


FQAS-ASSESSMENT

Use Assessment Results to Improve Instruction



Sometimes a mistake provides the best opportunity to make improvements



TO DEMONSTRATE THIS COMPETENCY...

You will write an article that describes a time when you have used the results of an assessment to make improvements in teaching and learning

Where do I start?

1. Think about a time when a large number of students weren't successful in a particular assessment or exam.
2. Think about how you handled the situation.
3. Think about whether or not you handled it in a way that was in the best interest of student success.
4. Think about whether or not you made changes, based on the results of this incident, that improved things for future students.
5. If you didn't make any changes, think about what changes you could have made for future classes.
6. Write a short article and submit it to a peer for review.
7. Submit the peer-reviewed system to your instructor.



What's the Point?

Not everything goes according to plan. Sometimes disaster strikes. By analyzing these events we can often find ways to make improvements that reduce the likelihood of future failure.

SCORING GUIDE

Use assessment results to improve the teaching and learning process

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	Instructor 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
You write an article that describes an assessment event that didn't go well, and analyzes how improvements in teaching and learning can be made NOTE: If you have not yet had this experience, interview a peer who has had an experience like this								
Your article discusses the problematic assessment and what learning outcome, competency, core ability, program or general education outcome it relates to	yes			no	yes			no
Your article describes the pattern of poor performance (data) by students	yes			no	yes			no
Your article diagnoses possible causes for high frequency of learner failure to meet specific criteria or correctly answer specific items	yes			no	yes			no
Your article describes the revisions you made to address the failures or the possible revisions you made or could have made to address the issue	yes			no	yes			no
Your article proposes strategies for improving teaching and learning of the target learning outcomes	yes			no	yes			no
Your attach a copy of the original and revised assessment materials or the revised instructional materials produced as a result of this incident	yes			no	yes			no
Your article is peer reviewed and submitted by the end of the course	yes			no	yes			no