**Introduction to Assessment: How do we know our students have learned?**

50min Workshop sketch

**[Do we assign some kind of pre-homework of participants? If so, what?]**

**Opening/Intro**

Purpose of this workshop; our aims (i.e. what outcomes are we striving for?)

**Activity 1:** Discussion prompt and share out: How do you know your students have learned?

*Expect answers such as: “their writing shows…”, “well, if they score well on the tests…” “there’s this aha look in their eyes” “They ask good questions”*

Could have participants call out answers, which presenter writes on the board. Follow up with asking participants to organize the answers into groups/categories

**Mini lecture:** What is assessment?

An **assessment** is a task that yields a specific artifact that serves as evidence of a student’s mastery (or progress towards mastery) of a particular expectation (objective, outcome) you have of your students.

Broad umbrella that includes many types

Informal, formal

Formative, summative

Qualitative, quantitative

Low-stakes, high stakes

**Activity 2: Jigsaw**

**Part a:** Break in to small groups

Group A: become experts on “informal, formal”, use big poster sheets to organize the examples from Activity 1, and add their own.

Group B: become experts on “formative, summative”, use big poster sheets to organize examples from Activity 1, and add their own

Group C: (optional)… “quantitative, qualitative”

Group D: (optional)… “low-stakes, high-stakes”

**Part b:** Shuffle groups

As a heterogenous group do a gallery walk together, “experts” explain their concept and posters to their groupmates.

**Mini lecture, guided exercise:** Outcomes Assessment,

What is the MCO system? What are the outcomes for you course?

**Activity 3:**

Discussion: When and how do you assess your course’s outcomes?

Discussion: how might outcomes assessment differ from a course grade?

*A* ***grade*** *is a single number/letter that is a composite of all the different assessments, plus possibly other factors like participation, effort, improvement, and even whether or not work was submitted.*

**Activity 4:** Worksheet? Exit ticket? Discussion? Answer questions such as

* How do you do learning outcomes assessment?
* How do you know your students are learning?
* How do you check that your assessments actually align with your course outcomes?
* Have you ever discovered something about your students’ learning (with regard to an essential skill) that prompted you to make a change to your teaching and assessment?

Save for future other workshop:

Outcomes Assessment

Per outcome should be able to say, per student, some basic rubric:

Novice --- Progress towards Mastery --- Competence --- Mastery/transferability

Per outcome, should be able to say how your students are performing (collectively) E.g.

Few reach the outcome (competence)? Most reach the outcome? 100% meet the outcome?

What about across courses of the same title (e.g. all Eng 101)?

Are there patterns? PT/FT students, female/male, resident/international, POC vs White?