


FQAS-ASSESSMENT

**Create a
Performance-
Based
Assessment
Plan**



Time to take a look
at what you've been
doing...

TO DEMONSTRATE THIS COMPETENCY...

You will write an Assessment Plan for a course that you teach. An Assessment Plan is a document that describes how and why you will assess the competencies for a course.

Where do I start?

1. Grab copies of your past syllabi. Pick a course that has between 6 and 8 competencies.
2. Pull out the section with the competencies.
3. Pull out the section on how student grades are calculated.
4. Find a copy of your College's Assessment Plan and read it.
5. Using the worksheet, critique your current practices.
6. Research any terms that you are unfamiliar with.
7. Review the grading criteria for your new Assessment Plan.
8. Write your Plan and submit it to a peer for review.
9. Submit the peer-reviewed Plan and your worksheet to your instructor.



What's the Point?

One purpose of this course is to align assessment and curriculum. Your goal is to develop a plan that is authentic, valid, reliable and fair.

Planning for assessment worksheet:

The task ahead of you is to write an Assessment Plan for a course. An Assessment Plan is a document where you describe how a course is going to be assessed and why that is the best (in terms of authenticity, fairness, validity and reliability) way to assess learners in that course. It is the sort of document that might be required by accreditors. The Assessment Plan you write will be evidence that you can make appropriate decisions about course level assessment strategies that are in-line with best practices.

Think about your students over the last few semesters. What sorts of things have they been unprepared for as they enter this class?

Can you think of any changes that could or should be made to make these learners more prepared? This process (recognizing trouble spots and making class or program changes to avoid them in the future) is a form of assessment and aligns with most Colleges' Assessment Plans.

Please define the following terms. It's OK to look them up if you don't know what they mean.

Formative Assessment: _____

Summative Assessment: _____

Please look at these brief definitions:

Measurement: A process where the attributes, quality, size, weight or precision of a "something" is determined. Measurement is usually done with some sort of standard instrument or against some sort of rule. The measurement (or use of the measuring tool) often requires skill, experience and careful attention. What sorts of things do you measure in this class?

Assessment: A process used to collect information about progress towards some previously defined goal or objective. I think of assessment in two ways. BIG “A” Assessment is the evaluation of a group of students at the end of a class or program done for the purpose of making changes to improve the experience for the next batch of students. Little “a” assessment is the process we use to evaluate student achievement of course competencies. What sorts of things do you assess in this class? _____

Evaluation: A complex process used to make a judgement, based on objective criteria, of quality of a student’s performance in a given situation. Situations used for evaluation are often complex and require multiple measurements of student performance. What sorts of things do you evaluate in this class? _____

You may wish to do a bit more reading, reflect on or discuss the definitions of these three terms.
You should really take a break from this worksheet and do that now.

Think again about the concept of assessment, particularly the BIG “A” Assessment? What information do you collect now about a class as a whole, and what do you do with that data to improve the experience for the next group of learners?

If the honest answer is “nothing” how could you use that data to make changes that would improve this course from one semester to the next?

How does this idea of BIG “A” Assessment fit into your College’s overall Assessment Plan?

Look up the definition of the term FAIR as it relates to assessment. What does FAIR mean?

Look up the definition of the term VALID as it relates to assessment. What does VALID mean?

Look up the definition of the term RELIABLE as it relates to assessment. What does RELIABLE mean?

Look up the definition of the term AUTHENTIC as it relates to assessment. What does AUTHENTIC mean?

Keeping in mind the following general concepts:

- While it isn't your fault that an underprepared student has made it into your course, you have inherited some responsibility for his or her success
- Students should have an opportunity to try one or more Formative Assessments before a Summative Assessment
- All written tests are assessments, but not all assessments are tests
- Competencies at a higher level require more complicated Evaluations and skilled evaluators to be valid

What sorts of changes could you make to improve the assessment of this course?

The next page of this document is a worksheet. It can be used to outline your Assessment Plan. Print as many as you need for the number of competencies in your course. The target number of competencies for your sample course for this exercise is 6-8.

Course Name _____ Competency Number _____

Competency _____

Describe the FORMATIVE Assessment opportunities that exist for this competency.

Describe the SUMMATIVE Assessment for this competency. _____

Is the SUMMATIVE Assessment the most AUTHENTIC assessment possible? If not, how could it be more AUTHENTIC? _____

Briefly defend the FAIRNESS of your SUMMATIVE Assessment. _____

Briefly defend the VALIDITY of your SUMMATIVE Assessment. _____

Briefly defend the RELIABILITY of your SUMMATIVE Assessment. _____

Describe the challenges to the VALIDITY, RELIABILITY and FAIRNESS of this assessment.

Do you have the resources to fully implement the Assessment Plan for this Competency?

_____ Yes _____ No If not, What do you need? _____

SCORING GUIDE

Create a Performance-Based Assessment Plan

You've almost made it!



You must achieve a rating of at least “2” or “yes” on each SHADED criterion to demonstrate competence. Work that does not meet these criteria may be returned to you for revision. Criteria in non-shaded rows impacts your grade, but is not tied directly to the competency evaluation.

Student Rating Scale	Peer Rating Scale
4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.	+ : I agree that you have met competence but feel that you have understated your performance for this criterion
3: I've done more than the minimum. I've looked at other examples of work, and mine is as good or a little better.	= : I agree that you have met competence and feel that you have accurately assessed your performance for this criterion
2: I've done the minimum and I know the basics are covered.	- : I agree that you have met competence but feel that you have overstated your performance for this criterion
0: I've left something out or done something wrong.	0: You have failed to meet competence in this criterion and revision is necessary.

Scoring Guide

Criteria	Student Rating				Peer Rating			
	4	3	2	0	+	=	-	0
Your Plan references alignment with your College's Assessment Plan	yes		no		yes		no	
Your Plan analyzes the assessment of a course with at least 6 competencies	yes		no		yes		no	
Your Plan provides Formative Assessment opportunities for each Competency	yes		no		yes		no	
Your Plan identifies Summative Assessment opportunities for each Competency	4	3	2	0	+	=	-	0
Your Plan describes how <u>each</u> competency's Summative Assessment is Fair, Valid and Reliable	4	3	2	0	+	=	-	0
Your Plan defends the position that <u>each</u> competency's Summative Assessment is Authentic	4	3	2	0	+	=	-	0
Your Plan addresses the challenges faced by efforts to make course assessment Fair, Valid, Authentic and Reliable	4	3	2	0	+	=	-	0
Your Plan includes a variety of Formative and Summative Assessment strategies	4	3	2	0	+	=	-	0
Your reflection describes how you use assessment in this course and how that information can and should be used for program and college level assessment	yes		no		yes		no	