NONTRADITIONAL ASSESSMENT MODELS
Monday, September 28, 2015
3:00pm-4:30pm
114-116 Munroe Hall

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Workshop Outline

• Workshop Learning Outcomes

• Why Talk about Non-Traditional Assessment?

• Presentation of Three Non-Traditional Assessment Models:
  1. Emergent Assessment
  2. Developmental Assessment
  3. Authentic Assessment

• Workshop Activity
Workshop Outcomes

By the end of this workshop, participants will be able to:

• identify and describe alternatives to the traditional assessment model.

• define non-traditional assessment models.

• apply models for non-traditional assessment to their own assessment work.
Why Talk About Non-Traditional Assessment Models?
Assessment as an Inquiry Process

- Asking questions
- Collecting evidence
- Reflection/Suggesting explanations based on the evidence
- Evaluating explanations; forming conclusions
- Communicating what you’ve learned
- Action
Three Examples of Non-Traditional Assessment Models
1. Emergent Assessment
Emergent Assessment Example: Reflection Papers

- Office of Student Conduct collects information about their student learning outcomes using required reflection papers.

- Staff is also interested in learning more about students’ learning experiences with the office.
  - Beyond the defined learning outcomes
  - Beyond information obtained using traditional assessment methodology.

- External reviewer codes papers.
  - No knowledge of the defined learning outcomes.

Based on the external review, the staff is able to pick up on the “unintended” learning experiences afforded by the conduct processes.

★ Ability to use this information to reflect on possible tweaks to existing outcomes, as well as to the hearing process.
Emergent Assessment

‘Assessing by Discovery’

- Based on Michael Scriven’s (1967) goal free evaluation
- Assessment is structured using ‘effects’ rather than learning outcomes
- Useful when you want to know about the unintended outcomes (good or bad) as well as the specified learning outcomes
- Tends to be more qualitative in nature

Why Emergent Assessment?

**Concern =**
Potential differences between explicitly stated learning outcomes and associated implicit learning

*Does defining learning outcomes in “testable” ways alter the learning outcomes (and not always in desirable ways)?*  
Sacrificing roles of assessment for the goals of assessment (sacrifice the process for the report)

*Still needs to be some indication of the time and manner learning achievement might be expected to be detectable*
Emergent Assessment Technique

Profile actual effects against demonstrated needs

• Identify effects of educational program on students’ learning using primarily direct methods
  • Intended & Unintended
  • Positive & Negative

• Create profile of needs of students who graduate from program (not just what you want to deliver)

• Compare the two
Emergent Assessment Example Methodologies

Global, comprehensive look at student work, behavior, performance, attitudes, values to determine what affect the academic program is having

- Writing Samples
  - Especially those requiring reflection
- Interviews or focus groups with students
  - Example: Brainstorming sessions
- Ecological observation of students
Critical Elements for Emergent Assessment

• Assessors’ Competence in Subject of Assessment
  • Assessors need to “know it when they see it.”

• Assessors Free of Bias
  • Ideally, no knowledge of intended learning outcomes, but not possible in assessment
    • In the case of assessment, assessor does not look for effects solely through the lens of defined learning outcomes

• Be Critical
  • Are you just seeing what you want to see?
Emergent Assessment Considerations

• Necessarily intrusive nature of this type of assessment
• Assessment takes more time (for both faculty and students)
• Need for candor and honesty
  • may be uncomfortable
• Need to be balanced and unbiased
Advantages of Emergent Assessment

• Prevents narrow focus
  • only looking at student learning as it pertains to defined learning outcomes
  • with this type of assessment, learning outcomes and assessment process equally subject to evaluation as students’ learning

• More directly takes students’ needs into consideration than traditional methods of assessment

• Prevents overlooking unintended outcomes (both good and bad)

• Focus is on what program actually does, rather than what it intends to do
Direct Assessment Methods

- Direct evidence of student learning is tangible, visible, and compelling evidence of exactly what students have and have not learned.

- Indirect evidence consists of proxy signs that students are probably learning. Indirect evidence is less clear and convincing.

Important Considerations
Who decides what was learned and/or how well it was learned?
- Professional v. student or peer

Does the assessment measure the learning directly (using student work) or is it a proxy for learning?
Questions about Emergent Assessment?
2. Developmental Assessment
Example of Developmental Assessment: Prompt

Please read the scenario below and answer the questions that follow:

Marieka walks into a study lounge to get some work done between classes and sits at an empty table. She overhears the following conversation between two students she knows from class.

Ed: “I can’t believe my brother didn’t get into Northwestern University — he had a 3.4 GPA in high school! You know that if he was black, he would have gotten in!”

Tiffany: “Yeah, they have all these programs to help ‘minorities,’ but if you’re white, no one cares. A lot of those kids who get special treatment because their great, great, great, great, greeeaaatt grandpas were slaves are richer and went to better schools than we did. Slavery happened a long time ago — why are they still benefitting from it?”

Ed: “Worse than being white these days is being a white man. It’s nothing more than reverse discrimination!”

1. To what extent do you agree or disagree with Ed and Tiffany’s conversation?

2. If you were Marieka, how would you react?

Rubric
Developmental Assessment
‘Assessing by Progress’

Interested in answering the question, “to what extent are students who engage in our programs/services developing this skill/ability/value/etc.?”

Not necessarily evaluating an end product or performance; evaluating extent to which students have developed
Why Developmental Assessment?

• Not every type of learning is best assessed by looking at the quality of a final product

• Sometimes there is no expectation that students should, or even could, fully develop by the end of an academic program
  • Example = Maslow’s Hierarchy of Needs
Developmental Assessment Technique

Requires a pre-post-design.

Measure level of developmental, at the beginning of a learning experience and again at the end.
Methodologies tend to rely more heavily on observational and work sampling techniques that continually focus on performance, processes, and products over selected periods of time and in a variety of contexts.

Compare the two work samples or rubrics to determine level of development.

Examples:
- Pre-post-parallel assessments
- Rubrics that demonstrate growth/development
Critical Elements of Developmental Assessment

• This type of assessment requires a theory of development
  • Knowledge of expected performance as students’ develop knowledge/skill

• Need to use a pre-post design
Developmental Assessment Considerations

• The purpose of assessment is to collect information necessary to make important decisions about students’ developmental and educational needs.

• Assessment must serve in ways that enhance opportunities for optimal growth, development, and learning.

• The process of determining individual developmental and educational needs informs education practices and provides a template for setting individual and program goals.
Advantages of Developmental Assessment

• Useful for outcomes based on students’ development rather than a final product

• Assessment is based on relevant principles of development in your discipline

• Emphasizes emerging knowledge and skills, rather than recognizing only final products

• Ability to focus on strengths and uniqueness of program

• Ongoing assessment that may occur in many contexts
Example of Developmental Assessment: Rubric

Intercultural Maturity Rubric

<table>
<thead>
<tr>
<th>Domain</th>
<th>Initial Level of Development (1)</th>
<th>Intermediate Level of Development (2)</th>
<th>Mature Level of Development (3)</th>
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</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Assumes knowledge is certain and categorizes knowledge claims as right or wrong; is naïve about different cultural practices and values; resists challenges to one’s own beliefs and views differing cultural perspectives as wrong</td>
<td>Evolving awareness and acceptance of uncertainty and multiple perspectives; ability to shift from accepting authority’s knowledge claims to personal processes for adopting knowledge claims</td>
<td>Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Lack of awareness of one’s own values and intersection of social (racial, class, ethnicity, sexual orientation) identity; lack of understanding of other cultures; externally defined identity yields externally defined beliefs that regulate interpretation of experiences and guide choices; difference is viewed as a threat to identity</td>
<td>Evolving sense of identity as distinct from external others’ perceptions; tension between external and internal definitions prompts self-exploration of values, racial identity, beliefs; immersion in own culture; recognizes legitimacy of other cultures</td>
<td>Capacity to create an internal self that openly engages challenges to one’s views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one’s identity</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Dependent relations with similar others is a primary source of identity and social affirmation; perspectives of different others are viewed as wrong; awareness of how social systems affect group norms and intergroup differences is lacking; view social problems egocentrically, no recognition of society as an organized entity</td>
<td>Willingness to interact with diverse others and refrain from judgment; relies on independent relations in which multiple perspectives exist (but are not coordinated); self is often overshadowed by need for others’ approval. Begins to explore how social systems affect group norms and intergroup relations</td>
<td>Capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding of ways individual and community practices affect social systems; willing to work for the rights of others</td>
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Questions about Developmental Assessment?
3. Authentic Assessment
Example Authentic Assessment: “You Are There Scenarios”

- You are on the subway and overhear a conversation about . . .
- You are a corporate trainer leading a diversity workshop . . .
- You are a consultant working with a community organization . . .
- You are a business executive leading a high stakes meeting . . .
Authentic Assessment

‘Assessing by Doing’

Assessment is based on students’ abilities to perform meaningful tasks they may have to do in the “real world.”

- Looking at students’ abilities to meaningfully apply what they have learned in situations in which they may realistically have to apply their learning in the future.

- In other words, demonstration of learning beyond answering objective questions on a test/quiz
**Why Authentic Assessment?**

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<tr>
<th>Authentic Assessment</th>
<th>Traditional Assessment</th>
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<tr>
<td>Requires students to contextualize and apply what they have learned.</td>
<td>Asks students about what they learned out of context and tends to encourage rote memory (‘what do we need to know for the test?’)</td>
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<td>Forces students to work within the ambiguities and grey areas present in the real world.</td>
<td>Encourages students to think about issues in ‘right’ versus ‘wrong.’</td>
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<td>Challenges students with a full array of tasks, challenges, and priority-setting that is required in solving problems in the real world.</td>
<td>Tends to focus on single answers to problems.</td>
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<td>Look at students’ abilities to plan, craft, and revise thorough and justifiable arguments, performances, and products.</td>
<td>Rarely provide students opportunities to plan, evaluate, adjust, and revise responses.</td>
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<tr>
<td>Often include ambiguous problems and roles that allow students to practice dealing with the ambiguities of the real world.</td>
<td>Frequently focus on discrete, static (and often arbitrary) elements of the skills necessary to work on ambiguous challenges.</td>
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Authentic Assessment Technique

- A suggestion for developing an authentic assessment:
  - Identify at least one task students need to be able to do to be successful in employment and/or continuing education
  - Work with your fellow faculty/staff to determine how students might be able to demonstrate their ability to do the task(s)
  - Identify criteria to evaluate the task(s)
  - Evaluate students’ abilities to complete the criteria of the task(s)
Authentic Assessment Methodologies

Methodologies tend to rely on demonstrations of student learning that involve students creating a product, performing, etc (i.e. DOING). This is often done as a one-time assessment, typically at the end of a course, activity, or academic program.

Examples:
- Biology lab practical
- ePortfolio
- Jury
- Mock trial
- Playing a round of golf
Critical Elements of Authentic Assessment

• This type of assessment requires a sense of meaningful tasks that students would need to be able to do

• These meaningful tasks are often linked to demonstration of knowledge/skills/abilities needed in the post-college world

• Typically assessed using a rubric or other scoring guide
Authentic Assessment Considerations

• Thinking about the following questions to guide development:
  • Where do students go after they complete your program?
  • What do students need to be able to do?

• Time! Developing the tasks for students to complete takes time, as does developing the rubric/scoring guide and assessing the work

• Should be done at a developmentally appropriate time
  • Students need to grasp knowledge/skills before being able to apply them
Advantages of Authentic Assessment

- Can be used alongside more traditional assessment methods
- Provides students with practice on these real-world tasks (learning while doing)
- Rubrics allow for more objective assessment
- Captures higher-order thinking skills through need to apply, create, evaluate, etc
- Provides more direct evidence of student learning
- Harder to cheat!

Adapted from Jon Mueller’s “Authentic Assessment Toolbox”: http://jfmueller.faculty.noctrl.edu/toolbox/index.htm
Questions about Authentic Assessment?
Workshop Activity
Which of these three nontraditional models appeals to you most?

1. Emergent Assessment
2. Developmental Assessment
3. Authentic Assessment
On Your Own!

Think about a specific example of how could you implement this non-traditional assessment model in your area.

Why might this model be better than a traditional assessment model?
Small Group Discussion

Overall, what appeals to you about this assessment model?

What advantages do you think it has over a more traditional assessment model?

What challenges might you anticipate in implementing this assessment model?

How might you overcome these challenges?
Sharing With The Larger Group

Overall, what appeals to you about this assessment model?

What advantages do you think it has over a more traditional assessment model?

What challenges might you anticipate in implementing this assessment model?

How might you overcome these challenges?
Implementing a Non-Traditional Assessment Technique

Contacts at DePaul and Loyola Universities:

- **At Loyola:**
  - Faculty Center for Ignatian Pedagogy
  - Shannon Milligan, Coordinator of Assessment
  - Student Development
  - Michael Beazley, Director of Assessment

- **At DePaul:**
  - Office for Teaching, Learning, and Assessment
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