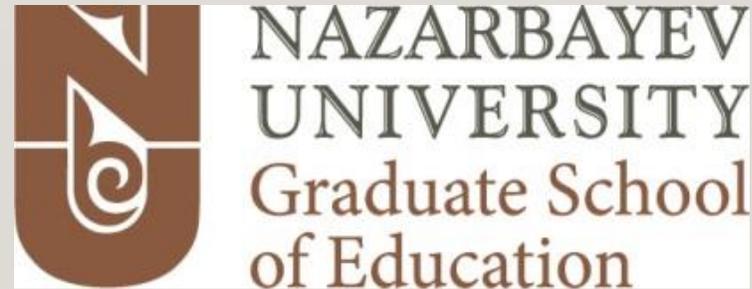


ASSESSMENT OF LEARNING OUTCOMES IN ACADEMIC WRITING

MR. PHILIP MONTGOMERY



NATIONAL TESTING CENTER, SEPTEMBER 28-29, 2016

PRESENTATION OVERVIEW

- Bologna Framework
- Syllabus Design
- Learning Outcomes
- Assessing with a rubric

QUALITY ASSURANCE

BOLOGNA REQUIREMENTS

Programs:

- are designed with overall program objectives that are in line with the institutional strategy and have **explicit intended learning outcomes**;
- are designed by **involving students** and other stakeholders;
- are designed so that they enable **smooth student progression**;

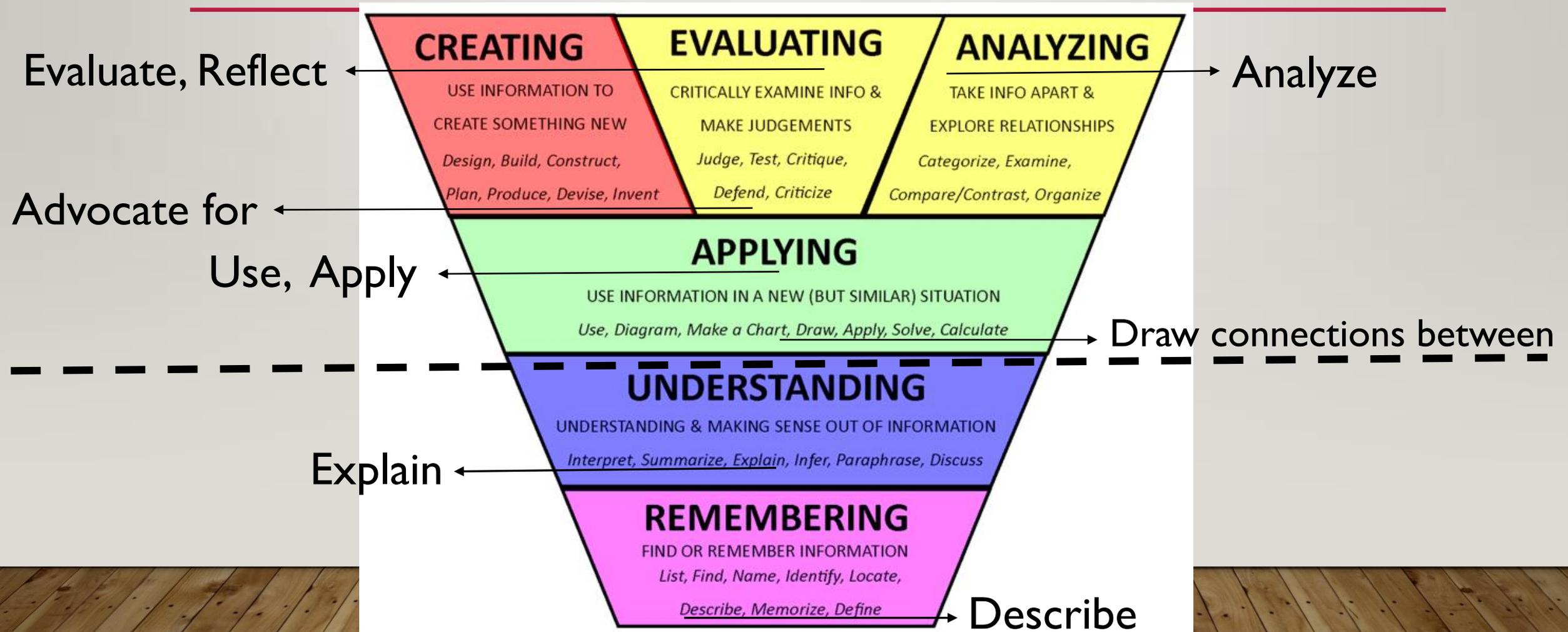
(ENQA, 2015)

SYLLABUS COMPONENTS

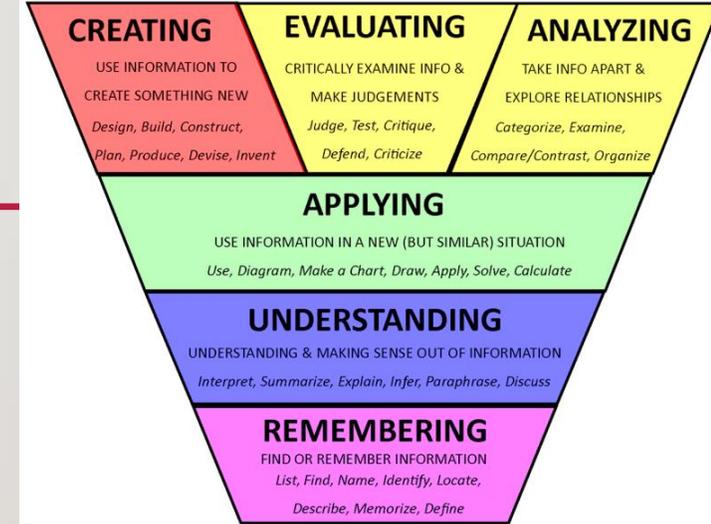
- Title page with course name, number, year, credits, location, time, instructor contact info.
- Course description (scope, purpose and relevance)
- Course objectives/learning outcomes
- Course organization (topics and themes)
- Course requirements
- Evaluation and grading policy
- Course policies and expectations
- Advice for learning

(Eberly, 2015)

LEARNING OUTCOMES: HIGHER LEVEL LEARNING



LEARNING OUTCOME ASSESSMENT



By the end of this course, you will be able to:

- **Write** academically, with a focus on thesis organization, cohesion and argumentation;
- **Speak** and **listen** effectively, with a focus on interviewing and defending one's position;
- **Read** with purpose and with greater effectiveness, with a focus on building useful vocabulary;
- **Work** effectively with your colleagues in peer-feedback and collaborative learning activities;
- **Use** the American Psychological Association (APA) citation and writing format system appropriately;
- **Use** the words and ideas of others in ethical and responsible ways;
- **Self-evaluate** and **reflect** on areas of strength and challenge in using English academically;

→ Apply

→ Defend

→ Understand

→ Create

→ Apply

→ Analyze

→ Evaluate

LEARNING OUTCOME ASSESSMENT

By the end of this course, you will develop your capacity for:

1. **Write** academically, with a focus on thesis organization, cohesion and argumentation;
2. **Speak** and **listen** effectively, with a focus on interviewing and defending one's position;
3. **Read** with purpose and with greater effectiveness, with a focus on building useful vocabulary;
4. **Work** effectively with your colleagues in peer-feedback and collaborative learning activities;
5. **Use** the American Psychological Association (APA) citation and writing format system appropriately;
6. **Use** the words and ideas of others in ethical and responsible ways;
7. **Self-evaluate** and **reflect** on areas of strength and challenge in using English academically;

No.	Description	Weighting	Learning outcomes assessed
1	Attendance (Measured by timely weekly posts)	15%	-
2	Weekly Blog Posts (7 total)	20%	1, 3, 4, 5, 6
3	Weekly Comments (7 posts x 3 comments each = 21 total)	10%	1, 3, 4, 6, 7
4	Mini-thesis Assignments (5 segments + 1 overall = 6 total)	40%	1, 2, 3, 5, 6, 7
5	Speaking Assignments (1 total)	15%	2, 4, 6, 7

Observable, Varied and Aligned

RUBRICS

- Are **descriptive**, not evaluative
- **Clarify** expectations
- Increase **reliability** and **transparency**
- Can be used for **formative** and **summative** assessment (Brookhart, 2013)

EXAMPLE WITH ACADEMIC WRITING

1. Students receive and practice using the rubric on a sample text
2. Students evaluate a peer's writing using the rubric
3. Students revise their work based on peer evaluations
4. Students submit final draft to instructor, who assesses with the rubric

F or A?

1. F

2. F

3. F

4. S

REVIEW AND QUESTIONS

- Learning outcomes should be **clearly explained**, **observable**, and **varied**.
- Tasks should be **aligned** to **practice** and then **assess** the learning outcomes in the syllabus.
- Rubrics should clearly **describe** the assessment criteria.
- Rubrics should **not** be used just at the final assessment, but rather **throughout the learning process**.

REFERENCES

- Brookhart, S. M. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. Excerpt available at:
<http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%2%A2.aspx>
- Eberly Center of Teaching Excellence & Educational Innovation. (2015). *Design and teach a course*. Carnegie Mellon. Retrieved from
<http://www.cmu.edu/teaching/designteach/design/syllabus/>
- ENQA. European Association for Quality Assurance in Higher Education. (2015). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. Helsinki. Retrieved from: <http://www.enqa.eu/index.php/home/esg/>