

PUTTING ASSESSMENT INTO
PRACTICE:
A LIBRARY INSTRUCTION
WORKSHOP

University of Washington Libraries
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A Culture of Assessment

Assessment should become part of the everyday work process. It needs to become part of the decision-making loop in the organization, a normal part of evaluating internal processes. . . . If we are to create a culture of assessment, an amalgam of committed leadership, repeated articulation of purpose and external focus, time for group learning, and the creation of supportive organizational systems must be deliberately developed. Without this amalgam there is little chance of achieving true culture change, and there is a high probability of becoming irrelevant and unable to communicate the value and the worth of libraries in the information society.

Amos Lakos and Shelley Phipps. (2004)

“Creating a Culture of Assessment: A Catalyst
for Organizational Change.”

portal: Libraries and the Academy, 4 (3) : 345-361.



The Answer to the Great Question Of...Life, the Universe and Everything...[is] Forty-two

Adams, Douglas. *The Hitch Hiker's Guide to the
Galaxy* (1979)

THE LONE RANGER
AND THE SILVER BULLET



FRAN STRIKER

Definitions of assessment

- The process of placing a value on property for the strict purpose of taxation. (mortgagemate.com)
- Interviewing a client to obtain the sociological background, psychological makeup, educational and work history, family and marriage difficulties and medical issues to better assess a client's need for treatment. (addiction-rehabilitation.com)
- Another word for “test.” Under the federal No Child Left Behind law, tests are aligned with academic standards. (Pueblo City Schools)
- The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective. (Southbank Institute of Technology)

A Definition Often Overlooked

□ **assess, v.**

[a. OF. *assesse-r*:late L. *assess-re*, frequentative of *assidre* **to sit by**

-- Etymology from the *Oxford English Dictionary*

More definitions & distinctions

- Assessment
 - Purpose
 - Summative
 - carried out at the end of a time period and intended to document a learner's progress or a programs' accomplishments
 - Formative
 - an ongoing process that occurs before completion of an instructional event and normally used to plan and modify instruction during the course of learning
 - Level or Scale
 - Classroom
 - Program
 - Institutional


- Evaluation (a broader process of which assessment is a part)
tends to be summative
evaluation research, the study of methods of evaluating social programmes, training programmes, etc.

- Research
Research is a human activity based on intellectual investigation and is aimed at discovering, interpreting, and revising human knowledge on different aspects of the world. Research can use the scientific method, but need not do so.




“Assessment is an ongoing process aimed at understanding and improving student learning...”

Thomas Angelo



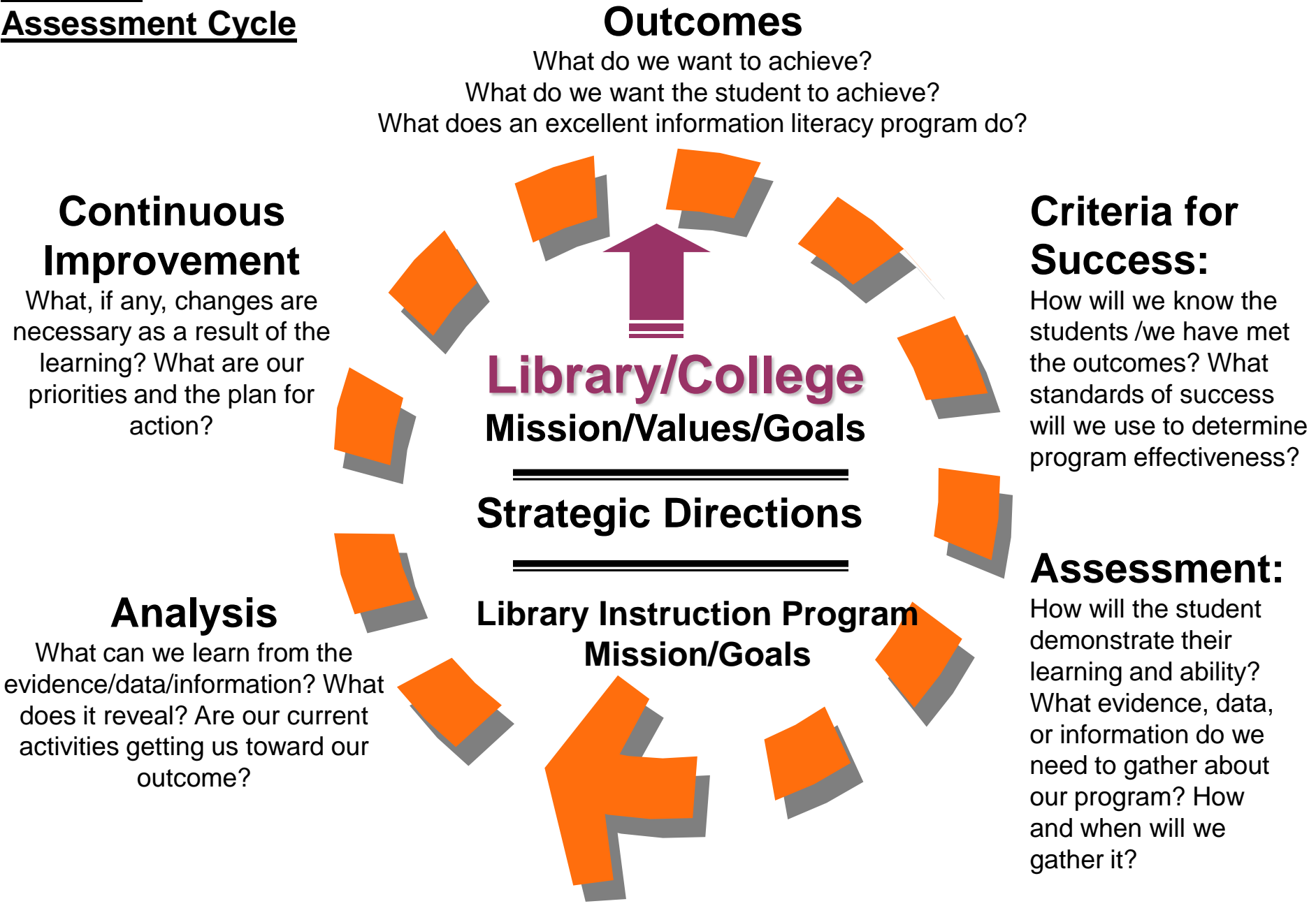
“The quality of student learning is directly, although not exclusively related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.”

Thomas Angelo

- 
- Knowing **what** you are doing
 - Knowing **why** you are doing it
 - Knowing what students are **learning** as a result
 - **Changing** because of the information

Deb Gilchrist

Figure 1:
Assessment Cycle



Adapted by Gilchrist, 2005 from Pierce College Accreditation/Assessment Teams. Lakewood and Puyallup, Washington. 2005

Why Outcomes?

- Know what you are doing and whether or not you are achieving it
 - ▣ Being explicit with yourself **and to students**
- Can you know this within your classroom / across classes that you teach / for a curriculum or program?
- How can you have a conversation with the many players contributing to learning situations, e.g. librarians, faculty, TAs, writing instructors, administrators, etc.
 - ▣ Assessment as a means to facilitate collaboration, e.g. shared vision, shared action

Assessment Tools

Suit the action to the word, the word to the action, with this special observance, that you o'erstep not the modesty of nature: for any thing so o'erdone is from the purpose of playing, **whose end, both at the first and now, was and is, to hold as 'twere the mirror up to nature:** to show virtue her feature, scorn her own image, and the very age and body of the time his form and pressure.

Hamlet Act 3, scene 2, 17–24

“When the only tool you have is a hammer,
everything looks like a nail”

Mark McNair, UW C&C / Abraham Maslow

Teaching / Pedagogical Repertoire

- Address different learning domains
 - ▣ Affective, behavioral, cognitive
- Address different learning style preferences (Kolb)
 - ▣ Diverging, Assimilating, Converging, Accommodating
- Constraints
 - ▣ Effort / Cost / Resources / Time

Assessment Repertoire

- Scale of assessment
 - ▣ Activity / Classroom
 - ▣ Program
 - ▣ Institutional
- Purpose of assessment
 - ▣ Formative, summative
- Techniques / Tools



- Assessment Repertoire or Toolkit

- CATs

- Rubrics

- Knowledge tests

- Performance assessments

- Student reflections

- Formal and Informal

Multidimensional, Developmental, Integrated