

Harper College Assessment in the Classroom Certificate Series

Summative Assessment

Fall 2014

Workshop Outcomes

- * Describe the purpose of summative assessment.
- * Explain the benefits and drawbacks of a variety of methods of summative assessment.
- * Develop a plan for using at least one new summative assessment technique in a course.
- * (After the seminar) Apply new summative assessment techniques in one or more of your courses.

Workshop Overview

- * Review forms of assessment: diagnostic, formative, and summative
- * Discuss examples of summative assessment techniques
- * Develop a plan for using summative assessment techniques in one of your courses
- * Next steps: application

Assessment Resources

- * Assessment information on the HIP
- * Assess for Success newsletters
- * External Harper site

Forms of Classroom Assessment

- * There are a variety of methods for categorizing assessment techniques
 - * Angelo & Cross:
 - * Teaching Goal
 - * Assessment Domain
- * In this certificate series, we use:
 - * -----
 - * -----
 - * -----

Forms of Classroom Assessment

- * **Diagnostic Assessments (AKA “Baseline Assessments”)**
 - * Measure students’ knowledge, skills, and abilities before instruction (or additional instruction) takes place
 - * Help you, the instructor, determine
 - * the most effective ----- for a lesson or course
 - * the appropriate ----- at which to begin instruction
 - * Examples:

Forms of Classroom Assessment

* Formative Assessments

- * Measure what students are learning ----- the teaching and learning process
- * Provide feedback that you can use to guide improvements ----- the semester or unit, or ----- a specific class period
- * Examples:

Forms of Classroom Assessment

* Summative Assessments

- * Measure what students have learned from a unit, course, or program
- * Conducted at the end of a course or program, or after completing a specific section of a course (as classroom assessment)
- * Examples: Exams, writing assignments, portfolios, last column of KWL chart

Today's Focus: Summative Assessment

- * Summative assessments are comprehensive evaluations
 - * Measure student knowledge, skills, and abilities after instruction
 - * Given at the end of a unit, course, or program to determine whether learning outcomes have been met
 - * At a minimum, should be designed to specifically address unit, course, or program *learning outcomes*

Adapted from: <http://www.learnnc.org/lp/pages/5233>

Today's Focus: Summative Assessment

- * We usually think of summative assessments as exams, final papers, etc.
 - * Drafts or practices leading up to summative assessments can often be used as formative assessment techniques
- * Summative assessments can be used to inform changes to the syllabus or your teaching plans for the following semester
- * Summative assessments are generally *Assessments of Learning*.
What types of assessments are *Assessments for Learning*?

Summative Assessment Examples

Exams		
Time commitment	Before	Varies
	During	Varies
	After	Varies
Benefits	<ul style="list-style-type: none"> Can provide information about what your students have learned or can process at a variety of cognitive levels 	
Drawbacks	<ul style="list-style-type: none"> It is easy to write “bad” exam questions and often more difficult to write good ones 	

Types of Exam Questions

	General Benefits	General Drawbacks
Multiple Choice	<ul style="list-style-type: none"> Easy to score/analyze Effective measurement when well-constructed 	<ul style="list-style-type: none"> Can be difficult to construct effective questions May promote student guessing
True/False	<ul style="list-style-type: none"> Easy to score/analyze 	<ul style="list-style-type: none"> May promote student guessing Can be difficult to construct effective (or definitive) questions Difficult to determine the cause of incorrect answers
Matching	<ul style="list-style-type: none"> Easy to score/analyze Provides quick assessment of items that needed to be memorized 	<ul style="list-style-type: none"> May promote student guessing Difficult to determine the cause of incorrect answers
Fill in the Blank/ 1-word Response	<ul style="list-style-type: none"> Reduces student guessing Easy to construct and score 	<ul style="list-style-type: none"> Do not generally measure higher-order thinking
Short Answer	<ul style="list-style-type: none"> Reduces student guessing Can assess higher-order thinking without requiring long responses 	<ul style="list-style-type: none"> Can be difficult to construct questions that measure higher-order thinking without requiring longer responses
Essay	<ul style="list-style-type: none"> Can measure higher-order thinking Use of rubrics can make results more reliable 	<ul style="list-style-type: none"> Time consuming to complete and assess
Standardized	<ul style="list-style-type: none"> Can assess across and among sections, semesters 	<ul style="list-style-type: none"> Takes time to develop effective instrument Instrument should be reviewed on a continuous basis

Adapted from: <https://www.scribd.com/doc/36917264/Advantages-and-Disadvantages-of-Variety-Types-of-Questions-also-see-the-Types-of-Test-Questions-Documents>

Summative Assessment Examples

Essay/Written Products		
Time commitment	Before	Varies
	During	Medium-High
	After	Medium-High
Benefits	<ul style="list-style-type: none"> • Can provide information about your students' higher-level cognitive processes in relation to the subject matter • Good for assessing written communication skills 	
Drawbacks	<ul style="list-style-type: none"> • Time consuming to complete and assess • Assessment can be subjective—use well-constructed rubric to increase reliability 	

Types of Essays/Written Products*		
	General Benefits	General Drawbacks
Term Paper[^]	<ul style="list-style-type: none"> • Can assess many levels of cognition • Give students practice with written communication, information literacy, and research standards in a discipline-appropriate setting 	<ul style="list-style-type: none"> • Time-consuming to complete and assess • Use as only summative assessment can hinder the learning process
Journal	<ul style="list-style-type: none"> • Can provide information about the learning process, how students make connections, answers to specific questions, etc. • Allows students to give final thoughts about a course or the course materials 	<ul style="list-style-type: none"> • As a summative assessment tool, there is less opportunity to respond to students' entries • Writing standards vary from instructor to instructor
Discipline-Appropriate Writing[^] <small>(story or poem, business report, article, art review)</small>	<ul style="list-style-type: none"> • Allows for practice and assessment of written form specific to your discipline • Can assess many levels of cognition 	<ul style="list-style-type: none"> • Time-consuming to complete and assess • Use as only summative assessment can hinder the learning process
Process explanations/descriptions[^]	<ul style="list-style-type: none"> • Allows for assessment of specific standardized processes (health careers, programming) • Can assess across many levels of cognition 	<ul style="list-style-type: none"> • Can be especially subjective in some disciplines (when the process itself is not standardized)

* Use Rubrics!

[^] For what type of assessment can we use the drafts of a these written products?

Summative Assessment Examples

Portfolios		
Time commitment	Before	High
	During	High
	After	Medium-High
Benefits	<ul style="list-style-type: none"> • Provide students with a learning artifact that they can use for applications, on the job market, etc. • Can provide information about your students' higher-level cognitive processes in relation to the subject matter • Good for assessing discipline-appropriate communication skills 	
Drawbacks	<ul style="list-style-type: none"> • Time consuming to complete and assess—use throughout program or in capstone course • Assessment can be subjective—use well-constructed rubric to increase reliability 	

Types of Portfolios* (Types are not mutually exclusive)		
	General Benefits	General Drawbacks
Cumulative	<ul style="list-style-type: none"> • Allows students to accumulate artifacts over time • Instructors can see progress over time 	<ul style="list-style-type: none"> • Students need to ensure they are logging their artifacts throughout the program • May create difficulties for students transferring into the program
Outcomes-Based	<ul style="list-style-type: none"> • Ensures students are meeting course or program learning outcomes • Involves students in the outcomes assessment process 	<ul style="list-style-type: none"> • Instructor(s) must ensure coursework is appropriately aligned with outcomes before beginning • Adjustments in outcomes must be communicated to students
Learning/ Reflective	<ul style="list-style-type: none"> • Artifacts and reflection are used to enhance future learning • Involves students in the outcomes assessment process • Instructors and students can see progress over time 	<ul style="list-style-type: none"> • Need to ensure time for appropriate reflection as well as mentoring in order to improve future results
Professional (product design artifacts, recital videos, research, relevant coursework, clinical experiences, etc.)	<ul style="list-style-type: none"> • Can include a variety of elements appropriate to the student's intended professional path • Helps students develop job search skills 	<ul style="list-style-type: none"> • Certain artifacts may not be appropriate for a professional portfolio • Not appropriate in all disciplines

Summative Assessment Examples

(Other) Performance Tasks		
Time commitment	Before	Varies
	During	High
	After	Varies
Benefits	<ul style="list-style-type: none"> • Good for assessing discipline-specific knowledge, skills, and abilities • For many performance tasks, completion and assessment can take place simultaneously • Practices or drafts leading up to the final performance can also be used as formative assessment 	
Drawbacks	<ul style="list-style-type: none"> • Often time-consuming to complete • Some students may have additional anxiety with performance assessments • Assessment can be subjective—use well-constructed rubric to increase reliability 	

(Other) Types of Performance Tasks*	
Clinical Task	Programming Task
Art Product (Drawing, Painting)	Other Technology Task
Graphic Organizer	Dramatic Presentation
Speech	Recital
Audio or Video Tape	Final Project

***Use Rubrics!**

Adapted from: http://www.mfaa.msde.state.md.us/source/MDFAddeveloping_2a_1c.asp

Your Turn!

- * **Alone or in small groups:**
 - * Begin to develop a plan for using *new* summative assessment techniques in a course.
 - **** What if you can't change the summative assessments in your class(es)?
 - * Be ready to discuss your preliminary plan with the large group:
 - * Briefly, what is your preliminary summative assessment plan?
 - * What benefits and challenges do you foresee?

Your Turn!

- * **Discussion**
 - * Briefly, what is your preliminary summative assessment plan?
 - * What benefits and challenges do you foresee?
 - * [Ask the large group for any feedback you think will help you complete the planning and implementation of your plan.]

Your Turn!

Assignment

1. In today's session, you developed (or began to develop) a plan for using new summative assessment techniques in one of your courses. Please describe this plan in 1-2 paragraphs.
2. After you have applied the plan in your course, please describe your experiences in 1-3 paragraphs. What did you learn about your students? Did you encounter any challenges when implementing your plan, and if so, what would you change about this assessment in the future?

Contact

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The screenshot displays the Harper Intranet Portal (HIP) interface. The main navigation bar includes 'OUR COLLEGE', 'CAREER & BENEFITS', 'OUR STUDENTS', and 'SERVICES & FACILITIES'. The 'OUR STUDENTS' section is expanded, showing a sidebar with links to 'Our Students', 'Assessing Our Students', 'Continuing Education', 'Enrollment', 'Involvement', 'Testing Center', and 'Transfer Information'. The main content area is titled 'Assessing Our Students' and features a prominent graphic for 'Making Improvements through Self-Assessment' with the text 'ASSESS! SUCCESS!'. Below this, there are sections for 'Assessment in Action: Personal Internets' and 'Assessment Conference'. The footer contains links for 'How do I enter my Program-Level Assessment Plan?', 'How do I enter my Program-Level Assessment Results?', and 'Calendar'.