

# Developing an Assessment Tool

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# The Assessment Process

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- Define SLOs
- Create assessment tools/rubrics
- Assess SLOs
- Compile results
- Reflect on results
- **Plan and implement changes and improvements**
- Repeat!

# Assessment Tools

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- Are used for collecting assessment information
- Consist of grading/scoring guidelines
- Could be a complete or partial rubric of the assignment
- Could be simple or complicated

# Assessment Tools

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- It's best to create your own.
- That way, it will be tailored to what's important to you.

# Creating an Assessment Tool

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Step 1: Start by choosing which SLO to assess.

- Often, the SLO itself will suggest the most appropriate assessment method or assignment.

# Example SLO

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English 1A, Laney College:

- Develop individual perspectives in essays that demonstrate critical thinking skills, command of standard grammar, and logical organization.
- This SLO should be assessed by analyzing student essays.



# Example SLO

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English 1A, Laney College:

- Develop individual perspectives in essays that demonstrate critical thinking skills, command of standard grammar, and logical organization.
- The assessment tool should include:
  - critical thinking
  - standard grammar
  - logical organization
  - development of individual perspective

# Creating an Assessment Tool

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- Step 2: Decide which aspects of the assignment to examine.
- Example:
  - critical thinking
  - standard grammar
  - logical organization
  - development of individual perspective



# Creating an Assessment Tool

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- Step 3: Decide how many different performance levels you'd like.
- 3 levels? (good, adequate, needs work)
- 4 levels? (exemplary, good, satisfactory, poor)
- 5 levels? (excellent, good, OK, needs work, needs a lot of work)

# Creating the Assessment Tool

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- How many different levels of student performance would be useful to record?
- 3 levels:
  - Good - students “got it”
  - Sort of - students showed partial mastery
  - Students didn’t get it.
- Is the “sort of” level acceptable performance? Decide!

# Performance Levels

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- 4 levels of student performance:
  - Good - students “got it”
  - Minor errors
  - Significant errors but showed some mastery
  - Didn't get it
- Is the “sort of” level acceptable performance? Decide! What is the minimum acceptable level of performance?

# Assessment Tool

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- The assessment tool should include:
  - Aspects of the assignment you are checking
  - A description of performance levels for each aspect
  - A way to record or capture the types of mistakes students make (like a checklist).
    - This could be built in to the rubric.

# General Rubric Format

	Excellent	Good	OK	Needs work	Not done
organization	(description appears in each box)				
content					
analysis					
Grammar/ mechanics					



# Example checklist of problem areas

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- For a chemistry assignment:
  - Didn't balance the equation
  - Correct setup but calculation error
  - Error in the number of significant figures reported
  - Molar mass incorrect
  - Didn't use the mole ratio
  - Etc.



# Collecting Assessment Information

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- Use the assessment tool to tally student performance.
- Make copies of the tool.
- Use one copy to evaluate each student's work.
- Tally the number of students in each category for each aspect of the assignment.

# Using Test Questions

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- Choose one or more test questions that demonstrate the SLO.
- Make a scoring guideline for those questions, such as:
  - Excellent – no errors
  - Good – one minor error
  - OK – some errors but right idea overall
  - Major errors (doesn't meet requirements)
  - Left blank or super wrong

# Using Test Questions

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- Beforehand, decide what types of errors count as “minor” errors and what types are “major” errors.
- As you are grading the test, tally how many students are in each category.
  - Excellent – no errors
  - Good – one minor error
  - OK – some errors but right idea overall
  - Major errors (doesn't meet requirements)
  - Left blank or super wrong

# Diagnosing problem areas

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- In addition to the performance levels, it's very useful to be able to capture what mistakes were commonly made.
- This is important to know, as you will need to develop an improvement plan as part of the assessment report.
- Develop a checklist of common mistakes as part of your assessment tool.

# Collaborate with Colleagues

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- If the course is taught by more than one instructor, you will need to collaborate on the assessment project.



# Keep in mind

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- Remember to design the tool so that it is easy to use.
- Design the tool so that you get information that is useful and not too cumbersome. (Too many categories can be cumbersome.)



# Overall Assessment Results

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- If several sections participate in the assessment, combine the information.
- You will be able to see strong and weak points for entire classes and for the whole department.
- This will tell you how to focus improvement efforts.

# After collecting assessment information

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- Have a meeting, and discuss the results with your colleagues.
- Discuss improvement plans.
- Report on your assessment findings and plans for improvement using TaskStream.

# Rubric Wizard

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- Use the “Rubric Wizard” in TaskStream. It’s easy!
- [www.taskstream.com](http://www.taskstream.com)
  - Log in, then click on “Resource Tools”
  - TaskStream contains examples that you can modify
  - Once you create a rubric on TaskStream, “publish” it so that other Laney instructors can see it, use it, and modify it for themselves.

# Useful Resources

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- Laney rubrics website
  - <http://www.laney.edu/wp/assessment/how-to-create-rubrics-and-examples/>
- Learning Assessment Committee website
  - <http://www.laney.edu/wp/assessment/>
- How to write SLOs website
  - <http://www.laney.edu/wp/assessment/how-to-write-slos/>