

Team Session 8

Plan Evaluation and Learner Assessment

Outcomes

Team members will

- understand the difference between and the need for formative and summative evaluation
- suggest methods to assess student learning
- develop questions for district ministerial studies boards to assess educational results

Resources

- Course rationale
- Intended learning outcomes
- Module outcomes
- *Manual and Sourcebook: 4 C's and Be, Know, and Do*

Products

- List of suggested ways for DMSB's to assess student learning
- List of methods for the instructor to assess and communicate student learning

Uses of Evaluation (Posner and Rudnitsky, 182)

Evaluations can be used for many types of decisions. Cronbach (1963) identified three uses for evaluation: (a) course improvement decisions, (b) decisions about individual students, and (c) administrative regulation. Scriven (1967) introduced the terms "formative" and "summative" evaluation. Formative evaluation was used to make decisions about course improvement and summative evaluation was used to decide about the overall merit or worth of a course. Evaluation aimed at decisions about individual students consists of gathering information to be used in assessing student needs or in the grading, grouping, or selection of individual students.

Evidence of Educational Results (190)

Educational results are overall course outcomes, they are due to the complex and cumulative effects of actual learning outcomes and other factors acting on students. Educational results are attributes, conceptions, or characteristics of the well-educated person. Anticipated or intended educational results are described by the course goals. Assessing and evaluating educational results are extremely difficult. Results may not be readily observable; or, being broad, they cannot be judged by a single behavior. Typically, results cannot be exhibited on demand. In fact, many results do not materialize until after the course is over. In spite of all these difficulties, if we are serious about our educational goals, we have an obligation to evaluate the educational results of our course.

In order to address the problem of triviality with traditional assessment in schools, more authentic assessment methods seek to situate problems and tasks in real-world contexts. . . . Authentic assessment is particularly relevant to your highest-priority intended learning outcomes. How can you be assured that students in your course can really use their knowledge outside of the classroom unless you provide them the opportunity to show you what they can do in a context that approximates situations they will encounter after they leave your course?