ASSESSMENT OF LEARNING OUTCOMES IN ACADEMIC WRITING

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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

- Evaluate, Reflect
- Advocate for
- Use, Apply
- Explain
- Draw connections between
- Analyze

Diagram:

- **REMEMBERING**: Find or remember information
  - List, Find, Name, Identify, Locate,
  - Describe, Memorize, Define

- **UNDERSTANDING**: Understanding & making sense out of information
  - Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

- **APPLYING**: Use information in a new (but similar) situation
  - Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

- **CREATING**: Use information to create something new
  - Design, Build, Construct, Plan, Produce, Devise, Invent

- **EVALUATING**: Critically examine info & make judgements
  - Judge, Test, Critique, Defend, Criticize

- **ANALYZING**: Take info apart & explore relationships
  - Categorize, Examine, Compare/Contrast, Organize

- **Describe**
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;
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;

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

Observeable, 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. A
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

