Language of Assessment

Adapted from a presentation by
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Language of Assessment

• **A. General skill or knowledge category**

  GOAL

• **B. Specific accomplishments to be achieved**

  STUDENT LEARNING OUTCOME

• **C. Activities and Assignments to help students learn**

  LEARNING EVENTS (Events produce OBJECTS)

• **D. Key elements related to the accomplishment of the outcome**

  COMPONENTS
Student Learning Outcomes

- Students should be able to
  <<action verb>>  <<something>>
Components

GOAL

Outcome Outcome Outcome Outcome

Object

component component component

Evaluative elements
Components

Communication

Write  Relate  Speak  Listen  Participate

(Outcome: Students should be able to write a letter.)
Performance Characteristics

Communication

Write  Relate  Speak  Listen  Participate

(Outcome: Students should be able to make a sales presentation.)

Sales Presentation

delivery  content  organization

Distracting - Enhancing  Basic - Adequate - Advanced  Unidentifiable- Structured - Focused
Language of Assessment

• E. The objects of analysis  OBJECTS

• F. Data indicating degree of achievement  CHARACTERISTICS

• G. Combination of data indicating relative degree of achievement of the outcome  INDICATORS
Performance Characteristics

Communication

Write  Relate  Speak  Listen  Participate

Object

Sales Presentation

delivery  content  organization

Characteristics

Distracting - Enhancing
Basic - Adequate - Advanced
Unidentifiable - Structured - Focused
Indicators

Data about students’ abilities to write a letter
AND
Data about students’ abilities to make a sales presentation

COMBINE

To become Indicators of how well the goal of “Communication” has been achieved
Example #1

Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected

BETTER: Students will be able to apply factual information to a problem

COMPONENTS:
  Relevance
  Clarity
  Comprehensiveness
  Aware of Bias
Example #2

Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems

BETTER: Students will be able to provide alternative solutions to situations or problems

COMPONENTS:

Variety of assumptions, perspectives, interpretations
Analysis of comparative advantage
Example #3

Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines (one of these experimental components should develop, in greater depth, students’ laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty)

BETTER: Students will be able to test hypotheses.

COMPONENTS

- Data collection
- Statistical Analysis
- Graphical Analysis
- Identification of sources of error