

Improving the Learning Process

Competency

Use assessment results to improve the teaching and learning process.

Core Abilities

Work Productively, Communicate Effectively, Think Critically and Creatively.

Directions to Learner

For this performance assessment you will analyze the results of an assessment (performance assessment task or question or answer test) that has been administered to a group of students and write a short (one page) paper describing how you will or have used the results of the assessment to improve the learning of future students.

Read these directions and the attached scoring guide.

Think about the types of assessments you are currently using. Ask yourself how well they are really, authentically, measuring the competencies. If you are already doing some self assessment as a self paced professional development exercise, reflect on (analyze) and write about your experiences. If not, think about a plan you can work with to start on that journey. Once you have thought about the plan or activities you are doing, review the reverse and write a paper that meets the listed criteria.

Share your paper with one of your peers in order to receive feedback. Be sure to discuss any places where your ratings differ. Make adjustments as needed and submit your final draft to your facilitator for review.

Directions to Peer Evaluator

Review the work of your peer. Provide feedback as appropriate, either verbally or in writing. Complete and initial the attached scoring guide.

Analysis Paper Scoring Guide

Scoring Standard

You must achieve a rating of at least “2” or “yes” on each criterion to demonstrate competence. Work that does not meet this criteria may be returned to you for revision

Student Rating Scale	Peer Rating Scale
<p>4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.</p> <p>3: I've done more than the minimum. I've looked at other examples of work, and mine is as good as or a little better.</p> <p>2: I've done the minimum and I know the basics are covered.</p> <p>0: I've left something out or done something wrong.</p>	<p>+: I agree that you have met competence but feel that you have understated your performance for this criterion</p> <p>=: I agree that you have met competence and feel that you have accurately assessed your performance for this criterion</p> <p> -: I agree that you have met competence but feel that you have overstated your performance for this criterion</p> <p>0: You have failed to meet competence in this criterion and revision is necessary.</p>

Scoring Guide

Criteria	Student Ratings				Peer Ratings Init: _____			
	Yes	No	Yes	No	Yes	No	Yes	No
<ul style="list-style-type: none"> analysis evaluates the alignment between the assessment and the target learning outcomes [competency, core ability, program, or general education] 	Yes	No	Yes	No	Yes	No	Yes	No
<ul style="list-style-type: none"> analysis shows patterns of learner performance on the assessment 	Yes	No	Yes	No	Yes	No	Yes	No
<ul style="list-style-type: none"> analysis diagnoses possible causes for high frequency of learner failure to meet specific criteria or correctly answer specific items 	Yes	No	Yes	No	Yes	No	Yes	No
<ul style="list-style-type: none"> analysis proposes revision of specific components of the assessment task or revision of specific test items with a high failure frequency 	Yes	No	Yes	No	Yes	No	Yes	No
<ul style="list-style-type: none"> analysis proposes strategies for improving teaching and learning of the target learning outcomes 	4	3	2	0	+	=	-	0
<ul style="list-style-type: none"> paper and completed scoring guide are turned in by the assigned due date 	Yes	No	Yes	No	Yes	No	Yes	No