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WORKSHEETS, GUIDES, AND EXERCISES

1. *Progressing through a Cycle.* The following worksheet is designed to guide a cycle of inquiry that begins with collective articulation of a learning outcome statement and ends with collective interpretation of results. This sheet guides either an institution- or a program-level cycle.

Worksheet to Guide a Cycle of Inquiry

- a. List institution- or program-level learning outcome statement(s) that align with what and how students have learned.
- b. Identify the direct and indirect methods you will use that align with these outcome statements.
- c. Identify the kinds of inferences you intend to make based on these methods.
- d. Identify the times and contexts within which you will assess students' responses to these methods—for example, formative and summative assessment of entries into portfolios, formative and summative assessment of case studies, or formative and summative assessment of students' responses to representative disciplinary problems included in a final examination.
- e. Describe how you will test a method's properties of validity and reliability.
- f. Identify how you will score students' work or responses.
- g. If you develop your own scoring rubrics, describe how you will develop standards and criteria for judgment, that is, how you will assure you have developed quality standards.

- h. Describe how you will calibrate raters to score student work or responses.

- i. Determine whom you will assess (sampling method); what, specifically, you want to learn through your inquiry; and how you will derive samples.

- j. Identify who will score the samples—for example, teams within the institution or external reviewers.

- k. Identify who will analyze the results and how results could most effectively be presented for collective interpretation.

- l. Schedule institution- and program-level times to interpret results, make decisions about changes, and develop a timetable to reassess students' learning after changes have been implemented.

2. *Developing a Report.* As your institution and its programs complete cycles of inquiry, maintaining a history of this work is important in building knowledge about practices within a program as well as across the institution. For institutional purposes, campus-wide committees may develop a format that requires documentation of cycles of inquiry into institution- and program-level learning outcome statements. This information, in turn, should move into the processes of institutional decision making, planning, and budgeting. Increasingly, external bodies, such as accreditors, are seeking evidence of institution- and program-level commitment to assessing students' learning as an indicator of institutional effectiveness. Maintaining a history of your assessment cycles, findings, interpretations, and implemented changes should become, then, one of the rhythms of this core process at both the institution and program levels. Use the following format to build an institution- and program-level chronology as you complete each cycle of inquiry.

Report Format

- a. State the institution- or program-level outcome(s) statements that directed your inquiry and how you collectively developed those statements.
- b. Describe the direct and indirect methods you selected or designed to assess the learning described in those outcome statements and the ways in which these methods align with what and how students learn and with the kinds of inferences you wanted to make.
- c. Describe how you determined these methods' properties of validity and reliability.
- d. Describe the times and contexts in which students responded to your methods and who scored their work.
- e. If you designed your own methods, describe how you arrived at criteria and standards of quality and how you pilot tested your scoring rubric.
- f. Describe how you selected samples of student work (sampling) and who scored them.

- g. Describe how results were collected, analyzed, and presented.

- h. Describe how results were collectively interpreted; that is, what conclusions did you reach based on your expectations?

- i. List the agreed-upon changes, revisions, adaptations, and innovations that emerged from collective interpretations, such as changes in pedagogy, curricular and co-curricular design, use of educational tools, and increased opportunities for students to represent their abilities to build on previous learning or transfer learning into new contexts.

- j. Provide a timetable to implement changes and then to reassess students' learning.