HIGH STAKES
CREATING SUMMATIVE ASSESSMENTS THAT ALIGN TO STUDENT LEARNING OUTCOMES

Workshop Outline
- Introduction and Background
  - Formative vs. Substantive
  - Definitions
- Guiding questions for critiquing summative assessments.
- Examples of revised summative assessments to better align with SLOs
  - Practice critiquing summative assessment.
  - Critique your own High Stakes Assessment
- Summary
- Resources

Workshop Outcomes
1) Describe the importance of aligning summative assessments to learning outcomes.
2) Develop confidence to critique assignment.
1. Learning Outcomes
What are the learning outcomes?

Integration
Are all of the components connected and consistent with and supportive of each other?

2. Feedback and Assessment
What kinds of feedback and assessment will be provided?

3. Teaching and Learning Activities
What kinds of teaching and learning activities will help achieve the learning outcomes?

Situation/Contextual Factors
What are the relevant characteristics of the teaching environment, instructor, and learner?

Assessment Types
Formative vs. Substantive Assessments
Formative – evaluates students’ abilities while they are still learning in the course
Summative – evaluates students’ abilities as they are about to complete the course

- Which is based more on Student Learning Outcomes?
- Which will demonstrate mastery of Student Learning Outcomes?
- Which should carry more weight in their final course grade?

High Stakes Assessment
- Time investment – “significant”
- In class or outside of class
- Weight in overall grade – “significant percentage”

Based on Fink (2013)
Guiding Questions to Evaluate Summative Assessments*

• What is the main purpose of the assignment?
• How well does it provide a means for students to exhibit or demonstrate the proficiency you want them to have mastered?
• How is the assignment related to course goals? Could that connection be made stronger or more explicit?
• Does the assignment as written provide sufficient information for students to be able to generate a successful (and scorable) response?

*Adapted from National Institute for Learning Outcomes Assessment, "Assignment Design: Questions for Reflection and Conversation."

Student Learning Outcomes for Advanced History Classes

1. Acquire an advanced understanding of historical change and begin to identify the major contributions and developments of human societies, their continuities and changes over time, and their influence on the present.
2. Evaluate and apply methods of historical inquiry.
3. Construct and debate historical questions independently in written and oral form.
4. Demonstrate critical and analytical thinking skills by evaluating primary and secondary sources.
5. Compose an outside paper and conduct independent historical research, analyzing primary and secondary sources and demonstrating an awareness of context.
Example of a summative assessment for an upper division course on American Constitutional History:

Pretend you are one of the founding fathers of the country who helped draft and approve the final version of the U.S. constitution in 1787. Magically you have been able to observe the United States in the period of 1901-1960. In a 3-4 page paper evaluate the extent to which you agree with how various presidents in that period exercised presidential power and whether you agree with U.S. Supreme Court decisions during that time period regarding presidential power.

Revised version of summative assessment for an upper division course on American Constitutional History:

In a 3-4 page paper, evaluate the extent to which during the period of 1900-1960, the exercise of presidential power and Supreme Court decisions on presidential power, conformed with the original intent of the drafters of the U.S. constitution. As part of your analysis, you should quote or cite primary sources, notably the relevant parts of the constitution and Supreme Court cases that we have examined in class, as well as detail specific presidential decisions you learned from the scholarly secondary source assigned readings.
Student Learning Outcomes for Advanced Meteorology

1. Describe basic governing dynamics of those phenomena, and apply that to physically-motivated analyses of past weather, summaries of present weather, and forecasts of future weather.

2. Derive, calculate, and mathematically describe types of instability.

3. Apply various meteorological stability metrics and interpret atmospheric stability according to these metrics.

4. Plot meteorological data on various meteorological charts (e.g. Skew-T Log-P, Hodograph).

5. Analyze meteorological charts for different types of mesoscale phenomena (e.g. lake effect snow, downslope wind events, squall lines, supercell thunderstorms) and provide specific impacts and threats to life and property.

Critique either a History or Earth and Atmospheric Science assessment

~10-15 minutes

• Find the History or Earth and Atmospheric Science assessment in your packet. By yourself, read over the assessment as well as the course level outcomes found in the copy of this PowerPoint.
• Write answers to the guiding questions that will help you evaluate the assessment.
• When you are done, turn to a partner and compare and your responses.

Critique one of your assessments

* ~10 minutes *

• With the same guiding questions that you used to evaluate a History or Earth and Atmospheric Sciences assessment, take some time to critique an assessment from one of your classes.
• Use the worksheet in your packets to write answers to the guiding questions about your assessment.
Resources:

Upcoming Workshops: [https://www.unco.edu/cetl](https://www.unco.edu/cetl)
- Developing A Community-Engaged Learning Syllabus
- Exploring the Meaning of Inclusive Teaching

UNC – CETL: [https://www.unco.edu/cetl](https://www.unco.edu/cetl)
- Teaching Toolbox → Effective Course Design

UNC – Office of Assessment: [https://www.unco.edu/assessment](https://www.unco.edu/assessment)
- Assessment Kit → Developing Student Learning Outcomes

Publications:
- Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses (Fink, 2003)

Register and participate in four workshops: CETL Certificate

THANK YOU