

Classroom and Clinical Assessment

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Learning Objectives

- Identify your favorite assessment method as a learner and describe what made it your favorite
- Locate the planning for learning and assessment table
- Write or select a measurable learning objective and add it to your table
- Select a formative assessment activity from the active learning library which is aligned to your learning objective
- Select a summative method for assessment which aligns to your learning objective
- Reflect on equitable assessment methods and share one topic you're interested in exploring further
- Reflecting on your own learning, express one concept from this presentation which educated, elevated, and/or enchanted you.

Favorite Assessment

Think back to when you were a student.

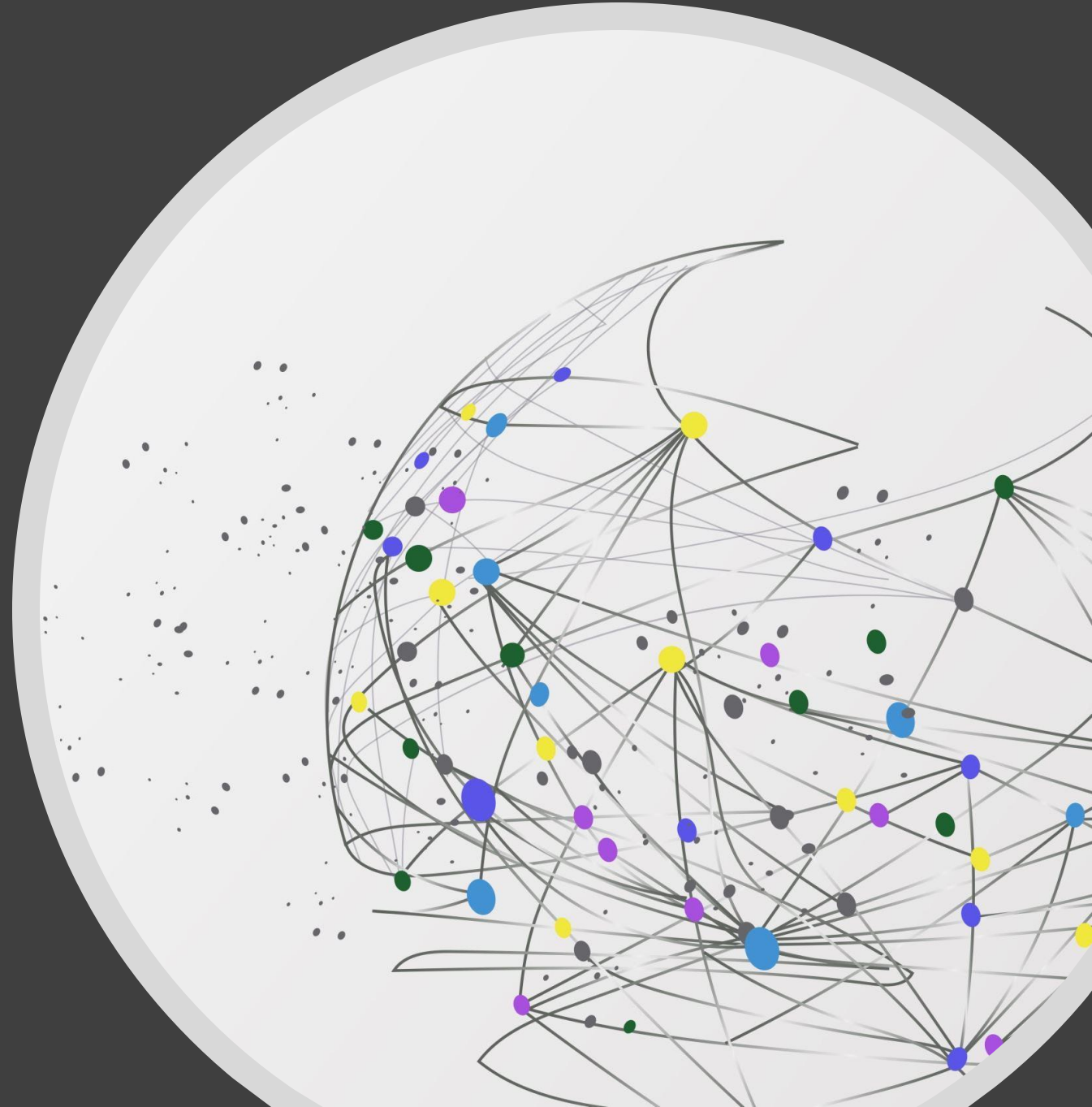
What was your favorite kind of assessment?

What aspects of the assessment made it your favorite?

Think back to when you were a student. What was your favorite kind of assessment?

What aspects of the assessment made it your favorite? (Use one word responses only, as many as you'd like)

Introduction, Terms, and Structure of Curriculum





Curriculum Design

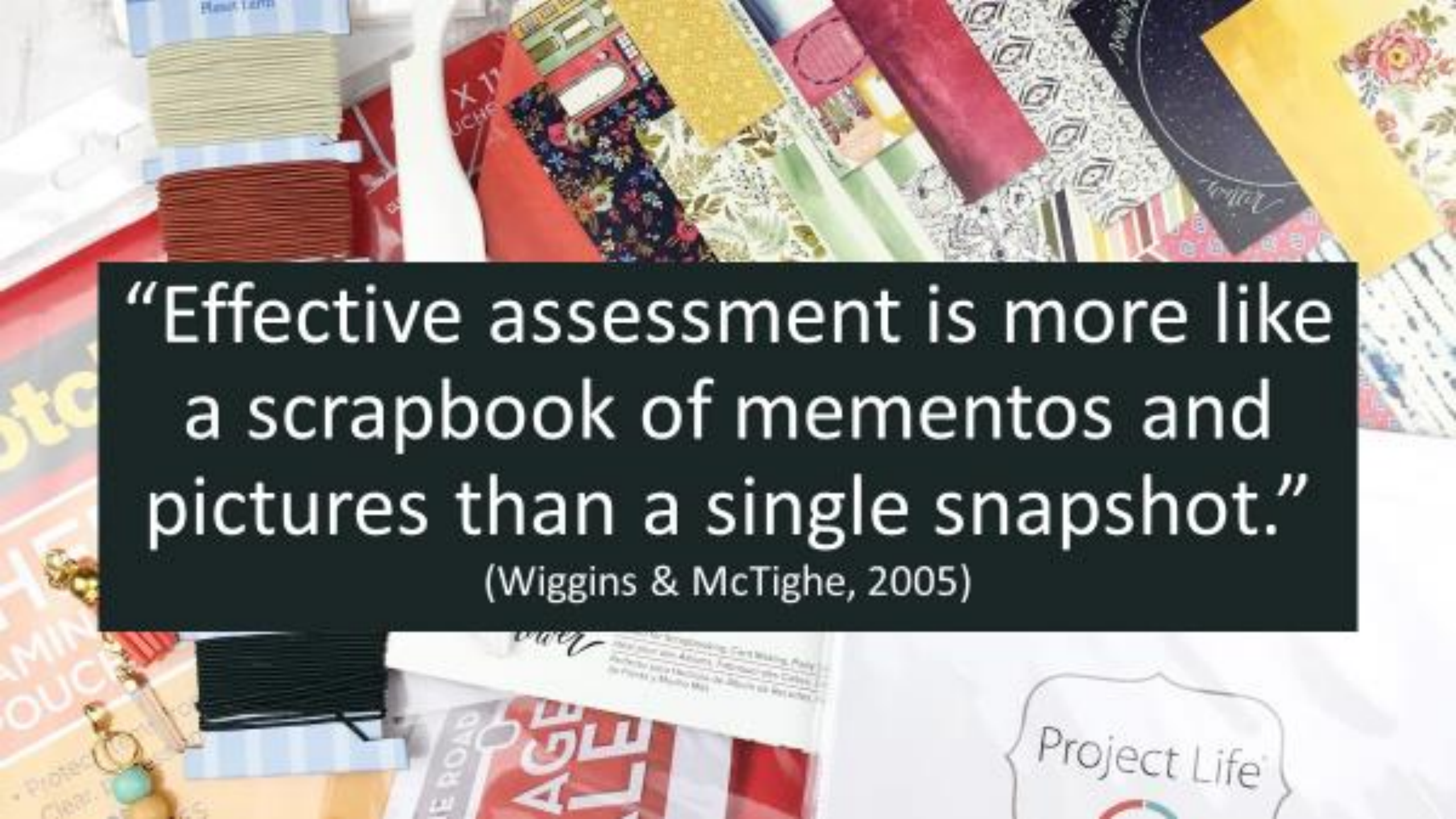
Assessment Terms

Assessment is "the measurement of what an individual knows and can do."

Assessment in higher education is also "the process of providing credible evidence of resources, implementation actions, and outcomes undertaken for the purpose of improving the effectiveness of instruction, programs, and services in higher education."

The Four Step Teaching, Learning, and Assessment Process

1. Establish clear, observable expected goals for student learning
2. Ensure that students have sufficient opportunities to achieve those goals
3. Systematically gather, analyze, and interpret evidence of how well student learning meets those goals
4. Use the resulting information to understand and improve student learning.

The background is a collage of various craft supplies. At the top, there are several spools of ribbon in different colors and patterns, including a blue and white striped one and a red one. Below the ribbons, there are various pieces of patterned paper, including floral designs and solid colors like yellow and red. A black and white patterned paper is also visible. In the bottom right corner, there is a white sticker with the text "Project Life" and a small graphic. The overall theme is scrapbooking and crafting.

“Effective assessment is more like
a scrapbook of mementos and
pictures than a single snapshot.”

(Wiggins & McTighe, 2005)

Planning for Learning and Assessment

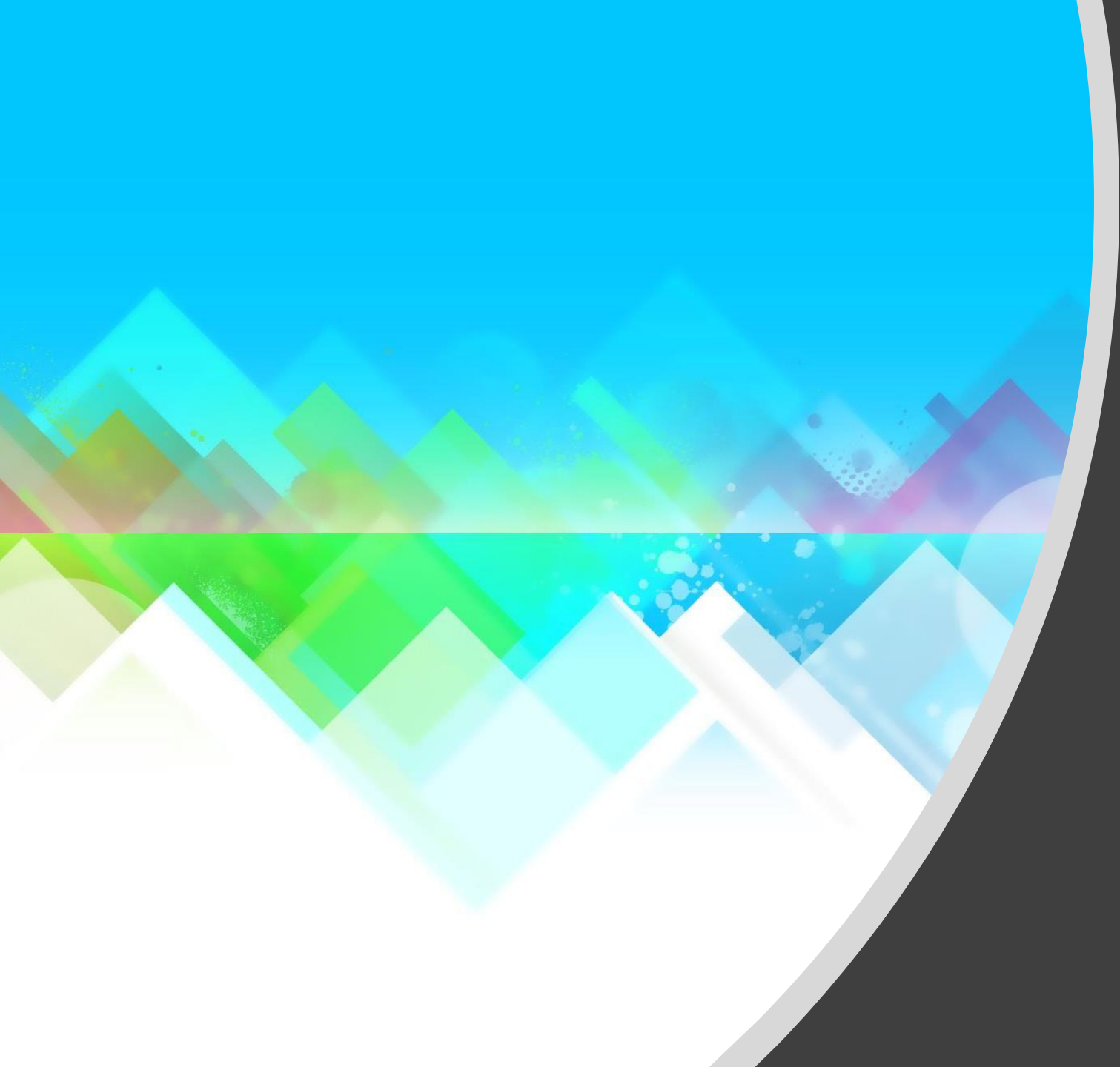
Competency or Course Objectives	Unit/ Sub-Objectives	Formative Assessment	Summative Assessment	Activities and Resources
<i>Example: CO #1: On their term paper, learners will be able to clearly and ethically cite their sources.</i>	<i>Learners will be able to correctly cite resources using APA format.</i>	• <i>Interactive self-test</i>	• <i>Term paper</i> • <i>Final project</i> • <i>Presentation</i>	• <i>Citation Jeopardy</i> • <i>Purdue OWL (Online Writing Lab)</i>

*This table can have multiple names and can include multiple components linking objectives to assessment and learning activities:

Planning for Learning & Assessment, Banta TW, Palomba CA. Assessment essentials: Planning, implementing, and improving assessment in higher education. John Wiley & Sons; 2014.

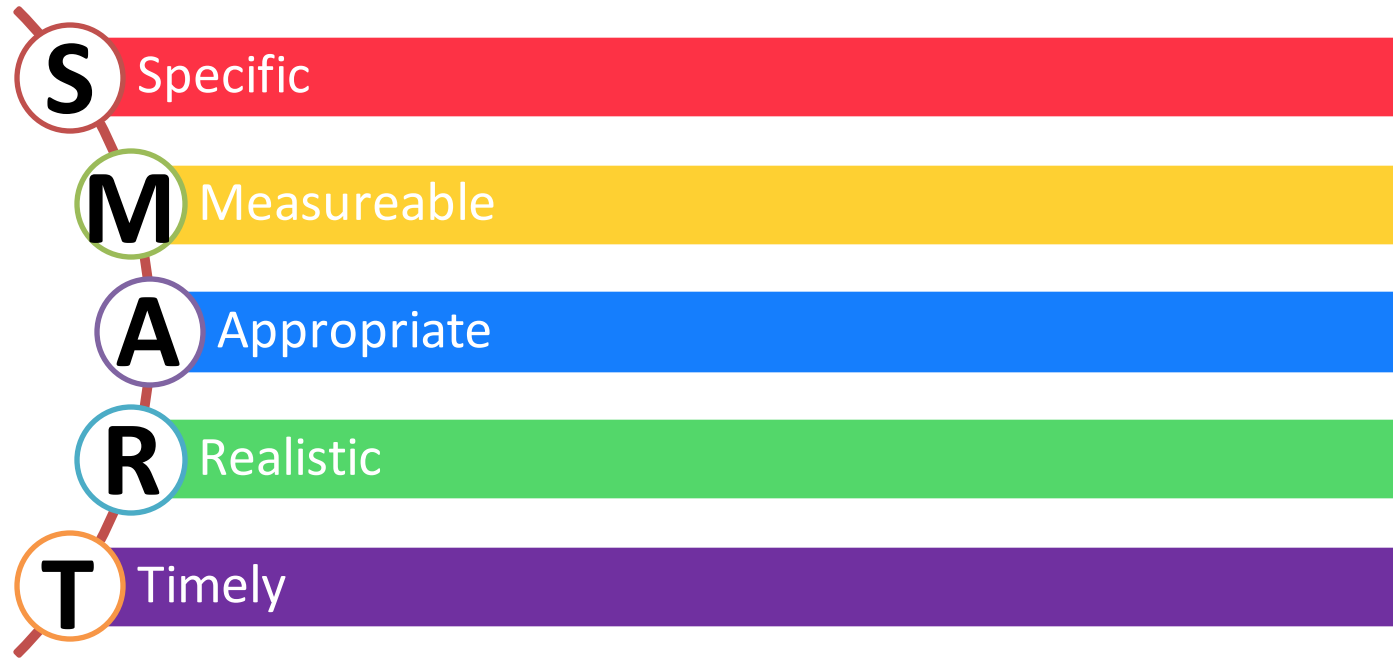
Curriculum map for a course syllabus, Suskie L. Assessing Student Learning: A Common Sense Guide. San Francisco: Jossey-Bass; 2009.

Syllabus format for outcomes, pedagogy, assessment methods and criteria, Maki PL. Assessing for learning: Building a sustainable commitment across the institution. Stylus Publishing, LLC.; 2012.

An abstract graphic on the left side of the slide. It features a large circular arc that is white on the left and transitions into a dark grey background on the right. Inside the arc, there are several overlapping triangles of various colors: bright blue, cyan, green, and yellow. The triangles are arranged in a way that creates a sense of depth and movement. The text "Starting with good learning objectives" is written in white on the dark grey background to the right of the arc.

Starting with
good learning
objectives

SMART: A tool for writing objectives



What do I want my learners to know and be able to do when they have completed this course?

SMART in a Nutshell

Who will do how much of what by when?

1. Who
2. Will do
3. How much
4. of What
5. by When



Adapted from Korin (2017)

Active verbs developed based on Bloom's Taxonomy

From:

<https://www.mesacc.edu/employees/academic-scheduling-and-curriculum/resources/blooms-higher-level-verbs>

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define identify describe label list name state match recognize select examine locate memorize quote recall reproduce tabulate tell copy discover duplicate enumerate	explain describe interpret paraphrase summarize classify compare differentiate discuss distinguish extend predict associate contrast convert demonstrate estimate express Identify indicate Infer relate	solve apply illustrate modify use calculate change choose demonstrate discover experiment relate show sketch complete construct dramatize interpret Manipulate Paint Prepare produce	analyze compare classify contrast distinguish infer separate explain select categorize connect differentiate discriminate divide order point out prioritize subdivide survey advertise appraise Break down	reframe criticize evaluate order appraise judge support compare decide discriminate recommend summarize assess choose convince defend estimate find errors grade measure predict rank	design compose create plan combine formulate invent hypothesize substitute write compile construct develop generalize integrate modify organize prepare produce rearrange rewrite role-play

OHSU Graduation Core Competencies

Professional Knowledge and Skills

Demonstrate core knowledge, skills, and practices as defined by the discipline, professional licensing, or accreditation organization while being open to new perspectives, additional voices, and changes in schools of thought that impact the core knowledge, skills, and practices in the discipline.

Professionalism

Demonstrate discipline-specific behaviors, norms, and ethics and also challenge systemic racism inherent in professional expectations that cause undue burden and/or deny the full humanity of ourselves, our peers, and our patients.

Information Literacy

Recognize the power of information in educating, influencing, and understanding the world, while seeking and amplifying missing perspectives. With this lens, locate, critically evaluate, and effectively use information to participate in decision-making, quality improvement, and broader scholarly discourse.

Communication

Communicate effectively and equitably with diverse individuals, organizations, and communities to support stakeholder decision-making and promote culturally responsive exchanges of information. Teamwork Work effectively within collaborative, team- or teaming-based interprofessional environments while acknowledging positionality and intentionally making space for diverse perspectives.

Teamwork

Work effectively within collaborative, team- or teaming-based interprofessional environments while acknowledging positionality and intentionally making space for diverse perspectives.

Community Engagement, Social Justice and Equity

Apply principles of social justice, equity, and/or anti-racism through community-engaged practice, service, or scholarship.

Patient Centered Care

Clinical degree program graduates will collaborate with diverse individuals, families, and communities to provide quality trauma-informed care that is anti-racist and respectful of and responsive to preferences, needs, attitudes, beliefs, and values.

Activity: Planning for Learning and Assessment

Competency or Course Objectives	Unit/ Sub-Objectives	Formative Assessment	Summative Assessment	Activities and Resources
<i>Example: CO #1: On their term paper, learners will be able to clearly and ethically cite their sources.</i>	<i>Learners will be able to correctly cite resources using APA format.</i>	<i>•Interactive self-test</i>	<i>•Term paper •Final project •Presentation</i>	<i>•Citation Jeopardy •Purdue OWL (Online Writing Lab)</i>

Write a learning objective or two from your own course, lecture, or session.

- Who will do how much of what by when?

If you do not have one, you can practice by starting with the OHSU Core Competencies.

Formative Assessment



Formative assessment

"Formative Assessments are those undertaken while student learning is taking place rather than at the end. Because formative assessments are done midstream, faculty and staff can use evidence from them to improve the learning of current students by making immediate changes to classroom activities and assignments and by giving students prompt feedback on their strengths and weaknesses."

Formative vs. Summative Assessment

	Formative Assessment <i>Learners Practice</i> <i>Instructors monitor</i>	Summative Assessment <i>Learners demonstrate</i> <i>Instructors evaluate</i>
Grading	Not graded	Graded
Purpose	Improvement	Judgement
Focus	On whether learners can do specific skills or know specific information	To demonstrate a range of skills and knowledge
Effort	Requires little time from instructors or learners <i>Simple</i>	Requires more time from instructors and learners <i>Complex</i>
Where	In class	Out of class
Feedback timing	Immediate	Delayed

Both should be used in a course for each objective!

(Table adapted from Conrad and Openo, 2018, Table 1.2, pg 17)

Activity: Planning for Learning and Assessment

Competency or Course Objectives	Unit/ Sub-Objectives	Formative Assessment	Summative Assessment	Activities and Resources
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- Go to the Active Learning Library <https://teaching.tools/activities>
- Select an active learning technique for your formative assessment
- Add it to your planning table

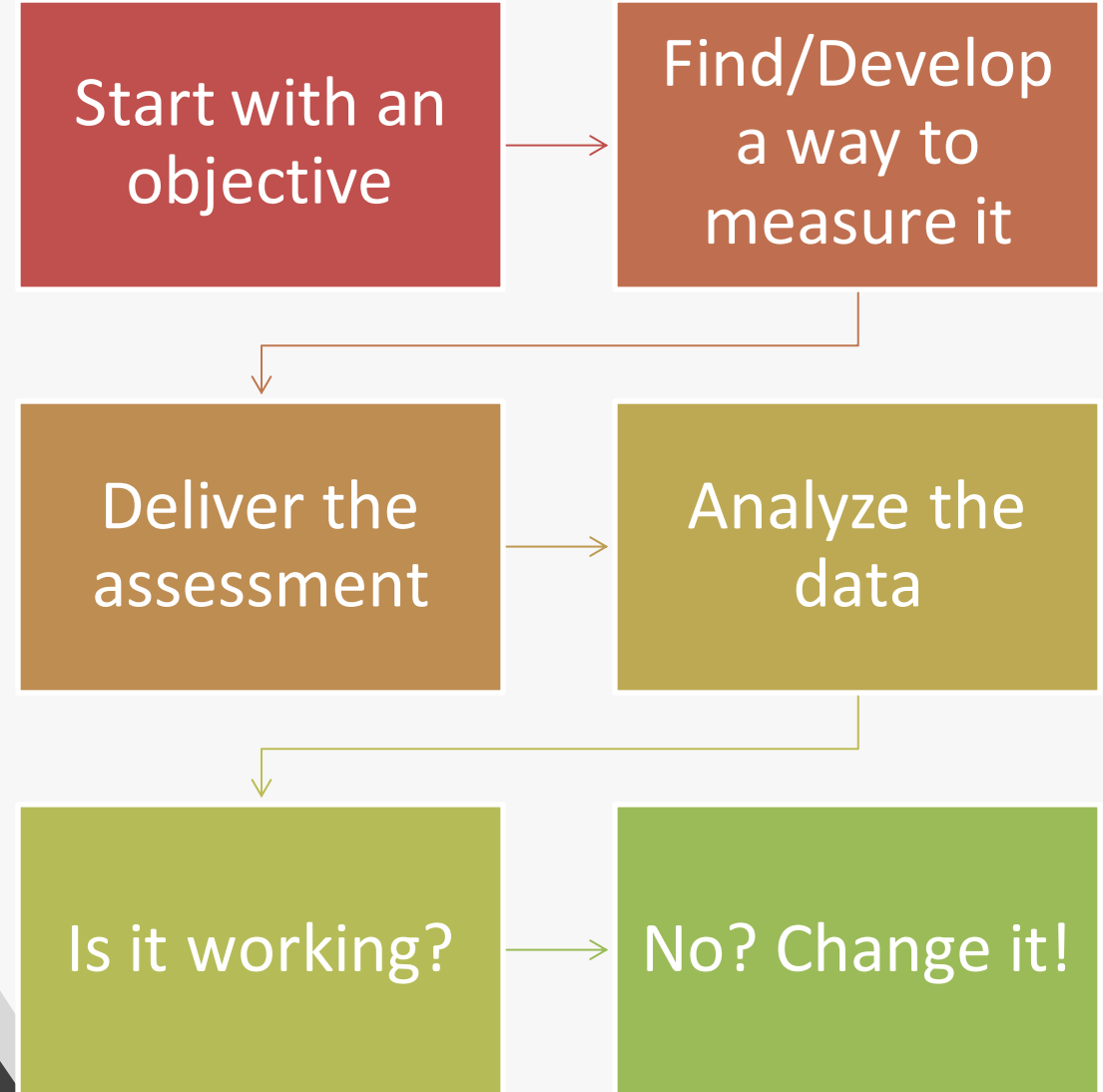
Summative Assessment



Summative assessment

"Summative assessments are those completed at the end of a course, program, or other learning experience. Summative evidence of student learning can be used to improve the learning of future student cohorts."

A simple strategy for assessment design (and revision)



Methods for assessing

Assessment of Knowledge: MCQs, essay questions, structured oral exams, pre-enrollment assessment

Comprehensive/Holistic Review: Program Committee/Panel Review - TAC/DAC reviews, theses, dissertations, capstones, portfolio, proposal defense

External Performance Observation: Community stakeholder feedback (engagement) - patient, client, employer, other community observers, experiential, portfolio, capstone

External Review of Student Work(s): manuscript feedback, external national assessments, IRB approval, grant review, peer reviewed blogs and presentations

Impact data: Citations, Community health, Patient/Client health metrics, Data on social determinants of health, procedure/policy change

Institutional Satisfaction/Demographic Surveys: course evaluation, food insecurity, pre-enrollment data, etc.

Internal Performance Observation: Simulation, Clinical, Research: lab notebooks, experiential, portfolio, capstone, peer evaluation

Presumptive Assessment: Absence of contrary evidence (e.g. professionalism citation or lack thereof)

Self-assessment – Oral: interviews, focus group, listening session

Self-assessment – Other: artistic expression, portfolio development

Self-assessment – Written: surveys, essays, narrative medicine reflections, journals

Activity: Planning for Learning and Assessment

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- Review the Methods for assessing list
- Select an assessment for your summative assessment
- Add it to your table



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Equitable Assessment

EQUITABLE ASSESSMENT



"At its core, equitable assessment calls for those who lead and participate in assessment activities to work to ensure that assessment does not feed into cycles that perpetuate inequities but serve to bring more equity into higher education."

-Natasha Jankowski

Equity-minded assessment entails the following actions:

- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.

Student-centered assessment: Making assessment clear and transparent

"Increase students' understanding of the purposes, tasks, and criteria for their academic work before they begin working." Winkelmess, 2019.

"Researchers demonstrated in a national study that transparency around academic assignments enhances students' success -- especially that of first-generation, low-income and underrepresented college students -- at statistically significant levels (with a medium-to-large sized magnitude of effect for underserved students)." Winkelmess et al. 2016

What is authentic assessment?

Realistic context

Replicates authentic problem

Requires judgement and innovation

Learner “does” subject

Assesses use of varied knowledge and skills

Learners navigate complex, multi-stage tasks

Rehearsal/practice, consultation, feedback should be built in

Results in useful product

What does
UDL in
instruction
look like?

Provide multiple
means of
engagement

Provide multiple
means of
representation

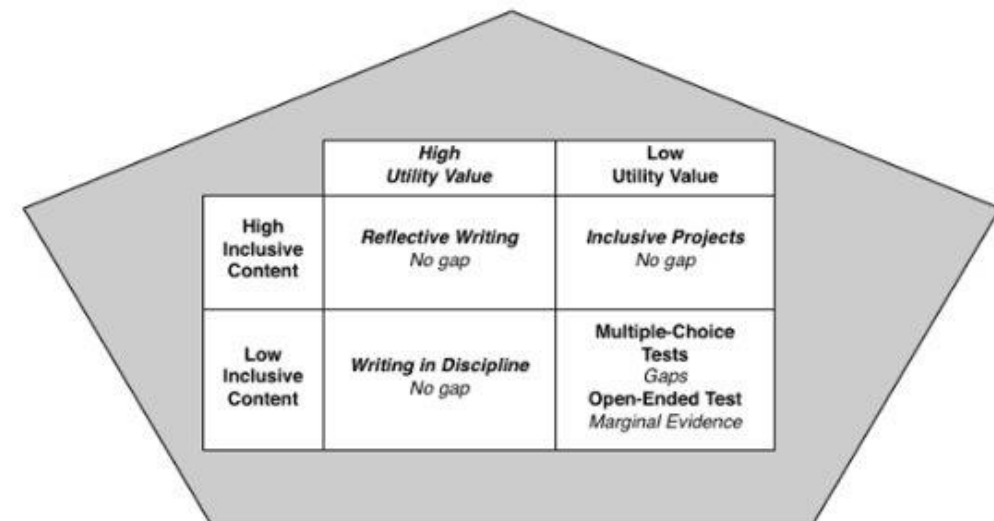
Provide multiple
means of action
and expression

Culturally Relevant Assessment

Inclusive Content: "Course materials that are equally accessible and familiar to all students have inclusive content" (Gay, 2010). "Proper alignment, clarity, and scaffolding of assignments all contribute to inclusive content."

Utility Value: "Assignments have high utility value if students perceive coursework to have value beyond a grade (Eccles et al., 1983). " "...have personal or professional value (Singer-Freeman & Bastone, 2018)."
"...help individuals better understand themselves, have personal value to students, improve student understanding of a subject, and provide students with an experience that will be useful in a future career."

Figure 9.1. An adapted version of the theoretical matrix of culturally relevant assessment.



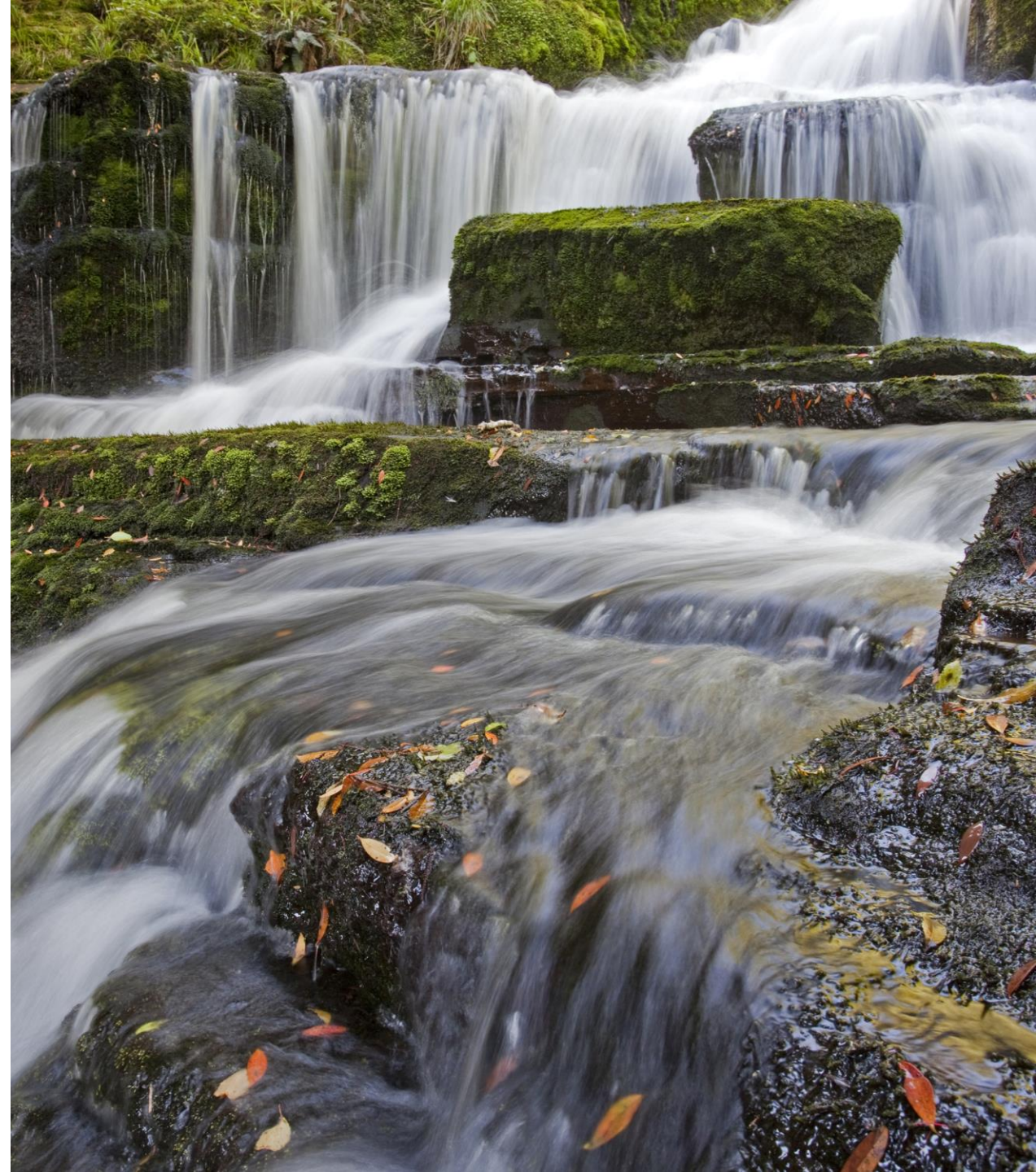
Note. Reprinted and adapted from "Theoretical Matrix of Culturally Relevant Assessment," K. Singer-Freeman, H. Hobbs, & C. Robinson, 2019, *Assessment Update*, 31(4), 1–2; 15–16. Copyright 2019 by Wiley Periodicals Inc., Jossey-Bass. Reprinted [or adapted] with permission.

Equitable Assessment Activity

What aspect of equitable assessment are you interested in exploring more?

- Transparency
- Student feedback
- UDL
- Culturally relevant assessment

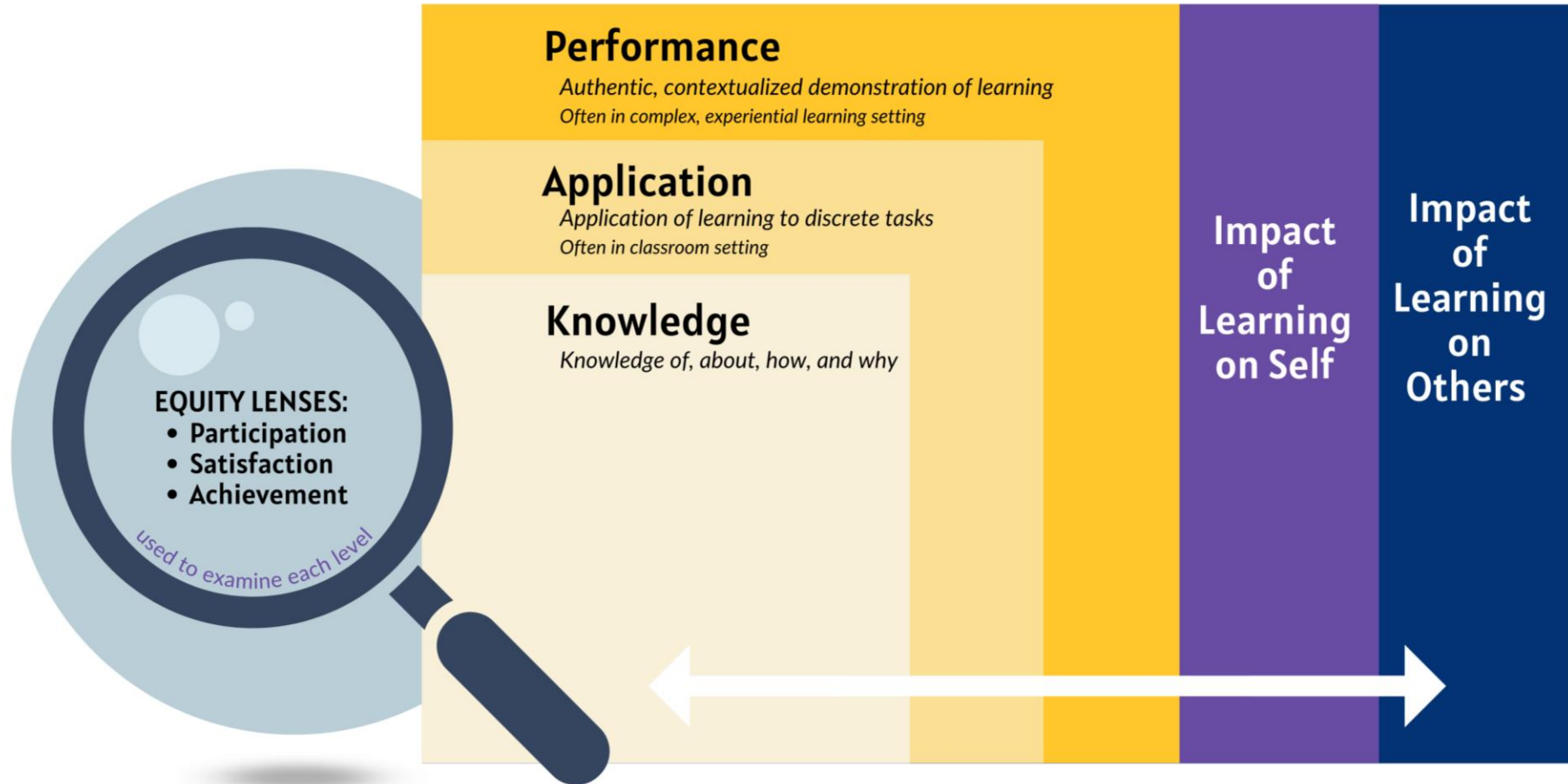
Waterfall: Type your response in the chat but do not hit the send button. We will all hit send button at the same time. Wait for our prompt.





Some things
to consider

EVIDENCE of LEARNING & IMPACT FRAMEWORK



Evidence of learning and impact framework Framing questions

Level		Framing Questions for Educators
Knowledge	Knowledge of, about, how, and why	To what extent do learners demonstrate comprehension of concepts they are learning? To what extent do learners demonstrate understanding of the why and how of what they are learning?
Application	Application of learning to discrete tasks; often in a classroom setting or in controlled contexts; may rely on formulas or scripts; practicing of skills	To what extent do learners show they can apply knowledge or develop a new skill? To what extent do learners transfer knowledge in controlled, formulaic, prescribed, and/or simulated situations/settings?
Performance	Authentic, contextualized demonstration of learning; often in complex or novel contexts. Usually seen in experiential learning settings that require navigating the situation as a whole by using knowledge/skills from different domains.	To what extent do learners integrate their learning and demonstrate their depth and breadth of knowledge and skills as they navigate complex tasks and/or situations? To what extent do learners navigate unexpected challenges as they apply their learning? Do they transfer knowledge in messy situations?
Impact of Learning on Self		To what extent do learners demonstrate awareness of their whole selves or their purpose? (By whole selves we mean: an integration of learner mental, intellectual, physical, spiritual, and/or emotional self in learning). To what extent do learners reflect on the impact and value of learning on their development as well as the impact and value of learning from others? Note to Educators: Aligning to this level requires you to reflect on your own practice: to what extent do you give learners space to bring their unique skills, perspectives, and/or identities to their learning?
Impact of Learning on Others		To what extent are learners moving knowledge into real-world practice by impacting behaviors, communicating ideas to a broad audience, changing procedures or policies in ways that impact the community, or contributing to scholarship? To what extent are learners raising alternative viewpoints that shape the ideas and behaviors of others, including enabling other people to perceive the world around them in new ways?

Reflection questions you can use to improve your assessments

What are the most important concepts, skills, and/or attitudes you teach in your course?

Does the assessment(s) align with those concepts, skills, attitudes?

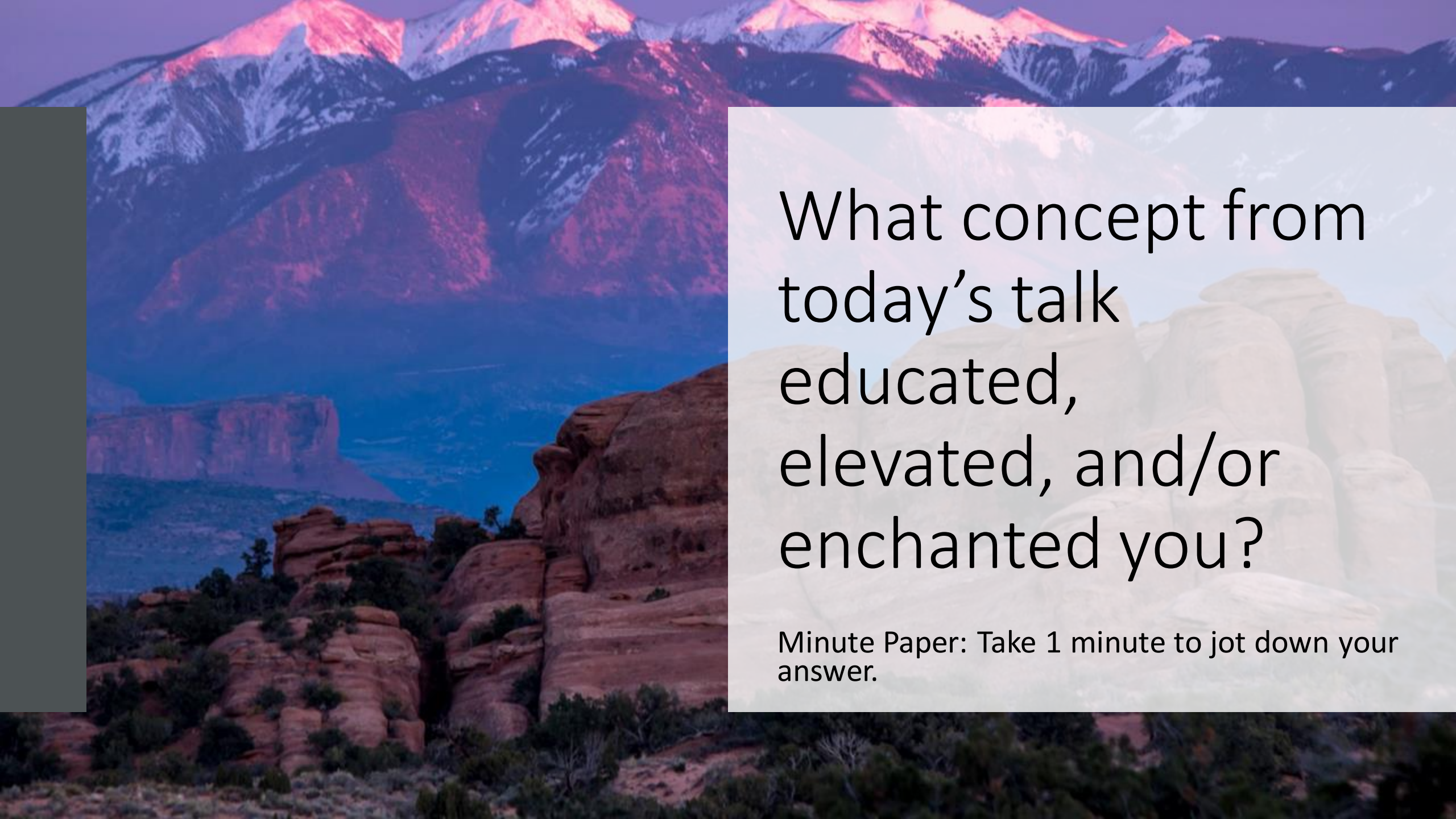
What are the challenges to doing that?

Are the assessments aligned with the objectives?

Are there any objectives for which there are no assessment methods?

Does the distribution of time and effort (yours and the learners) reflect the importance of the objectives and assigned weights?

Is there a balance in, and variety of, assessments and practices across the learning objectives?



What concept from
today's talk
educated,
elevated, and/or
enchanted you?

Minute Paper: Take 1 minute to jot down your
answer.