

TIPPING POINTS

Making what's good even BETTER.

· i n n o v a t i o n c e n t r e ·

ASSESSMENT AND EVALUATION

Ideally, assessment of student learning should support students in their further learning, rather than simply being a score in a Grade book. To be most successful, students should have opportunities to practice, receive **formative feedback**, correct, refine, and try again in the context of a course before being evaluated for grades. Whenever possible, build activities with instant feedback (the answers being taken up in class, self-graded online quizzes, peer feedback, etc.) into your classroom teaching prior to the graded evaluation.

10 key ideas:

1. Only achievements that are **essential** to success in the course / program / field should be measured.
2. Every course outcome must be **measured** at least once.
3. Outcome behaviours are measured against objective criteria (**criterion-referenced**); students are not measured against each other or their own previous work.
4. Measurement of outcomes must be in the same **domain** (head, hands, heart/ cognitive, psychomotor, affective) and at the same **level** (introductory, intermediate, advanced) as the outcome and the teaching methodology. However, build as much variety into your evaluation as possible, within these guidelines.
5. Evaluated behaviours must be both **observable** and **objectively measurable**.
6. **Summative feedback** (for final grades) should be very similar in format and rigor to formative feedback. Ideally, students should receive marking guides (**rubrics**) to guide them in their preparation of assignments.
7. The **percentage of the final grade** assigned to a particular evaluation tool should be **roughly equivalent to the proportion of course time** spent on the teaching of the skills it is evaluating.
8. Students should not receive marks for simple attendance in college courses. However, where class participation is legitimately tied to attainment of outcomes (i.e. group work), failure to attend a percentage of classes may result in sanctions. A reasonable percentage of the course marks (suggested maximum 10%) may be assigned for **participation**, but must be directly attributable to objectively-recorded, genuine class exercises designed to support students' learning.
9. **Results** of all evaluation (with the exception of one final summative evaluation) should be made available to students in a timely manner to support their continued learning and development.
10. Evaluation strategies should always be designed to be **fair, equitable, and consistent**. Evaluation strategies must also conform to the institution's policies on accommodation of **students with disabilities**.

Need More Help on This Topic?

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