

LEARNING TO ASSESS

Volume 8, Issue 1, Fall 2020

Let Assessment Guide the Way

Learning in the Midst of Pandemics



Virtual Assessment Labs



Tues., Sept. 29, 12:00-1:00 pm

<https://meet.google.com/czs-hbcp-ybc>

Wed., Dec. 9, 1:00-2:00 pm

<https://meet.google.com/njg-vfzr-xei>

As we begin the 2020-2021 year, we are adapting to changes and may feel unsure about what lies ahead. Students are facing the same uncertainty and may also be dealing with changes in employment, experiencing financial hardships, feeling disconnected from friends, or adjusting to new work/learn from home conditions. As we acclimate to digital learning environments and respond to current health and social crises, assessment may be the key to smart adaptation. Assessment can be a tool for helping us recognize what is and isn't working, design with intentionality, and proceed in informed ways to improve learning conditions for all students. Approaching our work with humility and curiosity is a good start. Here are some more tips from the National Institute for Learning Outcomes Assessment ([NILOA](#)) August 2020, report [Assessment During a Crisis](#).

Do's and Don'ts for the Future

1. Do not forget that we are in a pandemic. Still. Do not forget that it is also an inequitable pandemic.
2. Do not cause further harm. Do not support, enable, or endorse policies that perpetuate further inequities or fuel negative perceptions of students.
3. Do not ask students for their approval of a decision that has already been made. Instead, engage with them in advance to help determine a solution.
4. Do not require a higher-level of proof of learning in an online class than you would normally require in a face-to-face setting.
5. Do not forget that this is not the educational experience students wanted or expected. Nor is this a test of online education. And in case you were wondering, it still will not be "online education" in the Fall. It will continue to be a derivative of emergency remote teaching and learning.
6. Do use learning outcomes as a guide and means to design and focus educational offerings.
7. Do listen to student voices AND respond accordingly.
8. Do modify assignments and assessments in ways that are flexible, utilize low-bandwidth, and are based in the principles of equitable assessment.
9. Do be aware of and address systemic inequities.
10. Do engage in trauma-informed and healing-centered pedagogy and assessment

What Learning Outcomes Will Your Students Achieve this Semester? How Will You Know?

Highly Relevant General Education Learning

General Education Learning Goal	Rubric Dimension & Metric	Method of Measuring Achievement
<p>Civic Engagement</p> <p>Fairminded critical thinkers are concerned about the welfare of others. They analyze their own egocentric tendencies that are self-serving and consider the impact of sociocentrism, tendencies that are group serving. They question to determine whether actions are helpful or harmful.</p>	<p>Ethical Issues & Delimmas</p> <p>Showed evidence of <i>fairness</i> by providing a <i>clear</i> unbiased description of multiple points of view and <i>specific</i> examples of what it would be like to think and feel as other people do.</p>	<p>Discipline Specific Case Study Analysis https://kpcrossacademy.org/techniques/case-studies/ Compare and Contrast Essay Mini-Classroom Debate Film discussion Letters https://kpcrossacademy.org/techniques/letters/</p>
<p>Diversity & Global Awareness</p> <p>Fairminded critical thinkers are aware of biases, keep an open mind, and interact effectively and appropriately in a diverse, multicultural, and global society.</p>	<p>Self-Awareness</p> <p>Explains with <i>precision</i> the impact of culture/worldview on self-concept, thoughts, behaviors, and/or values.</p>	<p>Concept map to show learned beliefs Group reading of <i>White Fragility</i> Contemporary Issues Journal https://kpcrossacademy.org/techniques/contemporary-issues-journal/ Harvard Implicit Bias Quizes and Reflection https://implicit.harvard.edu/implicit/takeatest.html</p>
<p>Personal Development & Wellness</p> <p>Fairminded critical thinkers recognize that thinking impacts every aspect of their lives. They take command of their thoughts in order to make healthy choices. They understand that becoming a fairminded critical thinker takes time and practice and commit to continual improvement.</p>	<p>Self-Care</p> <p><i>Clearly</i> identifies and applies the practices of self-care related to mind, body, and/or spirit.</p> <p>Self-Direction</p> <p>Demonstrates <i>significant</i> initiative by taking personal responsibility for decisions and maintaining a growth mindset by using <i>relevant</i> resources and/or examining and implementing useful feedback.</p>	<p>Self-Assessment using Physical Well-Being Assessment Tool https://paradisevalley.libguides.com/c.php?g=577372&p=5975376 Demonstration of a self-care technique Digital Story https://kpcrossacademy.org/techniques/digital-story/ Class breathing excercises before presentations or exams</p> <p>Mid-term learning inventory Intellectual Standard application post assignment for formative assessment Feedback tracker Support services introductions and end of class of suvey</p>

Assessment Resources:

Assessment for Learning Website: <https://www.paradisevalley.edu/employees/assessment-learning>

LibGuide: <https://paradisevalley.libguides.com/generaleducation>

GEA Online Tool: <https://community.paradisevalley.edu/gea/>

For Help Email: felicia.ramirez@paradisevalley.edu