

Chapter 1 : Educational Assessment | School of Pharmacy | D'Youville

The chapters that make up Part 1 (Chapters 2 through 4) explore the elements of educative assessment. Part Two (Chapters 5 through 7) considers design in assessment. Central to Part 2 is the explanation of a logical order for considering assessment design elements.

Educational assessment Save Educational assessment is the systematic process of documenting and using empirical data on the knowledge , skill , attitudes , and beliefs to refine programs and improve student learning. Types The term assessment is generally used to refer to all activities teachers use to help students learn and to gauge student progress. Initial, formative, summative and diagnostic assessment Objective and subjective Referencing criterion-referenced, norm-referenced, and ipsative Informal and formal Internal and external Placement, formative, summative and diagnostic Assessment is often divided into initial, formative, and summative categories for the purpose of considering different objectives for assessment practices. Placement assessment " Placement evaluation is used to place students according to prior achievement or personal characteristics, at the most appropriate point in an instructional sequence, in a unique instructional strategy, or with a suitable teacher[7] conducted through placement testing , i. Placement evaluation, also referred to as pre-assessment or initial assessment, is conducted prior to instruction or intervention to establish a baseline from which individual student growth can be measured. It helps the teacher to explain the material more efficiently. These assessments are not graded. Formative assessment, also referred to as "educative assessment," is used to aid learning. Formative assessments can take the form of diagnostic, standardized tests, quizzes, oral question, or draft work. Formative assessments are carried out concurrently with instructions. The result may count. The formative assessments aim to see if the students understand the instruction before doing a summative assessment. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative. Summative assessments are made to summarize what the students have learned, to determine whether they understand the subject matter well. This type of assessment is typically graded e. Summative assessments are often used to determine whether a student has passed or failed a class. A criticism of summative assessments is that they are reductive, and learners discover how well they have acquired knowledge too late for it to be of use. Another is about the importance of pre-assessment to know what the skill levels of a student are before giving instructions. Giving a lot of feedback and encouraging are other practices. Educational researcher Robert Stake[9] explains the difference between formative and summative assessment with the following analogy: Assessment of learning is generally summative in nature and intended to measure learning outcomes and report those outcomes to students, parents and administrators. Assessment of learning generally occurs at the conclusion of a class, course, semester or academic year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and next steps for individual learners and the class. Self-assessment is a form of diagnostic assessment which involves students assessing themselves. Forward-looking assessment asks those being assessed to consider themselves in hypothetical future situations. It is often aligned with the standards-based education reform and outcomes-based education movement. Though ideally they are significantly different from a traditional multiple choice test, they are most commonly associated with standards-based assessment which use free-form responses to standard questions scored by human scorers on a standards-based scale, meeting, falling below or exceeding a performance standard rather than being ranked on a curve. A well-defined task is identified and students are asked to create, produce or do something, often in settings that involve real-world application of knowledge and skills. Proficiency is demonstrated by providing an extended response. Performance formats are further differentiated into products and performances. The performance may result in a product, such as a painting, portfolio, paper or exhibition, or it may consist of a performance, such as a speech, athletic skill, musical recital or reading. Objective and subjective Assessment either summative or formative is often categorized as either objective or subjective. Objective assessment is a form of questioning which has a single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer or more

than one way of expressing the correct answer. There are various types of objective and subjective questions. Subjective questions include extended-response questions and essays. Objective assessment is well suited to the increasingly popular computerized or online assessment format. Some have argued that the distinction between objective and subjective assessments is neither useful nor accurate because, in reality, there is no such thing as "objective" assessment. In fact, all assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural class, ethnic, and gender biases. Criterion-referenced assessment, typically using a criterion-referenced test, as the name implies, occurs when candidates are measured against defined and objective criteria. The best known example of criterion-referenced assessment is the driving test, when learner drivers are measured against a range of explicit criteria such as "Not endangering other road users". Norm-referenced assessment colloquially known as "grading on the curve", typically using a norm-referenced test, is not measured against defined criteria. This type of assessment is relative to the student body undertaking the assessment. It is effectively a way of comparing students. The IQ test is the best known example of norm-referenced assessment. Many entrance tests to prestigious schools or universities are norm-referenced, permitting a fixed proportion of students to pass "passing" in this context means being accepted into the school or university rather than an explicit level of ability. This means that standards may vary from year to year, depending on the quality of the cohort; criterion-referenced assessment does not vary from year to year unless the criteria change. Informal and formal Assessment can be either formal or informal. Formal assessment usually implies a written document, such as a test, quiz, or paper. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion. Students get the mark and feedback regarding the assessment. External assessment is set by the governing body, and is marked by non-biased personnel. Some external assessments give much more limited feedback in their marking. Standards of quality In general, high-quality assessments are considered those with a high level of reliability and validity. Approaches to reliability and validity vary, however. Reliability Reliability relates to the consistency of an assessment. A reliable assessment is one that consistently achieves the same results with the same or similar cohort of students. Various factors affect reliability— including ambiguous questions, too many options within a question paper, vague marking instructions and poorly trained markers. Traditionally, the reliability of an assessment is based on the following: Performance on a test is comparable on two or more separate occasions. Performance among examinees is equivalent on different forms of a test based on the same content. Responses on a test are consistent across questions. In a survey that asks respondents to rate attitudes toward technology, consistency would be expected in responses to the following questions:

Chapter 2 : Educational assessment - Wikipedia

Educational assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning.

Educational outcomes describe career and professional accomplishments that the program prepares graduates to achieve. Comprehend concepts of biomedical and pharmaceutical sciences; 1. Explain the application of the scientific method in drug discovery, research and practice; 1. Utilize concepts of biomedical and pharmaceutical sciences to design and evaluate patient-specific care plans that reduce side effects, increase adherence and improve therapeutic outcomes. Essentials for Practice and Care 2. Patient-Centered Care Caregiver Provide patient-centered care as the medication expert collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities. Evaluate patient-specific and evidence-based pharmaceutical care plans; 2. Compile and review patient-specific data on a medication profile, performance of prospective drug use review with the introduction of a new medication to determine appropriateness, accurate preparation and dispensing of the medication, and documentation of the patient counseling encounter. Medication Use Systems Management Manager Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems. Utilize management principles and health care resources in various health care settings to improve the therapeutic outcomes of medication use; 2. Evaluate and budget for pharmacy operations and personnel; 2. Optimize physical and technological resources to fulfill the practice mission; 2. Manage and support medication distribution and control systems; 2. Participate in the management of medication use systems. Health and Wellness Promoter Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness. Develop and participate in wellness and disease prevention initiatives to improve health and reduce disparities in the delivery of healthcare; 2. Promote disease prevention and management across a continuum of care, and contribution to the development of rational and cost-effective health policy on a local, national and global level. Population-based care Provider Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices. Evaluate evidence-based disease management programs and protocols which are based upon analysis of epidemiologic and pharmaco-economic data, medication use criteria, medication use review and risk reduction strategies; 2. Interpret population-specific data to assess the health needs of a community or population; 2. Utilize and select patient-specific data, population-specific data, quality assurance and research to optimize therapeutic outcomes and patient safety. Approach to Practice and Care 3. Problem Solving Problem Solver Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution. Demonstrate a questioning attitude and justify therapeutic and practice decisions based on best research combined with clinical expertise and knowledge of patient and community needs and values; 3. Demonstrate the ability to use critical inquiry to test ideas in familiar and unfamiliar circumstances; 3. Retrieve, interpret and challenge the professional, lay and scientific literature to make informed, rational and evidence-based decisions. Educator Educator Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. Educate and validate patient, caregiver, and health care professional understanding. Demonstrate and support a professional, caring and covenantal relationship with the patient; 3. Encourage patients and caregivers to take responsibility of their own health care needs. Interprofessional Collaboration Collaborator Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. Effectively collaborate with health care professionals, policymakers, administrative and support personnel to engender a team approach to patient-centered care. Cultural Sensitivity Includer Recognize social determinants of health to diminish disparities and inequities in access to quality care. Select and tailor information to counsel and educate patients and caregivers from different cultures in a caring and respectful manner in different settings using appropriate listening, verbal, nonverbal and written skills; 3. Demonstrate sensitivity, tolerance and

respect for the values, dignity and abilities of diverse populations. Communication Communicator Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. Effectively communicate with health care professionals in interdisciplinary relationships to assure safe, efficient, cost-effective utilization of human, physical, medical, informational and technological resources; 3. Effectively convey, in oral and written form, biomedical and pharmaceutical science to inform patients, caregivers, healthcare professionals and the community. Personal and Professional Development 4. Self-Awareness Self-Aware Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth. Set and assess personal and professional goals and priorities, effective planning and management of time, and organization of work; 4. Assure professional competence by assessing learning needs and designing, implementing and evaluating strategies to promote quality health care and career growth; 4. Leadership Leader Demonstrate responsibility for creating and achieving shared goals, regardless of position. Collaborate and support others to build a shared vision that unites members of a work team through mutual respect, responsiveness and empowerment. Innovation and Entrepreneurship Innovator Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals. Anticipate, adapt, and promote changes important to accomplishing the goals of the pharmacy profession in response to societal needs; 4. Collaborate with members of the inter-professional health care team to identify novel solutions to emerging problems. Professionalism Professional Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. Demonstrate a personal and purposeful commitment to improving the pharmacy profession through interactions with other health professionals, professional memberships and participation in professional activities; 4. Demonstrate compassion, productivity and responsibility by serving in volunteer and community activities; 4. Rationalize ethical decisions that balance legal, ethical, social and economic concepts and principles in the delivery of patient centered care and the management of a pharmacy business; 4. Students in P2, P3 and P4 Levels Scientific Foundation The student must comprehend scientific methods and understand important scientific principles in depth in order to be able to identify and solve problems related to drug therapies. Concepts - Comprehend concepts of biomedical and pharmaceutical sciences. Scientific Method - Explain the application of the scientific method in drug discovery, research, and practice. Care Plans - Utilize concepts of biomedical and pharmaceutical sciences to design and evaluate patient-specific care plans that reduce side effects, increase adherence, and improve therapeutic outcomes. Evidence-Based Practice and Critical Thinking The student must be able to make decisions about drug therapy based upon best evidence from practice and the literature. Graduates should possess a set of critical thinking skills that enable them to best serve the interests of their patients and community. Decision-making - Demonstrate a questioning attitude and justify therapeutic and practice decisions based on best research combined with clinical expertise and knowledge of patient and community needs and values. Critical Inquiry - Demonstrate the ability to use critical inquiry to test ideas in familiar and unfamiliar circumstances. Use of Literature - Retrieve, interpret, and challenge the professional, lay and scientific literature to make informed, rational and evidence-based decisions. Data-driven Decisions - Utilize and select patient-specific data, population-specific data, quality assurance and research to optimize therapeutic outcomes and patient safety. Professional Behavior and Ethics Students must understand and accept responsibility for the care of their patients. They should have developed value systems to guide their actions and be willing to accept the consequences of their actions. Patient Relationship - Demonstrate and support a professional, caring, and covenantal relationship with the patient. Rational and Ethical Decisions - Make rational and ethical decisions while balancing legal, ethical, social, and economic concepts and principles in the delivery of patient centered care and the management of a pharmacy business. Sensitivity, Tolerance, and Respect - Demonstrate sensitivity, tolerance, and respect for the values, dignity, and abilities of the patient, caregivers, other healthcare professionals, and the community. Communication and Collaboration Students must be able to convey information so that it is received and understood. Competence in communication comes from mastering a set of communication skills that includes listening, attention to nonverbal language, empathy, speaking, and writing, and tailoring written and spoken messages to

professional and lay audiences. Counseling Skills - Select and tailor information to counsel and educate patients and caregivers from different cultures in a caring and respectful manner in different settings using appropriate listening, verbal, nonverbal, and written skills. Professional Communication - Effectively communicate with healthcare professionals in interdisciplinary relationships to assure safe, efficient, cost-effective utilization of human, physical, medical, informational and technological resources. Collaboration - Effectively collaborate with healthcare professionals, policymakers, administrative and support personnel to engender a team approach to patient-centered care. Science Communication - Effectively convey in oral and written form biomedical and pharmaceutical science to inform patients, caregivers, healthcare professionals and the community. Patient-Centered Care and Medication Use Management The mission of the pharmacy profession has evolved from a product-centered to patient-centered practice. Students must be prepared to take responsibility for the outcomes of drug therapy by acquiring the knowledge, skills, and attitudes necessary for entry level practice. Care Plan Evaluation - Evaluate patient-specific and evidence-based pharmaceutical care plans. Disease Management - Evaluate evidence based disease management programs and protocols which are based upon analysis of epidemiologic and pharmaco-economic data, medication use criteria, medication use review and risk reduction strategies. Personal Management and Leadership Students must learn to be productive members of their profession who contribute to the improvement of the health of their patients and communities. Time Management - Set and assess personal and professional goals and priorities, effectively plan and manage time, and organize work. Work Teams - Collaborate and support others to build a shared vision that unites members of a work team through mutual respect, responsiveness, and empowerment. Systems Management Students must learn to create and manage medication systems that provide the best possible outcomes for their patients. They must also learn to efficiently employ the resources needed to assure that patient and community needs are met. Therapeutic Outcomes - Utilize management principles and healthcare resources in various healthcare settings to improve the therapeutic outcomes of medication use. Budgeting - Evaluate and budget for pharmacy operations and personnel. Resource Management - Optimize physical and technological resources to fulfill the practice mission. Distribution of Medication - Manage and support medication distribution and control systems. Medication Management - Participate in the management of medication use systems. Public Health Students must understand the system in which they practice and be willing to work to improve the health of individuals and communities. Professional Collaboration - Collaborate with patients, communities, at-risk populations, and other stakeholders of the inter-professional healthcare team to prepare and participate in initiatives to identify and resolve public health problems. Data-driven Needs Assessment - Interpret population-specific data to assess the health needs of a community or population. Wellness and Disease Prevention - Develop and participate in wellness and disease prevention initiatives to improve health and reduce disparities in the delivery of healthcare. Disease Prevention - Promote disease prevention and management across a continuum of care, and contribute to the development of rational and cost-effective health policy on a local, national and global level. Service and Social Responsibility Students must understand that service to patients and communities differentiates a profession from an occupation. In order to fulfill the mission of the profession students must learn to be willing to put the interests of others ahead of their own. Commitment to Pharmacy - Demonstrate a personal and purposeful commitment to improving the pharmacy profession through interactions with other health professionals, professional memberships and participation in professional activities. Community Involvement - Demonstrate compassion, productivity, and responsibility by serving in volunteer and community activities. Lifelong Learning Students must understand that practice is not static. They should learn to identify learning needs and resources to adapt to changes in healthcare and the profession. Emerging Issues - Identify and analyze emerging issues, products, and services that may impact public health policies, individual and population-based therapeutic outcomes, medication use systems, and pharmacy benefits. Self-Improvement - Assure professional competence by assessing learning needs and designing, implementing, and evaluating strategies to promote quality healthcare and career growth.

Chapter 3 : Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University

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Qualitatively identical to lower animals, but quantitatively superior. Organ that evolved to acquire knowledge by making sense of the world. Uniquely human, qualitatively different from lower animals. Unique among species for developing language, tools, and education. Nature of knowledge epistemology Hierarchically organized associations that present an accurate but incomplete representation of the world. Assumes that the sum of the components of knowledge is the same as the whole. Essentially these are the higher-level structures that are constructed to assimilate new info to existing structure and as the structures accommodate more new info. Knowledge is represented by ability to solve new problems. Distributed across people, communities, and physical environment. Represents culture of community that continues to create it. To know means to be attuned to the constraints and affordances of systems in which activity occurs. Knowledge is represented in the regularities of successful activity. Nature of learning the process by which knowledge is increased or modified Forming and strengthening cognitive or S-R associations. Generation of knowledge by 1 exposure to pattern, 2 efficiently recognizing and responding to pattern 3 recognizing patterns in other contexts. Engaging in active process of making sense of "rationalizing" the environment. Mind applying existing structure to new experience to rationalize it. Increasing ability to participate in a particular community of practice. Initiation into the life of a group, strengthening ability to participate by becoming attuned to constraints and affordances. Features of authentic assessment Assess knowledge components. Focus on mastery of many components and fluency. Use psychometrics to standardize. Assess extended performance on new problems. Credit varieties of excellence. Assess participation in inquiry and social practices of learning e. Assessments should be integrated into larger environment. Controversy[edit] Concerns over how best to apply assessment practices across public school systems have largely focused on questions about the use of high-stakes testing and standardized tests, often used to gauge student progress, teacher quality, and school-, district-, or statewide educational success. No Child Left Behind[edit] For most researchers and practitioners, the question is not whether tests should be administered at all—there is a general consensus that, when administered in useful ways, tests can offer useful information about student progress and curriculum implementation, as well as offering formative uses for learners. To receive federal school funding, states had to give these assessments to all students at select grade level. These tests align with state curriculum and link teacher, student, district, and state accountability to the results of these tests. Proponents of NCLB argue that it offers a tangible method of gauging educational success, holding teachers and schools accountable for failing scores, and closing the achievement gap across class and ethnicity. High-stakes testing The assessments which have caused the most controversy in the U. Opponents say that no student who has put in four years of seat time should be denied a high school diploma merely for repeatedly failing a test, or even for not knowing the required material. In an exercise designed to make children comfortable about testing, a Spokane, Washington newspaper published a picture of a monster that feeds on fear. Standardized tests all students take the same test under the same conditions often use multiple-choice tests for these reasons. Orlich criticizes the use of expensive, holistically graded tests, rather than inexpensive multiple-choice "bubble tests", to measure the quality of both the system and individuals for very large numbers of students. The use of IQ tests has been banned in some states for educational decisions, and norm-referenced tests , which rank students from "best" to "worst", have been criticized for bias against minorities. Traditional assessment practices, however, focus in large part on the individual and fail to account for knowledge-building and learning in context. As researchers in the field of assessment consider the cultural shifts that arise from the emergence of a more participatory culture , they will need to find new methods of applying assessments to learners. Students decide for themselves how to measure their progress as self-starting learners as a process of self-evaluation: However, they admit it makes the process more difficult, but that such hardship is part of the students learning to make their own way, set their own standards and meet their own goals. The no-grading and no-rating policy helps to create an atmosphere

free of competition among students or battles for adult approval, and encourages a positive cooperative environment amongst the student body. Each student writes on the topic of how they have prepared themselves for adulthood and entering the community at large. This thesis is submitted to the Assembly, who reviews it. The final stage of the thesis process is an oral defense given by the student in which they open the floor for questions, challenges and comments from all Assembly members. At the end, the Assembly votes by secret ballot on whether or not to award a diploma. The majority of assessments within the United States have normative standards based on the English-speaking culture, which does not adequately represent ELL populations. Research shows that the majority of schools do not appropriately modify assessments in order to accommodate students from unique cultural backgrounds. Although some may see this inappropriate placement in special education as supportive and helpful, research has shown that inappropriately placed students actually regressed in progress. One issue is that translations can frequently suggest a correct or expected response, changing the difficulty of the assessment item. Nonverbal assessments have shown to be less discriminatory for ELL students, however, some still present cultural biases within the assessment items.

Chapter 4 : Educational assessment | Revolvly

*Educative Assessment: Designing Assessments to Inform and Improve Student Performance [Grant Wiggins] on calendrierdelascience.com *FREE* shipping on qualifying offers. Wiggins makes the most convincing case yet that school-basedassessment should aim mainly to improve, rather than to audit.*

Chapter 5 : NetID Single Sign On - CAS “ Central Authentication Service

Educative Assessment: Designing Assessments to Inform and Improve Student Performance / Edition 1 Wiggins makes the most convincing case yet that school-basedassessment should aim mainly to improve, rather than to audit,student performance.

Chapter 6 : The Functions of Assessment

Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole.

Chapter 7 : Educational Assessments for Pre K“12

Educative Assessment furnishes the information needed to design performance-based assessments, craft performance tas Educative Assessment furnishes the information needed to design performance-based assessments, craft performance tasks that meet rigorous educational standards, score assessments fairly, and structure and judge student portfolios.

Chapter 8 : Digital Textbooks and Educational Resources | Discovery Education

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