



HIGH STAKES

CREATING SUMMATIVE ASSESSMENTS THAT ALIGN TO STUDENT LEARNING OUTCOMES



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In the textbox indicate which of the following summative assessment techniques listed below that you currently use, and briefly write why you find them useful in gauging student learning in your course.

- Multiple Choice Exam
- Term Research Paper
- Short Answer Exam
- Poster Presentation
- Oral Presentation
- Lab Practical
- Other



Students, write your response!

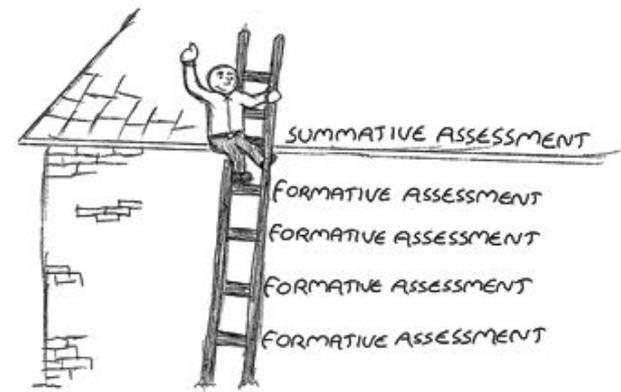


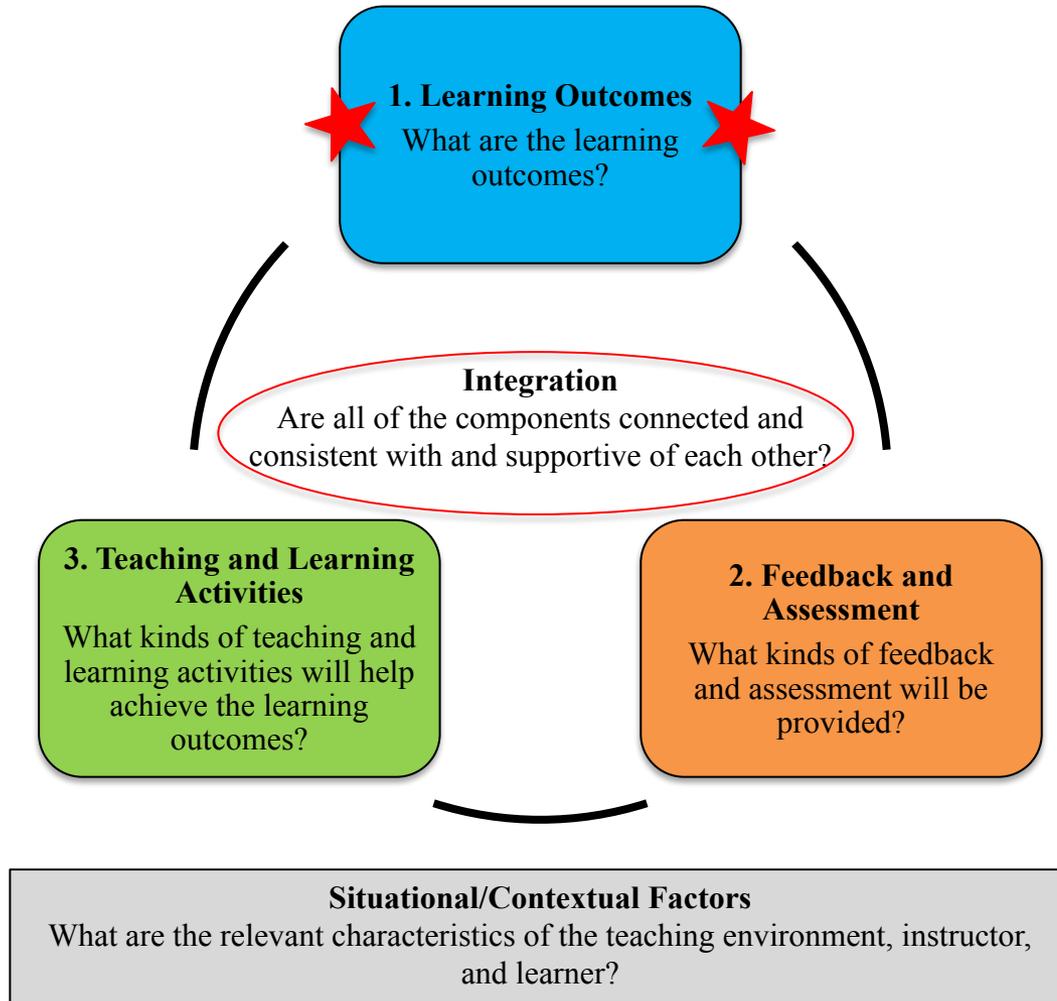
Workshop Outcomes

- 1) Be able to describe the importance of aligning summative assessments to learning outcomes.
- 2) Develop confidence in critiquing assessments.

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 a summative assessment*
- *Critique your own High Stakes Assessment*
- Summary
- Resources





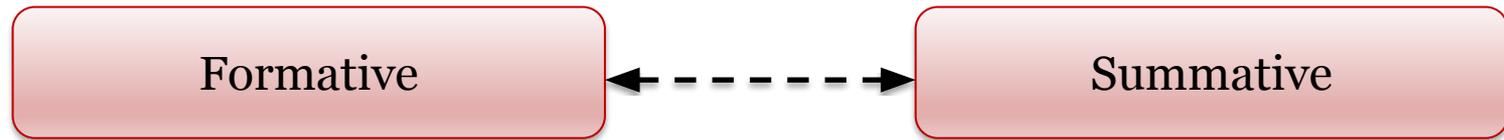


Assessment Types

Formative vs. Summative 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**



improvement vs. accountability

learning vs. demonstration

High Stakes Assessment

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



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 scoreable) response?



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.



Critique another History Assessment

(~10 minutes)

- Find the History assessment in the packet for this presentation. By yourself, read over the assessment and the course level outcomes.
- Type answers to the guiding questions in the textbox that will help you evaluate the assessment.
- When you are done, compare your responses with your partner(s) in the breakout room.



Students, write your response!



Critique one of your assessments

(~10 minutes)

- With the same guiding questions that you used to evaluate a History assessment, take some time to critique an assessment from one of your classes.
- Type responses to the guiding questions about your assessment.



Students, write your response!



Resources:

UNC – **CETL**: <https://www.unco.edu/cetl>

- Teaching Toolbox Effective Course Design

UNC – **Office of Assessment**: <https://www.unco.edu/assessment>

- Assessment Kit Developing Student Learning Outcomes

National Institute for Learning Outcomes Assessment

- **Resource Library**

<http://www.learningoutcomesassessment.org/publications.html>

Publications:

- **Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses** (Fink, 2003)
- **Assessing Student Learning: A Common Sense Guide** (Suskie, 2018)



- In the textbox, please explain why it is important to align summative assessments to student learning outcomes.



Students, write your response!



THANK YOU



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