

ASSESSMENT STRATEGIES

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Introduction

- The current state of assessment practices:
 - Pencil-paper activities;
 - Standardized tests;
 - Overuse of lectures.
- Changes in students' attitudes, populations and learning philosophies:
 - The growing diversity of student population;
 - Constructivism as the dominant education philosophy;
 - The need to move from traditional to authentic assessment.



Rubrics vs. Teacher-Based Tests

Rubrics

- Rubrics have little to do with scoring;
- Expectations are clarified;
- The goal of the assignment is well understood;
- Provide informed feedback.

BUT

- Task-specific criteria;
- Too general or too detailed;
- Language proficiency.

Teacher-made tests

- Sensitive to student needs;
- Meet the needs of diversity students;
- Enhance the quality of ongoing assessment in the classroom;
- Rely on instruction.

BUT

- Cannot be standardized;
- The validity and reliability of outcomes are doubtful.



Rubrics: The Best Choice for Diverse Students

Rubrics are the best choice for diverse students in a health care course:

- Rubrics criteria cause positive effects on instruction;
- Rubrics are highly effective in evaluating students' progress in multidimensional tasks;
- Rubrics facilitate and motivate active construction of knowledge by diverse students;
- Rubrics allow evaluating both the process and product of learning (Montgomery, 2002).



Other Assessment Models

- Self-assessment and peer-assessment:
 - Monitor the progress;
 - Eliminate hesitation and uncertainty;
 - Achieve the balance of instructor and students' feedbacks;
 - Identify the major weaknesses and allow students to express their reactions and attitudes.



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