

TracDat V

Sample of Completed Assessment Worksheet

This template includes **EXAMPLES** of the types of information you **MIGHT** input into the data entry fields you will find in TracDat V. The examples come from actual assessments conducted across a range of disciplines. Some of the examples are minimalistic, others provide more depth.

You can then use the **empty template form** to plan your assessments and write your reports. These reports can then be copied and pasted directly into TracDat. Alternatively you type directly into TracDat.

Step 1. Start the assessment with a Course Plan (SLO level assessment) – (click on Course Planning and then again on Course Plan to start the assessment process)

Assessment Method Category (select one of the following options – for planning purposes it might be helpful if you erase all those that don't apply before you enter TracDat – or highlight the one that does apply – see highlighted example below.)

- ☐ Exam/Quiz – Embedded Questions tied to SLOS
- ☐ Exam/Quiz – Pre-post test
- ☐ Mixed methods
- ☐ Performance
- ☐ Presentation
- ☐ Project
- ☐ Survey
- ☒ Written Assignment

Assessment Method (Type out a summary of the assessment you plan on doing – provide a clear understanding of the plan, but consider uploading specific assignments, test questions etc. into the Document Repository – unless you want everything to print onto the report. Be sure to provide enough detail that another person, maybe another discipline member, could grasp the overall concept of your assessment)

The following are examples that currently exist in TracDat – in parenthesis are suggestions for enhancements)

English - Ghandi essay with multiple readers grading by rubric (*maybe provide the title of the essay and expected requirements*)

English - Embedded essay question(s) on final exam designed to assess achievement of SLOs #1, 2, 3, 4, and 4c. After the final exam, I collected and recorded 20 representative responses from students (32 students = final enrollment count). I analyzed these papers using the attached rubric in order to establish a benchmark which would use the prompt questions as a means of determining the degree of mastery of the above-mentioned SLOs. (*Nice and clear indication of process*)

Art - The Final Project, a painting, along with preparatory drawing, will be assessed according to a rubric. This rubric contains the specific points listed in SLO 3. (*Maybe reiterate the specific points to clearly set the expectations*)

ECE - A new assignment was created to discern whether students would be able to take the knowledge taught in the adult classroom regarding specific theoretical models and teaching strategies and identify these same theories and strategies in the actions observed of a teacher in an early childhood education setting. The assignment was in the form of an observation with separate sections identified for the specific purpose of highlighting theory and strategies. These same sections were delineated on the grading rubric and so data collection was relatively simple as part of the grading process.

During class information was shared via PowerPoint, and in-class discussions, regarding the developmental theories associated with Jean Piaget (constructivism), Lev Vygotsky (social constructivism), Erik Erikson (psychosocial development), Abraham Maslow (hierarchy of needs) and Skinner and Watson (behaviorism). The students were provided with a blank chart to use during in-class activities to assist them in organizing their understanding of the main points regarding each theory, and how this theory might look in the classroom – a simplistic graphic organizer. The students were encouraged to take this document with them on their observation or to use it as a reference tool when they wrote up their observation. The students were also shown photographs from the internship class (EAR 30) of activities that were then analyzed to determine theoretical influences. (*Just be aware that when you include this much information, it will all print on the reports you can run in TracDat – if that's what you want, then go right ahead and include this amount of information*)

ECE - Students will complete a total of 12 take home tests. Each test will have 25 multiple choice questions. Specific questions on each test will be identified as aligning to SLO 1 and scores on these questions will be calculated to show an average level of performance by the class on these embedded questions. The same will be done for SLO 2, 3, 4, & 5 for EAR 20.

Benchmark (Identify the level of competency you would like to see in this assessment – For example, you could identify this as an initial assessment and you are setting a baseline of understanding, or identify a specific %, or average of success you want from the students.)

English - Baseline Setting Assessment (*this type of benchmark might be used if this is the first time the assignment is being used and so the instructor has no level of expectation for level of ability*)

Art (*This benchmark demonstrated the scoring rubric for the assignment*)

Preparatory Drawing Plan/Composition 4 3 2 1 0

Final Painting Demonstrates Good Design 4 3 2 1 0

Final Painting Demonstrates Creative Solutions 4 3 2 1 0

The Painting Process is Evident and Successful 4 3 2 1 0

Self-Expression is Genuine and Successful 4 3 2 1 0

ECE

This is a baseline assessment, but it is anticipated that students will average 75% on these tests. (*You might have been teaching the class for a while, using the assessment tool, and you already have an idea of how the students might perform.*)

Notes (You can put whatever helps you with your planning in this location, maybe other faculty involved, documents that relate to the assessment)

(Once you have input this information in TracDat don't forget to Save and then Return)

Step 2. Add the Summary of Results from the Assessment – (click on Course Planning and then Results to complete the assessment process)

Summary of Results Date (identify the current date, or backdate to a previous semester if appropriate)

Summary of Results (Type a comprehensive summary of what you learned after analyzing the data from the assessment. You can embed data fields from Word.)

English (*reporting out on a completed assignment – showing data and analysis of results*)

Poorly or Not At All	2/20 students
Minimally	5/20 students
Adequately	11/20 students
Very to Extremely Well	2/20 students

Regarding the “degree to which the students demonstrated mastery of basic course material regarding history and types of children’s literature” [SLO 1], I was very impressed overall with students’ ability to remember forms and types of early children’s literature, including fables, folk and fairy tales, didactic forms (primers, hornbooks, chapbooks), and adventure books. Overall, students successfully mastered this learning objective.

Psychology – (*simple statement of percentage of success -With this example it would be advisable to go further with the analysis – e.g., identify any specific areas where focused attention is needed? Provide a statement as to why level of achievement is satisfactory to the discipline*)

On average, students answered 73.39% of these questions correctly.

ECE – (*extended analysis of percentage of success*)

Student's averaged 80% on the embedded questions that aligned with SLO 1. In addition, it was noted based on an analysis of the types of questions with which students struggled that more clarity was needed in some of the PowerPoint slides, that student's struggled more with questions where they needed to interpret the material, e.g., scenario questions, or questions where they had to apply the information from the class to a situation. In addition, it was also noted that students also got many questions incorrect where the answer was clearly and easily available in the text, suggesting either that the students didn't read the text, didn't allocate enough time for the texts, or were unable to comprehend the text.

Semester Assessed (Select the semester in which you actually assessed the course)

Benchmark met (select n/a, no or yes)

Step 3. Add Changes Made (this is the start of a closing the loop assessment – the link to input this information will be directly below the results you just input)

Changes Made Date (The date when you input the assessment results, or completed a previous assessment)

Changes (Identify your plan of action for modifying your course – maybe you change the way the questions on a test are worded, you include more small group activities to enhance understanding, you give more information in your PowerPoint – type out your plan here. You can upload any documents that are connected to the improvement into the Document Repository.)

ECE - (Simple statement identifying the changes implemented in the class prior to the next assessment of the same assignment)

Identified topics that needed more clarification were added to PowerPoints and in-class discussions. Students were provided additional recommendations regarding the amount of time needed for completing the tests, strongly emphasized the need to decode the situational questions, e.g., define the words and meaning of the question prior to answering. Practice decoding questions in-class 10/29/2013.

In terms of on-going improvement a study will be conducted in the summer to determine whether an additional required class, EAR 20, also provides a level of support for students to learn about children with disabilities, which in turn would also prepare them to be successful in the internship, and in reaching PLO 4s outcome. 06/01/2013

On-going improvement in this area will include the sharing of videos of teaching in action to try and prepare them for the observation itself. In addition, the homework overview has already been modified to make the requirements extremely explicit – both versions are attached to show the changes in format. 09/14/2014

COR/SLO Modification Recommended (select from N/A, No, or Yes – did your assessment lead you to believe there needs to be a modification?)

Step 4. Add Follow-up (Once you have reassessed the course, after implementing your Changes Made, you will complete the Follow-up – the link to input this information is located underneath the Improvement you create)

Follow-up date (the date you completed the assessment, or the date you are inputting into TracDat, whichever makes more sense)

Follow Up (In here you will identify the assessment you used for the follow-up, the outcome of the follow-up, how you have now close the assessment loop.)

These will look similar to the entries for the initial Assessment Method area in TracDat – you are likely to refer to the previous assessments, results, and this now serves as your closing the loop activity.