

Framework for Assessment Design

Bucket Components

Principles

- Serve Learning
- Use Multiple Measures
- Align with Learning Goals
- Measure what Matters
- Assessments are Fair

Does the assessment meet the principles of effective assessment?

- Assessment should **serve student learning**
 - How do the assessments and their results contribute to an ongoing learning process?
- **Multiple measures** provide more evidence
 - Are multiple assessments used to demonstrate the achievement of learning outcomes?
- Assessments should **align with learning goals**
 - Does the assessment measure what it was intended to measure?
- Assessments should **measure what matters**
 - Are all learning outcomes being assessed?
- Assessments are **fair**
 - Are all learners given an equal chance to show what they know, understand, and can do?

Goal

- Knowledge
- Skill & Process
- Understanding
- Disposition

What is the goal of the assessment?

- **Knowledge**
 - Declarative knowledge of factual information (vocabulary terms, basic concepts)
- **Skill & Process**
 - Demonstrate actions with multiple steps and the integration of multiple skills with declarative knowledge (scientific experimentation, literary interpretation, problem solving, design thinking)
- **Understanding**
 - Big ideas learners comprehend at a deep level (performance-based assessments)
- **Disposition**
 - Highlight productive ways of thinking and acting (service to community, cross-cultural understanding)

Purpose

- Diagnostic
- Formative
- Evaluative / Summative

What is the purpose of the assessment?

- **Diagnostic**
 - Check prior knowledge and for possible misconceptions
- **Formative**
 - Monitor learning to provide ongoing feedback to form student learning
- **Evaluative/Summative**
 - Evaluate student learning by comparing it against standard(s) or benchmark(s)

Method

- Selected Response
- Authentic Assessments

What is the method of assessment?

- **Selected Response:**
 - Multiple choice, T/F, matching, rank order
- **Performance - Based/Authentic Assessments** methods that engage learners to apply knowledge and skills in ways used in the larger world
 - **Constructed Response Assessments:**
 - Fill-in-the-blank, short answer, paragraph, label a diagram, social media post, show your work, flow chart, concept map, populate
 - **Products:**
 - Essay, poem, blog, report, infographic, portfolio, model, video, podcast
 - **Performances:**
 - Oral presentation, demonstration, debate
- **Process-Focused Assessments**
 - Interview, observation, think aloud, journals, process description, self-assessment

Evaluation

- Selected-Response Items
- Open-Ended Assessments

How will the assessment be evaluated?

- **Selected-Response Items:**
 - Answer key, automated scoring
- **Open-Ended Assessments:**
 - Criterion list, rubric (holistic, analytic, developmental continuum)

Evaluator

- Instructor
- Peers
- Experts
- Self
- Others (ex. online viewers)

Who will evaluate the assessment?

- **Instructor**
 - Traditional instructor role to evaluate learning outcomes
- **Peers**
 - Peer-to-peer evaluation promotes a collaborative process as well as an educative role in the assessment process
- **Experts**
 - Examples include using local employers to review students through a mock-interview, community members can rate presentations, STEM experts evaluate coding projects, local government can evaluate urban planning proposals
- **Self**
 - Learners can self-evaluate, for example, keep a diary, constructing a portfolio, self-reflective essays, recording presentations, and critiquing their own performance

Communication

- Numerical Score
- Letter Grade
- Rubrics
- Checklist
- Written Feedback
- Oral Communication
- Peer Feedback

How will assessment feedback be communicated?

- **Numerical Score**
 - Point totals, percentages, numerical ranking
- **Letter Grade**
- **Rubric(s)**
 - Holistic, analytic, task-specific, developmental, or generic criteria-based rubrics
- **Checklist**
 - Criteria or process completion, rating of performance or competencies
- **Written Feedback**
 - Detailed comments on written reports, addenda to rubrics or grade reports
- **Oral Communication**
 - Conference with learners (group-based or one-on-one)
- **Peer Feedback**
 - Peer-critique sessions for project-based learning