

TRANSFORMING ASSESSMENT

STRATEGIES FOR HIGHER EDUCATION

Accessible Activity Text

Module 2 - Slide: Activity: Characteristics of Traditional vs Alternative Assessment (9.8 – 9.11)

Special Note: This file covers the accessible text for all four slides that make up Activity: Characteristics of Traditional vs Alternative Assessment.

	Traditional Assessment	Alternative Assessment
GOAL	Goal is to measure the acquisition of identified learning outcomes	Goal is to enhance the development of identified learning outcomes
KNOWLEDGE	Emphasizes developing a body of knowledge (“what” knowledge)	Emphasizes constructing and applying knowledge (“how” knowledge)
PURPOSE	Prioritizes summative purposes and products (grading, judgment)	Prioritizes formative purposes and processes (improving, development)
TIMING	Separates assessment from the teaching and learning process	Continuous assessment within the teaching and learning process
CONTROL	Instructor controls assessment process	Instructors and students participate in assessment process
FOCUS	Narrow, discrete focus with limited student choice	Broad, integrated focus with student choice

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THINKING	Encourages memorization and correct answers	Encourages higher order thinking and global competencies
COMPLEXITY	Decontextualized, simplistic skills and tasks	Authentic, complex tasks with real-world applications
GRADING	Relies on proxy measures of student learning to represent target skills	Focuses on grading what students know and can do
CULTURE	Promotes grade obsession and competition (individual)	Promotes dialogue, feedback, and collaboration (social)
EVIDENSE	Provides a snapshot of student learning at one point in time	Provides evidence of student learning over time