

# Embedded Assessment: An Orientation

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## ***Why Assess?***

We assess in order to improve and enhance student outcomes.  
We could list dozens of more reasons for multiple stakeholders.  
But they would all point back to student outcomes.

## ***Beyond Grades***

Embedded assessment (EA) moves beyond grading.

Grades are necessary but not sufficient.  
Standards vary and so GPAs lose meaning.  
Grades are awarded for individual classes, not programs.

## ***What Embedded Assessment Is ... and Isn't***

EA uses student work produced in classes.

The assessment may even be referred to as “student products.”  
The assessment is often the graded work of the course.  
All students are represented in the process.

EA is classroom based, managed by faculty.

Faculty create the assessment tools.  
Faculty audit the process and review the results.  
Faculty use the results to make changes in curriculum.

EA links assessment with content.

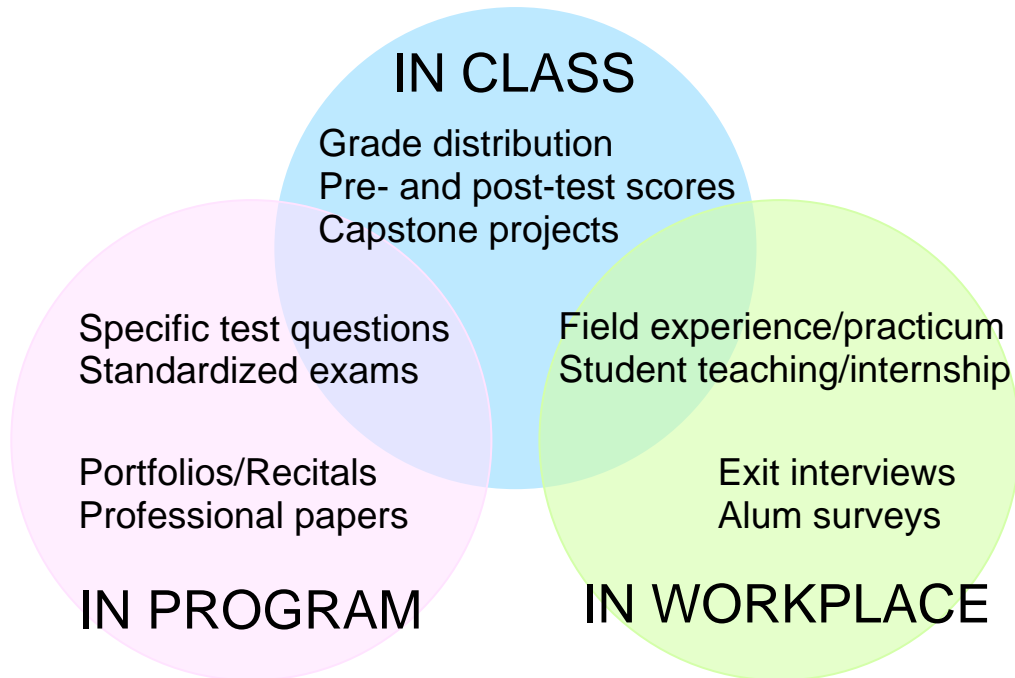
The assessment genuinely reflects the course of study.  
The assessment is aligned with the course objectives.  
The assessment is similarly aligned with program purposes.

EA is *not* faculty evaluation.

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## *Pieces of the Process: Multi-method Approach*



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## **Advantages**

EA provides a framework for discussion of programs.

EA generates reliable data through

- ... agreed upon processes within the program;
- ... review by instructors, which is often the best way;
- ... review by assessing team, when that's the best way.

EA is criterion-referenced rather than norm-referenced.

How well did student X meet objectives?

*rather than...*

How well did student X do compared to the other students?

EA reveals patterns of strengths and weaknesses

Is there an area that is consistently weak?

*By the same token...*

Is there an area that is consistently strong?

## **How to Begin the Framework**

Review well-written examples both within and outside your discipline.

Look for format, language, dimensions that suit your style and standards.

Draft an initial framework and put it before your colleagues.

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## **Overview of Processes**

- Identify objectives
- Inventory existing assignments (most efficient method)
- Identify products that reflect mastery of objectives
- Develop rubric or modify a published one
- Collect products and mask identity if shared beyond the instructor
- Identify assessor or team (faculty, students, professionals, alumni)
- Pilot rubric (be open to revisions later, not just in pilot effort)
- Calibrate: reach consensus on ratings, test for inter-rater reliability
- Review products (ideal = all students' work)
- Analyze results
- Summarize findings and conclusions; note implications for changes in:
  - curriculum
  - pedagogy
  - student support
  - faculty support
  - related staff functions
- Make changes as needed
- Re-assess as needed

***Assessment produces feedback that drives program improvement.***

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### ***What Does Exemplary Look Like?***

Rubric = efficient means to describe exemplary and less than exemplary

Exemplary	Good	Satisfactory	Needs Improvement	
Exemplary	Accomplished	Developing	Beginning	
Excellent	Good	Promising	Needs Work	
Distinguished	Proficient	Apprentice	Novice	
Exemplary	Proficient	Developing	Unacceptable	
Advanced	Proficient	Novice	Unable	
3 – Exemplary	2 – Proficient	1 - Unacceptable		
Outstanding	AboveAcceptable	Acceptable	BelowAcceptable	Incomplete
A	B	C	D	F

Would it matter if the order were reversed?

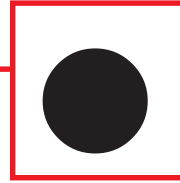
What language fits your discipline? What language do you already use?

### ***Criteria for Criteria***

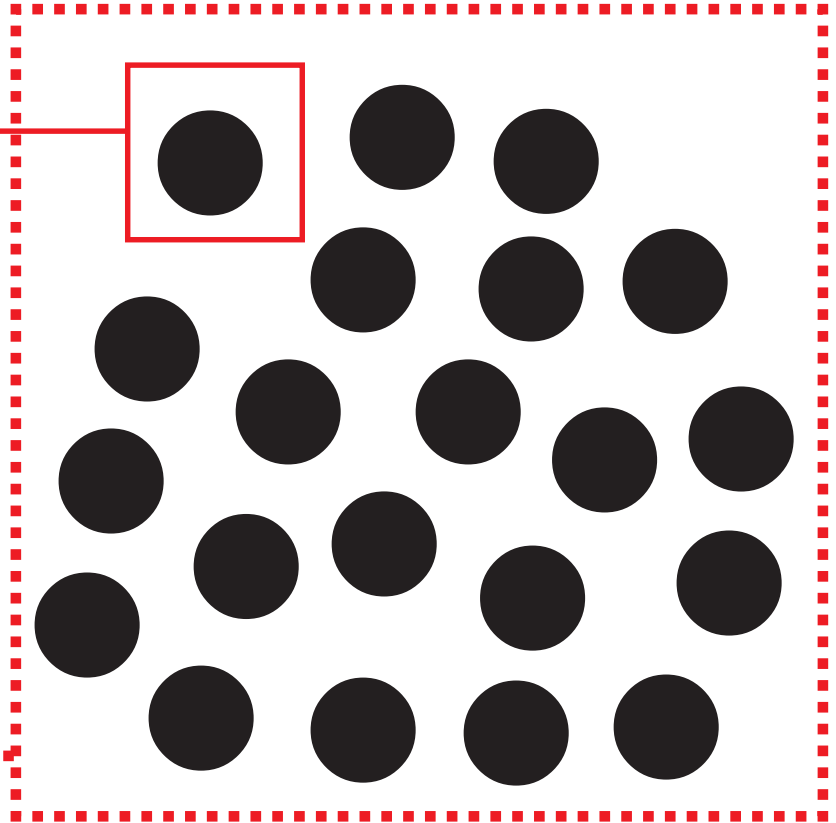
content	clear, focused, precise
process	developmentally appropriate
performance	calibrated

***Consider rubric development a process.***

***Grading***



***Assessing***



***Evaluating individual vs group***