

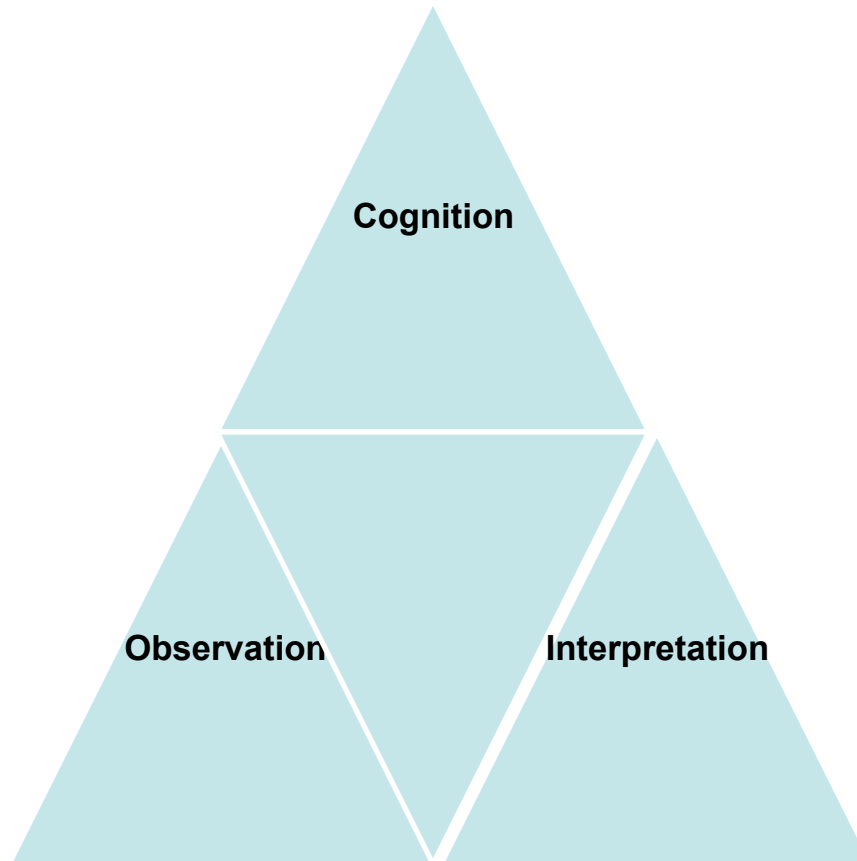
Getting the most out of formative assessment and advisory boards

Formative Assessment

The goal of formative assessment is to gather information to guide ongoing improvements.

These are low stakes assessments - but they make a difference.

Assessment Triangle



National Research Council (2001). Knowing what students know: The science and design of educational assessment. National Academy Press: Washington DC.

Cognition

Outcomes, knowledge, and skills

Example: Participation

- Participation and motivation begin with required attendance and advances as the researcher is able to initiate and select collaborations.

What do you want to know?

Observation

A set of beliefs about the kinds of observations that will provide evidence of cognition

Example: Survey

Q Respond to the following statements regarding the interdisciplinary collaboration you described above by indicating strongly disagree, disagree, undecided, agree, strongly agree.

| | | |
|---|---|--|
| 1 | I am considered an interdisciplinary researcher by others in the collaboration. | |
| 2 | I contributed knowledge to the interdisciplinary collaboration from multiple fields. | |
| 3 | I contributed knowledge to the interdisciplinary collaboration from one field. | |
| 4 | I recognize different approaches to the same problem because of my collaboration. | |
| 5 | I learned the implications of real-world applications of my research because of my collaboration. | |
| 6 | I seek out scientific articles with interdisciplinary focus because of my collaboration. | |
| 7 | I participated in the collaboration by sharing technical knowledge. | |
| 8 | I am able to consult with researchers from other fields about my research questions. | |

How will you get it?

Interpretation

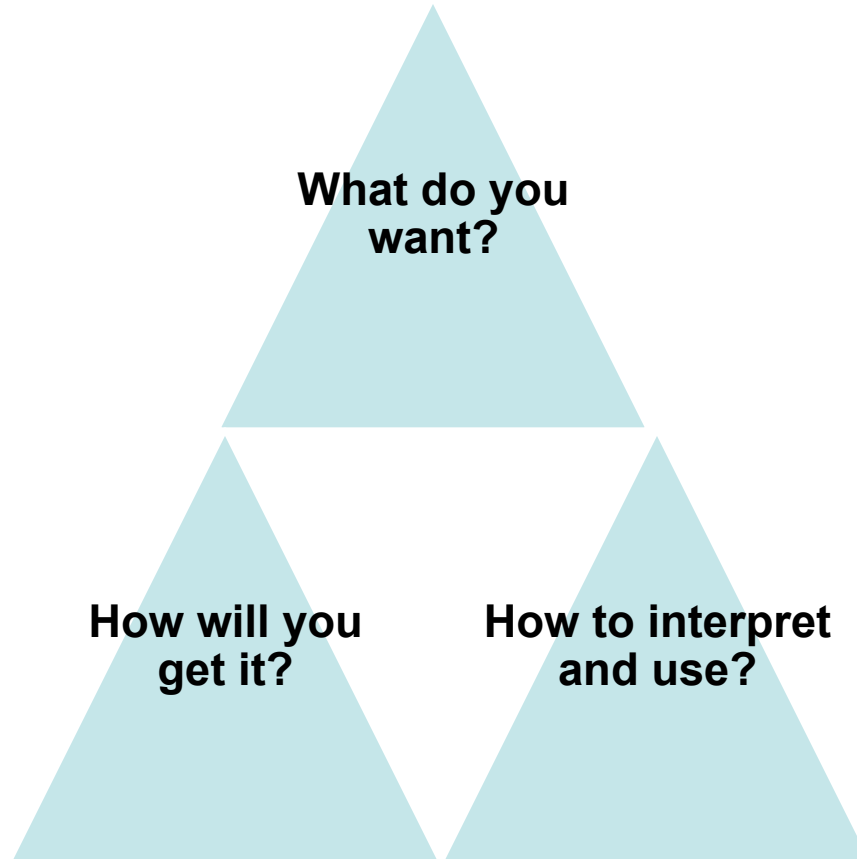
Process for making sense of the evidence

Example: Item response model

| Logit | Case | Item | Statement |
|-------|------|------------------|---|
| | | | |
| 5 | | X | |
| | | | |
| | | X | |
| | | XX | |
| | | X | |
| | | X | |
| | | | |
| 4 | | X | |
| | | X | |
| | | X | |
| | | X | |
| | | | |
| | | XX | |
| | | | |
| 3 | | XX | |
| | | XXX | |
| | | XXX | |
| | | X | |
| | | XXXX | |
| | | XXXXX | |
| | | XX | |
| 2 | | XXXXX | |
| | | XXXXX | |
| | | XXXXX | |
| | | XXXXX 20 | I have a teaching role... |
| | | XXXXX | |
| | | XXXXXXXX 18 | I have a leadership role... |
| 1 | | XXXXXXXX 11 | I initiated... |
| | | XXXXXXXX | |
| | | XXXXXXXX 6 14 29 | |
| | | XX 19 | |
| | | XX 1 3 13 | |
| | | X 2 9 21 | |
| | | 12 15 16 | |
| 0 | | 7 | |
| | | 30 | |
| | | 5 8 28 | |
| | | 17 25 27 31 | |
| | | 4 10 22 24 26 | |
| | | 32 | ...prepared me to participate in interdisciplinary collaboration... |
| -1 | | 23 | ...increased my knowledge of a specific tool. |
| | | | |
| | | X | |
| | | | |
| | | X | |
| | | | |
| -2 | | | |

How will you interpret and use?

Practical Assessment Triangle



Questions

- How to increase the role of formative assessment in your program?
- How to ensure broad buy-in to all stages of formative assessment?
- How to get students/faculty/institutions involved in productive feedback?
- How to get people outside the program involved?
- How to use the advisory board effectively?
- What is the role of your advisory board in formative assessment?
- How to use the advisory board effectively?

Solutions