

Promoting a Collaborative Assessment Culture among Faculty

HIGH SCHOOL TO POSTSECONDARY HUDDLE 5: ASSESSMENT

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Summary of Recommendations

Recommendation 6:

Create recurring opportunities for K-20 stakeholders to promote collaboration to strengthen mathematics pathways for students via standing advisory groups/working groups and “big meetings.”



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Opportunities to Promote K-20 Collaboration

1

Creating a web-based toolkit to create, share and improve assessments linked to Florida Standards;

2

Implementing an advisory board to hold recurring sessions to review these assessments; and

3

Creating a partnership between high school teachers and college faculty to review assessment policies.

Web-based Assessment Toolkit

Challenges:

- ❑ Secondary classroom assessment focuses on rote knowledge.
- ❑ Postsecondary classroom assessment is not uniform.
- ❑ Everyone is re-inventing the wheel!

Potential Solution – Web-based Assessment Toolkit

- ❑ Assessments tagged by class size feasibility, content, items/objectives alignment.
- ❑ Varied forms of assessment (eg., FRQ, MCQ, Projects, Portfolios, Interactive Activities).
- ❑ Learn from Florida Item Bank and Test Platform (IBTP).

What is the Florida IBTP?

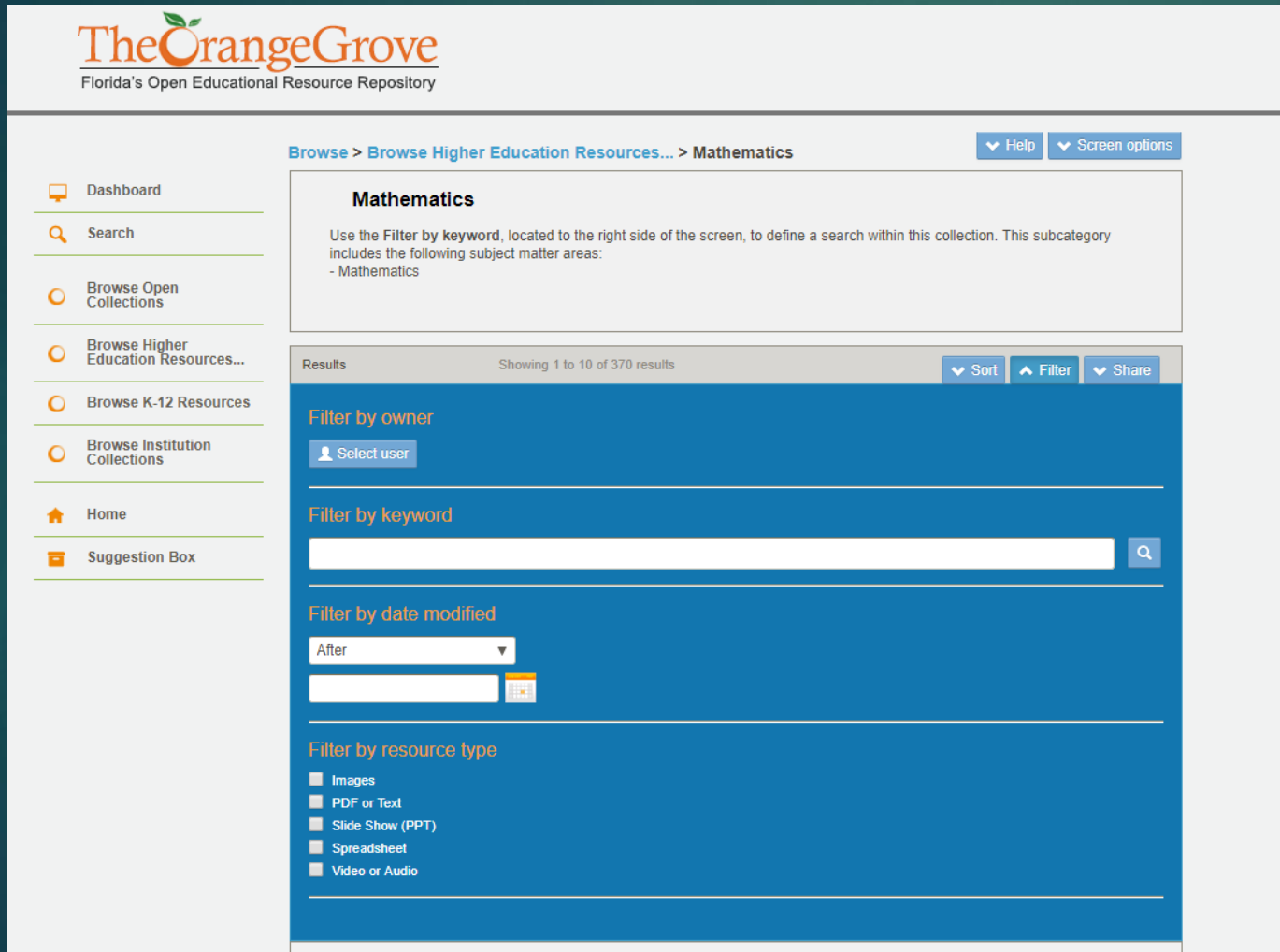
“Assessment system available for development and administration of district-level, school-level, and classroom-level assessments based on the Florida and NGSSS Standards”

Purpose: Provide teachers with high-quality, valid assessment items. linked to specific Florida standards (K-12).

Shortcomings:

- ▶ Item/Test bank only (no varied assessments).
- ▶ No link to postsecondary standards.
- ▶ Little teacher use.

Example: The Orange Grove



The Orange Grove
Florida's Open Educational Resource Repository

Browse > Browse Higher Education Resources... > Mathematics [Help](#) [Screen options](#)

Mathematics

Use the Filter by keyword, located to the right side of the screen, to define a search within this collection. This subcategory includes the following subject matter areas:
- Mathematics

Results Showing 1 to 10 of 370 results [Sort](#) [Filter](#) [Share](#)

Filter by owner
[Select user](#)

Filter by keyword

Filter by date modified
After

Filter by resource type

- Images
- PDF or Text
- Slide Show (PPT)
- Spreadsheet
- Video or Audio

Dashboard
Search
Browse Open Collections
Browse Higher Education Resources...
Browse K-12 Resources
Browse Institution Collections
Home
Suggestion Box

Lack of content - The majority of these results are textbooks.

No distinction between syllabi, open-source books, in-class activities, or assessments.


Example: OpenStax College Algebra


All Shared Resources


All resources in OpenStax College Algebra(6)


Search Shared Items Per page 20


- Faculty Resources
- Shared Items (5)
- Student Resources
- Textbook (1)


 **How to Use the OpenStax Community Hub**
(View Complete Item Description)
Material Type: Lesson
Author: Sonya Bennett-Brandt

 **Derivatives of Inverse Functions (Section 3.7)**
(View Complete Item Description)
Material Type: Homework/Assignment
Author: S.A. Wyatt

 **Google Translate**
(View Complete Item Description)
Material Type: Assessment, Homework/Assignment
Author: ccuskey@rose.edu

 **5.5 Define Theorems and give an example**
(View Complete Item Description)
Material Type: Homework/Assignment
Author: Sandy Porter

 **5.5 Theorems used in Finding Zeros of Polynomials** *Published*
(View Complete Item Description)
Material Type: Lesson Plan
Author: Sandy Porter

 **Algebra 1 Course Outline**
(View Complete Item Description)
Material Type: Textbook

How to use OpenStax (not specific to CA).

Video lesson.

US History OpenStax textbook translated to other languages (off-topic).

Worksheet.

Worksheet (identical to above).

Algebra I (HS course) outline.

Web-Based Assessment Toolkit

To succeed, W-BAT would need:

- ▶ A Host
 - ▶ e.g., *OpenStax, GitHub/GitLab, state-sponsored?*
- ▶ Tags for type of resource
 - ▶ *Group activity, traditional assessment, alternative assessment, etc.*
- ▶ Tags by content
 - ▶ *K-12 by standards, 13-20 by course objectives.*
- ▶ Protection for assessments
 - ▶ *Keep students from accessing potential assessments.*
- ▶ Active collaboration and promotion
 - ▶ *Useless if it remains bare or unused by majority of instructors.*

Discussion: W-BAT



- ▶ At your tables, discuss the following:
 - ▶ How would you structure a W-BAT?
 - ▶ Potential pitfalls of W-BAT.
 - ▶ Would you use W-BAT?
 - ▶ Would you contribute to W-BAT?

Creating an Advisory Board to Review Assessment Toolkit

Challenges:

- Quality of assessments of Web-based assessment toolkit
- Proper alignment of assessments with objectives
- Organization and maintenance of W-BAT

Potential Solution – Advisory Board that evaluates Web-based Assessment Toolkit

- Expert review of assessments in W-bat
 - Ensure quality of assessments
 - Alignment of assessments to objectives
 - Appropriateness and feasibility for class size
- Subcommittees by subject – Volunteers??

Impact

Promoting a culture of sharing throughout Florida

Compare assessment best practices

Gain knowledge of what other faculty are doing in their courses

Resources Needed

Expert Reviewers

- College faculty and high school instructors, FLDOE assessment experts, administrators, policymakers

Professional Development Training

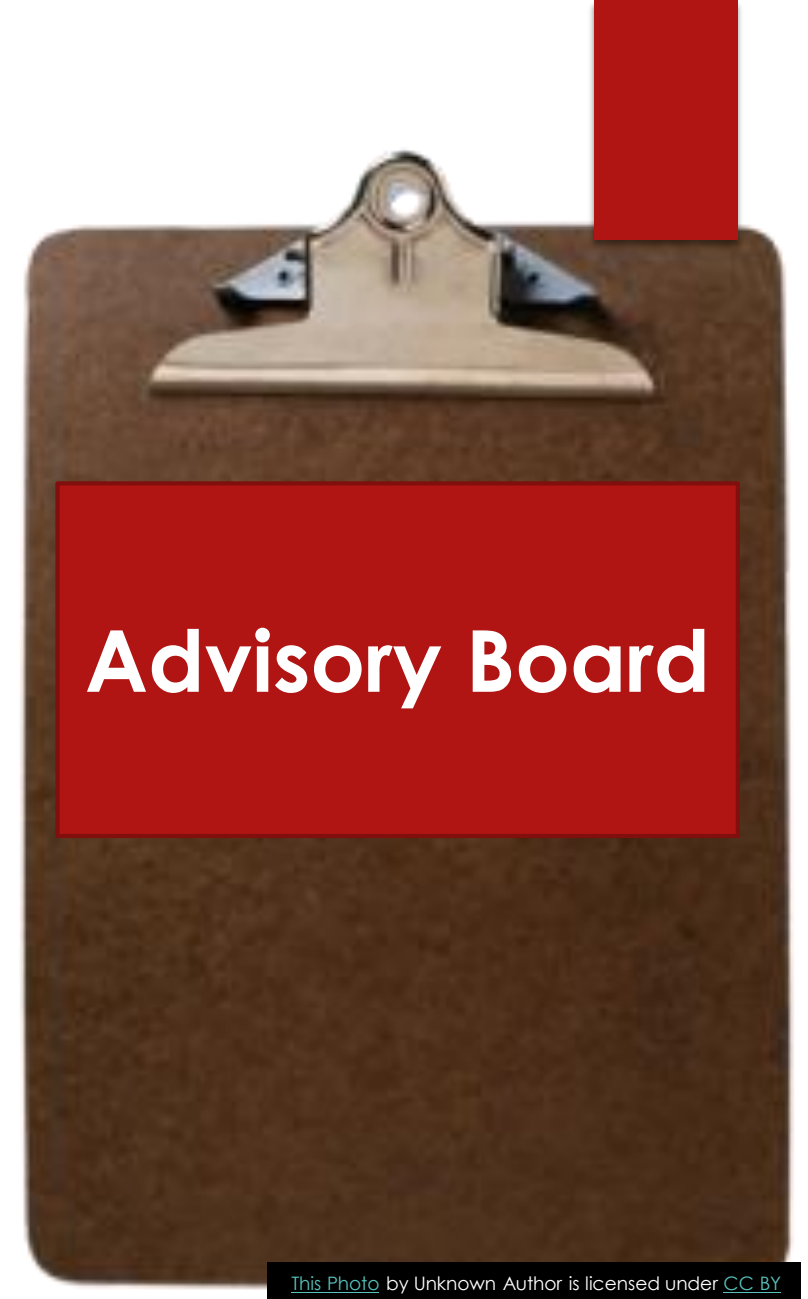
- Training in W-BAT to review shared assessment by subject
 - Develop Training module guide
- Workshops, monthly Webinars

Public Relations

- Promoting high quality assessment W-BAT

Discussion: Advisory Board

- ▶ At your tables, discuss the following:
 - ▶ What are some responsibilities of a possible advisory board regarding W-BAT?
 - ▶ Who would you like to see serving on an assessment advisory board?



Collaborative Review of Assessment Policies

Challenges:

- Assessment policies differ from institution to institution
 - Frequency of exams, make up tests, grading, homework requirements
- Assessment Literacy

Potential Solution – Partnership with college institutions and high schools

- Suggested policies based on nationwide current literature
- Promote Culture of sharing
- Review assessment policies statewide
- Professional development of assessment literacy standards



Assessments

“Assessment is the process of gathering information about student learning to inform education-related decisions...

One becomes assessment literate by mastering basic principles of sound assessment practice, coming to believe strongly in their consistent, high-quality application in order to meet the diverse needs of all students, and acting assertively based on those values.”

National Task Force on Assessment Education for Teachers

Strategies

01

Solicit suggested policies based on current literature of assessment.

02

Study assessment practices across the nation

03

Create a partnership within the institutions and between high school classroom instructors and college faculty to

04

Review evaluation process of teachers/faculty in terms of assessment policies and success rate.

Impact

Researched-based evidence for instructors who want to change their institution's current practices.

High school students will benefit from new assessment policies by being better prepared for higher ed

Teachers will be better prepared for more authentic assessment

Resources Needed

- ▶ National assessment experts to offer policy suggestions.
- ▶ Assessment Summit consisting of assessment experts, high school teachers, and college faculty
- ▶ Professional development opportunities
 - ▶ Summer institute in assessment literacy and analysis
 - ▶ Workshops, webinars for classroom teachers that are designed and delivered by fellow educators and staff

Discussion: Review of Assessment Policies

At your tables, discuss the following:

- Differences between assessment/grading policies in high school vs college?
- Ideas on how to promote a culture of sharing
- Ideas for professional development
- Would you attend professional development opportunities regarding assessment policies?





Questions?