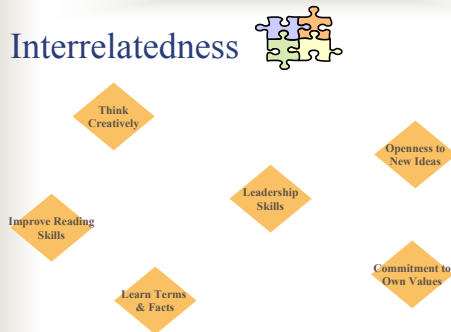
## Identifying Goals

- Inductive inference
  - from current syllabus, activities, tests, etc.
- Planning
  - Brainstorming, the literature, common sense, inventories, etc.

## Teaching Goals Inventory (Angelo & Cross, 1993)

- Complete & score the Inventory for your chosen course
- Discuss your results with your partner(s)
  - Which goals do you rate as most important?
  - Why?

## Interrelatedness



## Goal Connections

- Choose at least 5 goals you rated as “Essential” or “Very Important”
- Write each briefly on a Post-it; color code
- Make a connection matrix
  - cluster related goals
  - label connections



## Objectives

- Objective: “point to be hit or reached”
- Observable, assessable
- Course-related goal
  - Relevant objective

## Goal: Develop openness to new ideas

- *Be open to multiple theories*
  - Students will compare and contrast the wave and particle theories of light.
- *Overcome misperceptions*
  - Students will identify and correct common misperceptions about the solar system.
- *Frame information in new ways*
  - Students will develop analogies for the precession of the Earth and discuss the strengths and weaknesses of those analogies.

## Developing Course-related Goals and Objectives

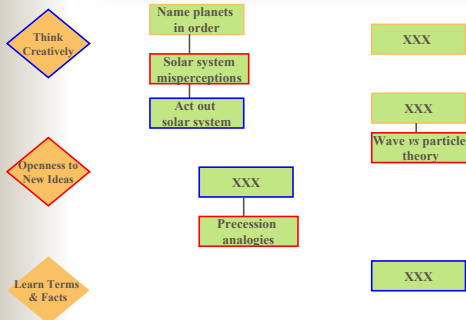
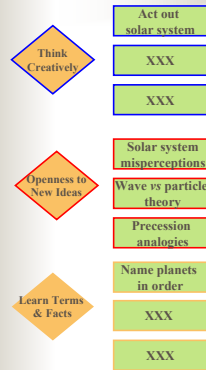
- Select 2 general goals (GGs)
- For each GG, develop 3 course-related goals (CRGs)
- For each course-related goal, develop an observable, assessable objective
  - The CRGs/objectives for a given goal must be from different sections (chapters, topics, etc.) of your course
  - At least one objective from GG1 must relate to the same course section as at least one objective from GG2

## GG1: Openness to new ideas GG2: Learn terms & facts

- *GG1-CRG: Overcome misperceptions*
  - Students will identify and correct common misperceptions about the solar system.
- *GG2-CRG: Learn planetary names*
  - Students will name the planets of our solar system in order of distance from the sun

## Relatedness

- Write each objective briefly on a Post-it; color code to match goal
- Add to connection matrix
  - Cluster related objectives
  - Draw connections



## From Objectives to Assessment

- Learning activities connected to objectives
- Assessment tied to learning activities and to objectives
  - *Educative assessment* – students learn through research questions
  - *Formative assessment* – diagnostic feedback
  - *Evaluative assessment* – curricular feedback
  - *Summative assessment* – student attainment

## Learning and Assessment

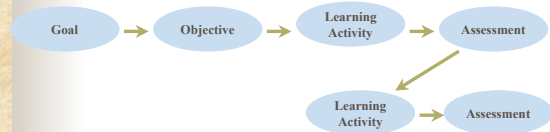
- For each related objective, briefly outline an appropriate learning activity
- Devise an appropriate assessment technique
- Discuss relationships



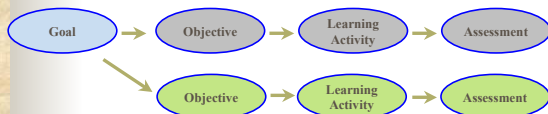
## Connections

- Assessment outcomes can inform subsequent objectives and activities
- Assessing related objectives and goals allows tracking of progress

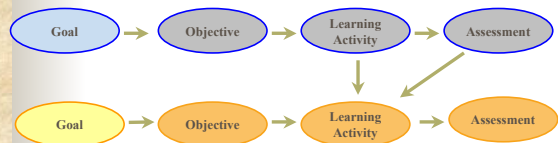
## Making Connections




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If you think of learning as a path,  
you can picture yourself walking  
beside [your students] rather than  
either pushing or dragging or  
carrying [them] along.

Polly Berrien Berends (1987)