

Teaching Program Assessment Modeling and Analysis to Teacher Educators

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Abstract: In this roundtable, we will use an integrated assessment system to demonstrate performance-based assessment solutions for teacher education programs. This will include creating standards-based, interactive rubrics, critical assignments, and decision point plans that programs can use for program improvement and accreditation as part of a Unit Assessment System (UAS). Attendees will explore a typical assessment model with live data interfaces to course-based assessments. Using the sample data set, they will generate reports that meet SPA and NCATE requirements. This training process will be used to demonstrate a training model for teacher education faculty on program improvement and reporting using student-level assessment data.

Purpose and Goals

rGrade was developed in Ball State University as a web-based assessment environment for using rubrics to assess student learning. rGrade integrates state and national standards with rubric design, course content, and the construction and analysis of learning artifacts, including digital artifacts and portfolios. It is designed to facilitate traditional grading while introducing rubric-based assessment and standards alignment. rGrade integrates these course-based assessments into a larger Unit Assessment System that anchors an institution's overall performance assessment solution.

Within a web browser, rGrade allows simultaneous viewing of student artifacts alongside the rubric used for assessment. Discourse tools are provided to assist the instructor and students in shaping a rubric-referenced assessment. rGrade has analysis tools with which instructors may examine their instructional practices--and the performance of their students--in relation to standards.

rGrade supports theories of performance assessment for student learning developed and advocated by Stiggins, Arter, Chappuis and Chappuis (2004). The workshop is developed within the Understanding by Design curriculum development model (Wiggins and McTighe, 1998).

This tutorial will demonstrate institutional applications of rGrade using an NCATE Unit Assessment Systems (UAS) framework as a demonstration. Attendees will discuss and practice standards-based assessment development and related policy and institutional reform issues.

Attendees are encouraged to bring their own ideas for rubrics, curricular units, and/or their unit assessment system goals. Loaner laptops may be provided. The tutorial will engage attendees in building an assessment model for an academic program that includes critical assignments, unit and program assessments, and decision or progress points. Attendees will be welcome to explore rGrade using their own laptops.

Outline

1. Overview of the assessment technology and system
2. Creating rubrics and defining their metrics
3. Creating program and course rosters
4. Creating a critical assignment and attaching a rubric for use
5. Testing the assessment combination with sample student artifacts
6. Building sample academic programs that use performance assessment progress points
7. Analyzing evidence from student-level data
8. Using the evidence reporting system for data aggregation

References

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- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Upper Saddle River, NJ: Merrill Prentice Hall.