Real-time Student Assessment: A Shared Commitment to Students' Equitable Progress toward Achieving High-Quality Outcomes

Presented by Peggy Maki
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I.   The Need for a New Assessment Model Based on a Confluence of Factors

- Grassroots Movements
- Demographics and Graduation Rates
- Delayed Analysis and Use of Assessment Results
- Advances in Learning Technologies Based on The Learning Sciences and Research on Learning

II.   A Possible Real-Time Student Assessment Model

III..   Nimble Use of Assessment Results in a Living Learning Organization That Views Learning as a "Dynamic Process"

IV.   Evolutions in Learning Technologies That Close Traditional Gaps inbetween Teaching, Learning and Assessing Student Learning

What Is Real-time Student Assessment?

Educators and currently enrolled students **continuously gauge** students' **equitable progress** toward achieving high-quality outcomes, identifying and addressing academic barriers or challenges as students progress in their studies from point of matriculation, transfer, or re-entry to point of graduation.

This inclusive commitment is carried out **by Communities of Practice (COPs),** composed of representatives from the institution's network of experts who nimbly identify and address patterns of underperformance in student work when they occur and as they persist along students' education pathways.

Together, constituencies build a **learning organization**--one that develops adaptive approaches to improve and meet the needs of currently enrolled students' learning along their education pathways through knowledge sharing. (Peggy Maki)

Example of Continuous Assessment of Student Learning in A Program

1. **Prior to taking courses in the major** students are tested on a set of required competencies. Students and faculty are given feedback on students' areas of strengths and weaknesses.

2. **During each semester** faculty meetings are held weekly to discuss any curricular or student issues in courses. Modifications are made as indicated from faculty feedback.

3. **At Mid-semester** professional behavior assessments (PBA) are completed by faculty on every student in each class and shared with the student. If a student is doing poorly on the PBA, the faculty and student develop goals to improve by the end of the semester when the faculty member completes the PBA again.

4. **At End of the Semester** students and faculty complete specific departmental course assessments. These data are compiled by the faculty assessment committee and presented at the End-of-the-Semester faculty retreat. These data are used to make necessary modifications to the curriculum design, content, scope, and sequencing of courses to assure a quality education program for its students Professional behaviors assessments are also completed at the end of the semester and shared with students. Those students who do not pass the PBA meet with the Chairperson, fieldwork coordinator, faculty who gave the assessment, and the graduate coordinator if they are in the master's program to develop a behaviors action plan which must be followed through by the student to progress in the program.

5. **End-of-Year** data are gathered from the capstone assignments and the e-portfolios students' complete. Students build their e-portfolios over the entire time they are in the program. They self-select authentic pieces of evidence of their learning they believe meet the program's learning outcomes and upload them into their e-portfolio on Canvas. Faculty and students give and receive feedback on their e-portfolios during their capstone course. Faculty then score the student portfolios with outcome rubrics loaded in Canvas. These data are then compiled and student learning is assessed against the benchmarks set in the program's evaluation plan. This information is shared with faculty at the end-of-the-year summits.

6. **At External Assessment of Student Learning Times** each student in the program develops, implements and presents a research project at a student-run research conference.

Overview of Real-time Student Assessment
Peggy Maki

6 Guiding Principles of A Real-time Student Assessment Process

1. *Internally Driven and Motivated by A Shared Commitment to Currently Enrolled Students' Equitable and Measurable Progress toward Achieving High-quality Outcomes*

2. *Inclusive of Internal Stakeholders, Such as Those in Student Services, Academic Support Services, Writing Center, Librarians, Tutors, Advisors, Educational Technology, etc.*

3. *Bolstered by Collaboration That Harnesses Others' Expertise and Practices*

4. *Anchored in Continuous Reporting and Interrogation of Assessment Results at Agreed Upon Times, Such as The End of Each Semester*

5. *Responsive to Students' Needs in "The Present Tense" along Their Educational Pathway*

6. *Institutionally Valued*

5 Learner-centered Commitments that Support A Real-time Student Assessment Process

1. *Agreement on Measurably Closing Existing Achievement and Graduation Gaps across your demographics in a Commitment to Students' Equitable Achievement of Your Outcomes*

2. *Agreement on the Language of Outcomes and Criteria and Standards of Judgment to Monitor Continuously Patterns of Performance and Underperformance*

3. *Coherence across The Curriculum, Co-Curriculum, and Other Educational Experiences—Multiple and Diverse Kinds of Opportunities for Students to Transfer and Apply Learning to Build "Deep" Learning*

4. *Alignment of Courses, Educational Experiences, and Assignments with Outcomes and Standards and Criteria of Judgment*

5. *Faculty Collaboration with The Institution's Network of Experts Who Have Valuable Experiences with and Knowledge about Students*

Examples of Ways in Which Emerging Learning Technologies Are Impacting—**Even Transforming**—The Processes of Digital Teaching, Learning, and Assessment of Student Learning

The Tip of the Iceberg from Peggy Maki

(Maki and Shea, Co-editors. (forthcoming, Summer, 2020). *Transitioning into The Digital Teaching, Learning, and Assessment Environment: Voices from The Vanguard.* Sterling, VA: Stylus Publishing

Emerging Learning Technologies:

- Integrate teaching, learning, and assessment as a dynamic process for each student

  The National Academies Press. (2018) *How People Learn II: Learners, Contexts, and Cultures*

- Capture and report students' performance results in real time or near real time as students are learning course material presented or as they are applying material they learned, such as in Zero 360. Underlying these kinds of technologies are

  Learning Analytics Capacities

  Adaptive Learning Capacities

- Open up time for teachers to meet with individual students to identify and uncover the sources of students' underperformance patterns in real time rather than after the fact.

- Move educators toward evidence-informed teaching practices

- Require adaptive teaching to meet needs of each student

- Offer a range of ways to teach and learn, represented now in OER (open educational resources) from which faculty draw to optimize their students' learning

- Impact traditional teacher-student roles