



ASSESSING STUDENT LEARNING

A COMMON SENSE GUIDE

LINDA SUSKIE

Assessing Student Learning In Higher Education

Jay McTighe, Steve Ferrara



Assessing Student Learning In Higher Education:

Assessing Student Learning in Higher Education George A Brown, Joanna Bull, Malcolm Pendlebury, 2013-10-14 There is no doubt about the importance of assessment it defines what students regard as important how they spend their time and how they come to see themselves it is a necessary part of helping them to learn This text provides background research on different aspects of assessment Its purpose is to help lecturers to refresh their approach to the assessment of student learning It explores the nature of conventional assessment such as essays and projects and also considers less widely used approaches such as self and peer assessment There are also chapters devoted to the use of IT the role of external examiners and the introduction of different forms of assessment With guidelines suggestions examples of practice and activities this book will become a springboard for action discussion and even more active learning

Assessing Learners in Higher Education Sally Brown, Peter Knight, 2012-12-06 This study examines the factors influencing the changes in teaching assessment at the higher education level and studies the range of techniques and methods available to the assessor It evaluates the effectiveness of certain methods and discusses their implementation

Assessing Student Learning Outcomes in Higher Education Hamish Coates, Olga Zlatkin-Troitschanskaia, Hans Anand Pant, 2018-12-07 This book examines important advances and offers a realistic image of the state of the art in student learning outcomes assessment in higher education a field close to the core of nearly every higher education institution Producing sound information on what students know and can do is critical to higher education practitioners and future social prosperity Spanning international national and institutional developments the book presents methodological and empirical insights highlights research challenges and showcases the enormous progress made in recent years The book will be of interest to researchers in education assessment and neighbouring fields and stakeholders like institutional leaders teachers and graduate employers looking for better insight on returns governments searching for information to assist with funding and regulation and members of the public wanting more clarity about outcomes and public investment This book was originally published as a special issue of Assessment Evaluation in Higher Education

Assessment for Learning in Higher Education Kay Sambell, Liz McDowell, Catherine Montgomery, 2013 This book is a practical guide to Assessment for Learning AfL in Higher Education

Assessing Student Learning Linda Suskie, 2018-01-05 Assessing Student Learning is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and

targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves **Assessment Matters in Higher Education** Sally Brown,Angela Glasner,1999-02-16 Assessment really does matter in higher education Internationally academics and those who support them are seeking better ways to assess students recognizing that diverse methods are available which may solve many of the problems associated with the evaluation of learning Assessment Matters in Higher Education provides both theoretical perspectives and pragmatic advice on how to conduct effective assessment It draws clearly on both relevant research and on its contributors practical first hand experience warts and all It asks for example how can assessment methods best become an integral part of learning what strategies can be used to make assessment fairer more consistent and more efficient how effective are innovative approaches to assessment and in what contexts do they prosper to what extent can students become involved in their own assessment how can we best assess learning in professional practice contexts This is an important resource for all academics and academic managers involved in assessing their students Assessment, Learning and Judgement in Higher Education Gordon Joughin,2008-12-11 There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years This interest has been expressed in various ways through large scale research projects international conferences the development of principles of assessment that supports learning a growing awareness of the role of feedback as an integral part of the learning process and the publication of exemplary assessment practices At the same time more limited attention has been given to the underlying nature of assessment to the concerns that arise when assessment is construed as a measurement process and to the role of judgement in evaluating the quality of students work It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning and to explicate the nature of assessment as judgement Despite the recent growth in interest noted above assessment in higher education remains under conceptualized This book seeks to make a significant contribution to conceptualizing key aspects of assessment learning and judgement Innovative Assessment in Higher Education Cordelia Bryan,Karen Clegg,2019-04-03 Contextualising why assessment is still the single most important factor affecting student learning in higher education this second edition of Innovative Assessment in Higher Education A Handbook for Academic Practitioners offers a critical discourse about the value of assessment for learning alongside practical suggestions about how to enhance the student experience of assessment and feedback With 17 new chapters this edition contextualises assessment within the current higher education landscape explores how student parent and government expectations impact on assessment design presents case studies on how to develop incorporate and assess employability skills reviews how technology and social media can be used to enhance assessment and feedback provides examples and critical review of the use and development of feedback practices and how to assess professional creative and performance

based subjects offers guidance on how to develop assessment that is inclusive and enables all students to advance their potential Bridging the gap between theory and the practical elements of assessment Innovative Assessment in Higher Education A Handbook for Academic Practitioners is an essential resource for busy academics looking to make a tangible difference to their academic practice and their students learning This practical and accessible guide will aid both new and more experienced practitioners looking to learn more about how and why assessment in higher education can make such a difference to student learning **Assessing and Enhancing Student Experience in Higher Education** Mahsood Shah, John T. E. Richardson, Anja Pabel, Beverley Oliver, 2021-11-09 The book makes an important contribution to the discourse on student experience in higher education The book includes chapters that cover important aspects of the 21st century student experience Chapters cover issues such as new trends and insights on the student experience the changing profile of students in higher education and performance measures used to assess the quality of student experience institutional approaches in engaging students using student voice to improve the quality of teaching COVID 19 and its impact on international students innovative partnerships between students and academic staff student feedback and raising academic standards the increased use of qualitative data in gaining insights into student experience the use of innovative learning spaces and technology to enhance the learning experience and the potentially disrupting nature of student feedback and its impact on the health and wellbeing of academic staff and the increased use of social media reviews by students

Assessment theory, policy, and practice in higher education Stefanie Hillen, Peter Wolcott, Connie Schaffer, Aleksandra Lazareva, Robert Gray, 2022 Most faculty and administrators and even students in higher education feel that they have heard enough already about assessment As the editors of this collection however we do not think so Rather we believe that most professionals in higher education have not approached learning about assessment in the right way This anthology addresses tools theoretical perspectives and methods related to assessment in higher education across a variety of contexts such as teacher education vocational education and other disciplines at European universities with particular attention paid to assessment as feedback and how that influences student learning We offer the reader this opportunity to learn from the contributors research experiences and reflections regarding assessment as an educational tool *Assessment for Learning*

in Higher Education Peter Knight, 2012-12-06 Combining a range of case studies with theoretical research this volume analyzes current developments and best practice The contributors discuss innovative approaches in assessment peer assessment the NCVQ model the positive side of assessment staff training for assessment and much more **Assessing Student Learning by Design** Jay McTighe, Steve Ferrara, 2021 Revised edition of Assessing learning in the classroom Washington DC National Education Association c2000 **Developing Effective Assessment In Higher Education: A Practical Guide**

Bloxham, Sue, Boyd, Pete, 2007-10-01 Provides comprehensive practical guidance on managing and improving assessment within higher education **Assessing Learning in Universities** Peggy Nightingale, 1996 This book

is written for teachers in all disciplines in post secondary education It offers insight into the abilities teachers want students to develop for instance thinking critically solving problems and communication and offers advice on how to assess them

Assessing for Learning Peggy L. Maki, 2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the demographics of institutions as students do not all start at the same place in their learning Students also need the tools to assess their own progress In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning Maki focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture this book does not take a prescriptive or formulaic approach to building this commitment What it does present is a framework with examples of processes and strategies to assist faculty staff administrators and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels It provides the tools for collective inquiry among faculty staff administrators and students to develop evidence of students abilities to integrate apply and transfer learning as well as to construct their own meaning Each chapter also concludes with 1 an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail and 2 worksheets guides and exercises designed to build collaborative ownership of assessment The second edition now covers Strategies to connect students to an institution s or a program s assessment commitment Description of the components of a comprehensive institutional commitment that engages the institution educators and students all as learners Expanded coverage of direct and indirect assessment methods including technology enabled methods that engage students in the process New case studies and campus examples covering undergraduate graduate education and the co curriculum New chapter with case studies that presents a framework for a backward designed problem based assessment process anchored in answering open ended

research or study questions that lead to improving pedagogy and educational practices Integration of developments across professional scholarly and accrediting bodies and disciplinary organizations Descriptions and illustrations of assessment management systems Additional examples exercises guides and worksheets that align with new content *Assessing Student Learning in the Community and Two-Year College* Megan Moore Gardner, Kimberly A. Kline, Marilee J. Bresciani Ludvik, 2023-07-03 This is a practical resource for community and two year college professionals engaged at all levels of learning outcomes assessment in both academic and co curricular environments It is designed as a guide both to inform the creation of new assessment efforts and to enhance and strengthen assessment programs already established or in development Each chapter addresses a key component of the assessment process beginning with the creation of a learning centered culture and the development and articulation of shared outcomes goals and priorities Subsequent chapters lead the reader through the development of a plan the selection of assessment methods and the analysis of results The book concludes by discussing the communication of results and their use in decision making integrating the conclusions in program review as well as to inform budgeting and finally evaluating the process for continuous improvement as well as engaging in reflection The book is illustrated by examples developed by faculty and student affairs services professionals at community and two year colleges from across the country Furthermore to ensure its relevance and applicability for its targeted readership each chapter has at least one author who is a community college or two year college professional Contributors are drawn from the following colleges Borough of Manhattan Community College David Phillips Buffalo State College Joy Battison Kimberly Kline Booker Piper Butler County Community College Sunday Faseyitan California State University Fullerton John Hoffman Genesee Community College Thomas Priester Virginia Taylor Heald College Megan Lawrence Stephanie Romano now with Education Affiliates Hobart and William Smith Colleges Stacey Pierce Miami Dade College John Frederick Barbara Rodriguez Northern Illinois University Victoria Livingston Paradise Valley Community College Paul Dale San Diego Mesa College Jill Baker Julianna Barnes San Diego State University Marilee Bresciani San Juan College David Eppich Stark State College Barbara Milliken University of Akron Sandra Coyner Megan Moore Gardner

Student Learning in Higher Education John Wilson, 2018-10-11 Originally published in 1981 *Student Learning in Higher Education* fills an important gap by bringing together in a concise and readable form research from Britain the USA and elsewhere and by discussing the curricular implications for staff who wish to assist their students to see meaning in their studies It focuses on issues of general relevance explores major research questions and outlines different methodologies and approaches It discusses what is meant by meaningful learning and describes typical learning tasks encountered by arts and science students It looks at how students decide what to study on a course and how assessment demands shape both their perceptions of what should be learned and their study behaviour As well as considering the ways in which students change and develop over their years in college the book also discusses the relative importance of teaching and informal influences

such as the student peer group This book attempts to provide a state of the art review of the literature in a field of central concern for all who prepare students for or work within higher education ***Assessing Student Learning*** Linda Suskie, 2018-02-13 *Assessing Student Learning* is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves ***Improving Student Engagement and Development through Assessment*** Lynn Clouder, Christine Broughan, Steve Jewell, Graham Steventon, 2013-05-20 With a unique focus on the relationship between assessment and engagement this book explores what works in terms of keeping students on course to succeed Against a backdrop of massification and the associated increase in student diversity there is an escalating requirement for personalized technology driven learning in higher education In addition the advent of student fees has promoted a consumer culture resulting in students having an increasingly powerful voice in shaping curricula to their own requirements How does one engage and retain a group of students of such diverse culture ethnicity ambition and experience Using examples from a variety of institutions worldwide this edited collection provides a well researched evidence base of current thinking and developments in assessment practices in higher education The chapters discuss Staff and student views on assessment Engaging students through assessment feedback Assessment for learning Assessing for employability Interdisciplinary and transnational assessment Technology supported assessment for retention The book draws together a wealth of expertise from a range of contributors including academic staff academic developers pedagogical researchers National Teaching Fellows and Centres for Excellence in Higher Education Recognising that a pedagogy which is embedded and taken for granted in one context might be completely novel in another the authors share best practice and evaluate evidence of assessment strategies to enable academic colleagues to make informed decisions about adopting new and creative approaches to assessment This interdisciplinary text will prove an invaluable tool for those working and studying in higher education ***Approaches to Assessment that Enhance Learning in Higher Education*** Stylianos Hatzipanagos, Rebecca Rochon, 2014-10-10 This book addresses the need to diversify mainstream forms of assessment currently used in Higher Education in order to re establish the focus on the learning process Making assessment central to student learning is about returning to what current research emphasises the primary beneficiary of assessment should be the

student To achieve this in the assessment context students and tutors must engage in a process of dialogue and feedback It seems to be widely accepted that assessment succeeds when the learner monitors identifies and then is able to bridge the gap between current learning achievements and agreed goals It is however more questionable whether adequate opportunities are given to students to be active participants in closing what has been termed the loop Contributors to this book have responded in different ways to the challenge of enhancing learning through assessment offering reasons for the lack of focus on learning within assessment processes as well as suggesting possible solutions The chapters demonstrate a balance between innovation and practicality drawing on the underpinning theories The result is both rich in discussion and an extremely useful resource for practitioners This book was originally published as a special issue of Assessment Evaluation in Higher Education

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