

MPS-3 Assessment, self-assessment goals, criteria & evidence

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CANADA

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Assessment is a judgement based on goals, criteria and evidence. The assessment can serve many purposes:

- to provide feedback about how to improve;
- to provide a *mark* that will be used to determine the degree of progress
- to develop skill is assessment.
- to ensure that the teacher is doing his/her job
- to provide certification or a *mark* for admission to graduate school
- to force students to study
- to develop student's self-confidence

This material focuses on the process of creating an assessment.

It is very difficult to realize how much we change in our thinking and research skills from the workshop activities that you are going to do. To help you develop your confidence and be proud of the progress you make, before you do the workshop activities, please mark your skill now .

Concerning assessment, how aware are you of the process you use?

Unaware			A little			Very aware
1	2	3	4	5	6	7

How skilled are you?

unskilled			A little			Very skilled
1	2	3	4	5	6	7

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Issues in Assessment

Use the following rating system 7 = strongly agree

- 6 = moderately agree
- 5 = slightly agree
- 4 = neutral, maybe
- 3 = slightly disagree
- 2 = moderately disagree
- 1 = strongly disagree

Please rate each of the following statements

Self assessment is:

Rating

- | | |
|--|-------|
| 1. Giving yourself (and your friends) a high but fair mark because only you know how much work they have done..... | _____ |
| 2. Giving yourself a high but fair mark relative to the dumbest kid in the class..... | _____ |
| 3. Giving yourself a high but fair mark compared with the smartest kid in the class (which could be you) | _____ |
| 4. Giving yourself a high but fair mark relative to the average expectation for this class..... | _____ |
| 5. A mix of all the above..... | _____ |
| 6. Other _____ | _____ |

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Evidence-based targets for problem solving

Evidence-based targets	Progress toward internalizing these targets				
	20%	40%	60%	80%	100%
● Performance improves if you have clear goals.					
● Goals need to be described as results, not actions; in observable and unambiguous words.					
● Measurable criteria are needed to tell us when a goal has been achieved.					
● Evidence needs to be collected that relates to the goals and the criteria.					
● Assessment is about <i>performance</i> and not about you as a person					
● Assessment is based on <i>evidence</i> and not on gut feelings or wishful thinking					

Objectives

MPS 3: Self assessment Objectives © copyright, Donald R. Woods, 1998

Self assessment: is the ability to decide on the degree to which a performance has achieved the target goal. This is based on published goals, measurable criteria and on submitted evidence.

Although this unit focuses on self assessment, this is based on the general principles of an evaluation, decision , judgement or assessment.

Skill development:

1. Accepting that assessment is about performance; it is not about personal worth.
2. Accepting that assessment is based on evidence; it is not based on wishful thinking or gut feelings.
3. Acknowledging that assessment is not possible without goals and criteria.
4. Realizing that if a judgement is to be made, incorrectly, without published goals or published measurable criteria, then judgements will be based on gut feelings, politics and intuitive criteria. This results in unfair decisions and judgements. Unfortunately, many organizations, agencies and people fail to understand this.
5. Ability to identify and create observable and unambiguous goals.
6. Realization that #5 is difficult, boring and tedious- but necessary.
7. Ability to identify and create measurable criteria related to the goals.
8. Realization that #7 is often neglected or expressed in unmeasurable terms. This task is difficult, boring and tedious - but necessary.
9. Ability to write out, gather and evaluate evidence as it relates to the goals.
10. Ownership in a task:: setting personal goals, criteria and gathering evidence and making a judgement about the achievement of that task.. Affects your self confidence and self esteem.
11. Acquire some skill in giving and receiving feedback
12. Through self awareness, begin to improve self confidence
13. Continue the development of an environment of trust where risking is OK.
14. Acquire skill in doing a performance review of others and experience receiving a performance review.
15. Acquire skill is writing a resume.
16. Acquire skill and confidence in writing effective reflections, gathering evidence and documenting a case for a performance review.
17. Acquire skill in participating in a personal interview.
18. Acquire skill and confidence in self assessment that is needed in lifetime learning and in life.

Pretest:

Awareness: how aware are you of what you do when you use this ability? Rate with an “x”

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0	1	2	3	4	5	6	7	8	9	10
Unaware I just do it				Aware of Some						Very aware I can describe The details of how I do it

Skill: how skilled are you in doing this activity? Rate with an "x"

0	1	2	3	4	5	6	7	8	9	10
Poor		Fair		Good			Very good			Excellent

Comments:

Learning objectives:
MPS 3 Self-assessment

1.1 given a term listed under "concepts introduced", you should be able to give a word definition, list pertinent characteristics and cite an example.

1.1 given an evaluation or appraisal situation, you will be able to state the components necessary to do the assessment.

3.1 given an evaluation or appraisal situation, you will be able to write out in observable terms the goals and expectations. Your results should agree to within 90% of that of the tutor.

3.2 given an evaluation or appraisal situation and an observable goal, you will be able to write out measurable criteria that are consistent with that goal. Your results should agree to within 90% of that of the tutor.

4.1 given your written evidence, you will be able to objectively discuss your self assessment with another person and reach agreement as to the assessment.

4.2 given a workshop activity related to problem solving, you will be able to write down what you did before and what you can do after the unit, to provide evidence and interpret that evidence in terms of the goals and the degree to which you can achieve the goals. Your reflections will be judged to be consistent and objective by the tutor.

5.1 given situations encountered in other courses, at work or in your everyday life, you will be able to evaluate how well you can apply your problem solving skills to solve those problems. The goals, criteria and evidence and your interpretation will be assessed by the tutor to be consistent, complete and objective.

5.2 given a personal goal, you will write that in observable terms, create measurable criteria, select evidence and write a reflective journal such that an independent assessor will agree that you have achieved your personal goals.

Concepts introduced

Self-assessment, assessment, criteria, decisions or assessments are made based on measurable criteria, pertinent evidence, performance, observable and unambiguous goals, resume, reflections, journal.

MPS 3: Self-assessment: Example assessments.

1. A friend says that he wants to "reduce his weight" and asks your advice on how to do it. For this goal "to reduce weight"
 - (a) If pertinent, break this into further subgoals.
 - (b) Rewrite the subgoal in "observable terms."
 - (c) Create at least one measurable criterion that you be used to measure success in achieving the subgoal.
 - (d) Write out one type of evidence you would collect to show progress toward your subgoal.

2. For the goal " _____ ", create two measurable criteria.

3. List six issues or subgoals that you think are pertinent for the following situation/problem:

4. My subgoal is "to improve my creativity." Rewrite this as an observable goal.

5. My subgoal is "to develop confidence in statistical testing." Write two observable, measurable criteria to be used to measure progress.

6. For the goal " _____ " and the criteria " _____ ", list three different types of evidence that could be used to show progress and achievement.

7. From the in-class activity, you have the following evidence:
 - your reflections that you wrote three times during the activity.
 - your worksheets and the statement of the exercises.
 - the DISCOVERY sheet.

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- your awareness and skill checklist **before** and **after** the activity.

Write up a reflective assessment of the degree to which you have achieved the objectives. Refer to the evidence by number and relate your evidence and claims to the objectives by number.

8. Given the following objectives and criteria and given the following evidence, assess the degree to which the objectives have been achieved.

Worksheet 302

Identifying well-stated goals

Circle the appropriate answer to identify whether or not the goal is unambiguous and observable. Can you *observe* Joe achieving the goal? Is there any room for disagreement or misunderstanding between and observer and Joe? Can you measure Joe's success?

	Joe's goal	Unambiguous and observable	
		Yes	No
1	to know calculus	Yes	No
2	to become aware of what a Chemical Engineer does	Yes	Bi
3	to select the longest string	Yes	No
4	to be creative	Yes	No
5	to be able to think in terms of thermodynamics	Yes	No
6	to write down three causes for the malfunction	Yes	No
7	to write down three good causes for the malfunction	Yes	No

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Worksheet 303

What is the criterion used in deciding on the following?

	Objective or question	Criterion (How do you tell?)
1	Who is the tallest?	
2	Who is the biggest in this room?	
3	Who is the fastest writer?	
4	Do the data agree with the hypothesis that this is a first order chemical reaction?	
5	Do you know the ideal gas law?	
6	Can you write the equation of continuity in vector form?	
7	What is the best or most useful object in the room?	

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MPS Unit	Title: _____ Name: _____ Date: _____	
Objectives	Numbered on attached orange sheet. Plus personal objective of:	
Key Concepts:	List five or six you feel were important: (Attach "Discovery" Sheet)	
Objective:	Before:	After:
Comments about pre & post test on orange sheets:		

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MPS Unit _____	Title: _____ Name: _____ Date: _____	
Objective no.	Rate degree objective is achieved	Green sheets from unit are attached and identified separately by Fig or table number: Discussion of this evidence as it supports a claim for achievement of the objective.:

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MPS Unit _____	Title: _____ Name: _____ Date: _____			
Objective:	Extend to everyday life: Other Evidence & discussion:			
Conclusions:				
Progress in Achieving Objectives:	% overall achieved: _____ Date: _____	_____ Date: _____	_____ Date: _____	_____ Date: _____

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MPS Personal Enrichment	Title: _____ Name: _____ Date: _____	
Objectives	Attached:	
Key Concepts:	List five or six you feel were important: (Attach "Discovery" Sheet)	
Objective:	Before:	After:
	Comments about pre & post test:	

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MPS Personal Enrichment:	Title: _____ Name: _____ Date: _____
Objective no.	Observations & Evidence from the Your Proposed Activities: Attach worksheets and other evidence. Label with Figure or table number. Discussion of this evidence:

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MPS Personal Enrichment:	Title: _____ Name: _____ Date: _____			
Objective no.	Other Evidence & discussion:			
Conclusions:				
Progress in Achieving Objectives:	Date: _____	_____	_____	_____

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DISCOVERY

Activity

Discovered

So what? application

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Reflections about this as a learning activity

For teachers:

	already do this	would work	might work	not my style
Selecting purpose for assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have clear and published objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have measurable and published criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Let the students self-assess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the DISCOVERY form to summarize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other				
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>