

Outcomes-based Assessment in Higher Education

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Order of Presentation

- Background
- Outcomes-based Education
- Outcomes-based Assessment
- EDSP 112

BACKGROUND

CHED Administrative Order 1, s. 2014

Revised Guidelines in the Formulation
of CHED Policies, Standards and
Guidelines (PSGs) of Baccalaureate
Level Academic Programs

CHED Memorandum Order 46, s. 2012

Policy Standard to Enhance Quality Assurance QA in Philippine Higher Education through an Outcome-based and Typology-based QA

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- Shift of focus from input to outcomes as a response to:
 - Need for quality
 - ASEAN Integration 2015
 - Globalization

Emerging Regionalism Economic Regional Architecture

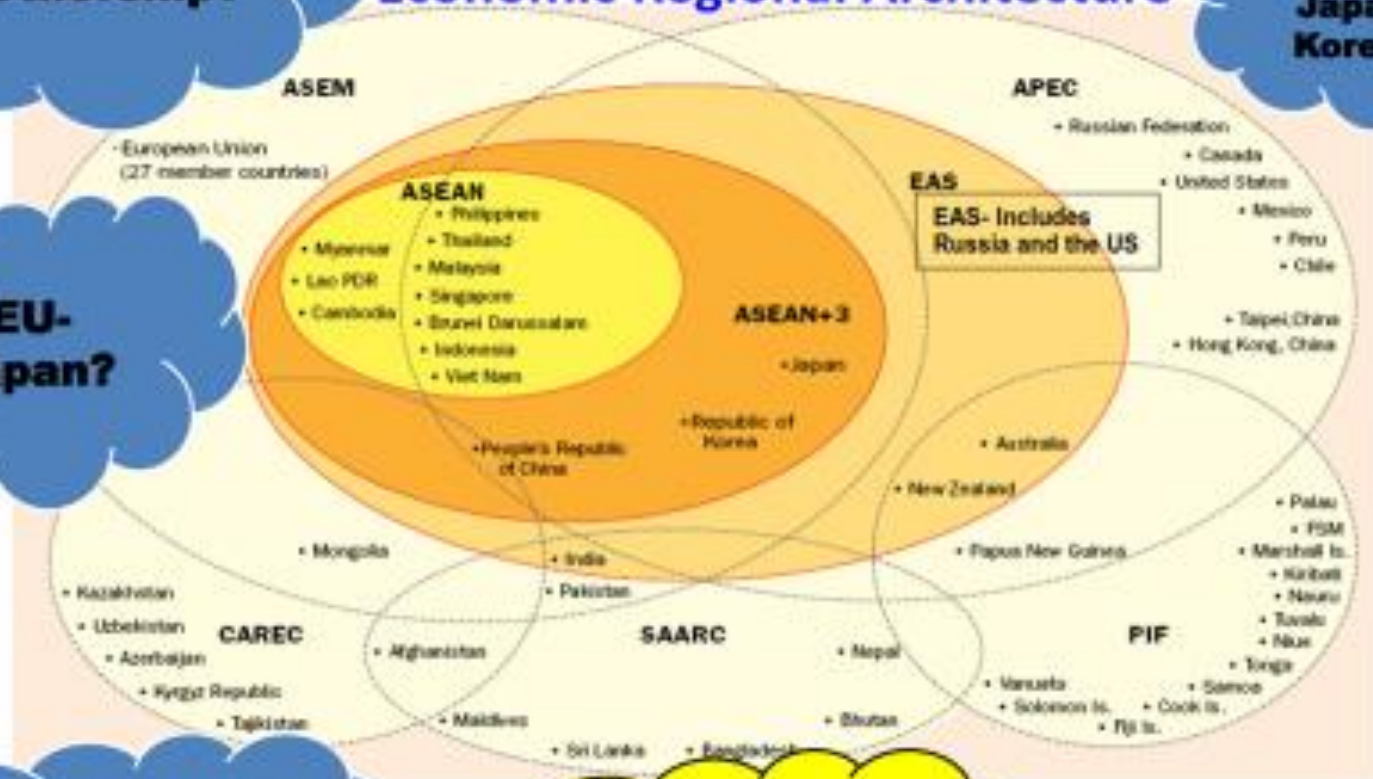
Trans Pacific Partnership?

**Trilateral Agreement
China-Japan-Korea?**

EU-Japan?

**Transatlantic
Trade &
Investment
Partnership?**

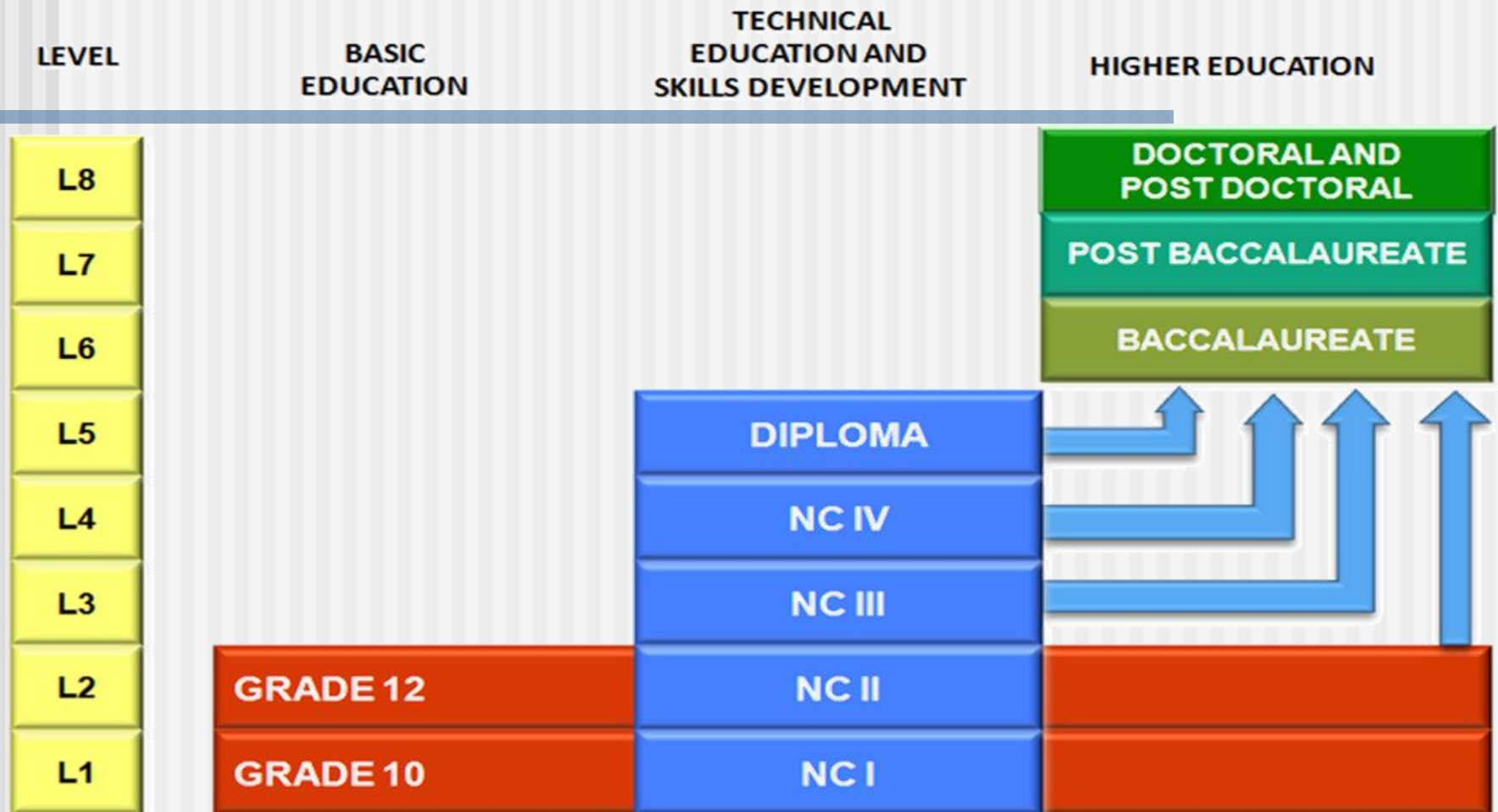
**ASEAN REGIONAL
COMPREHENSIVE
ECONOMIC
PARTNERSHIP?**



The ASEAN Economic Community 2015

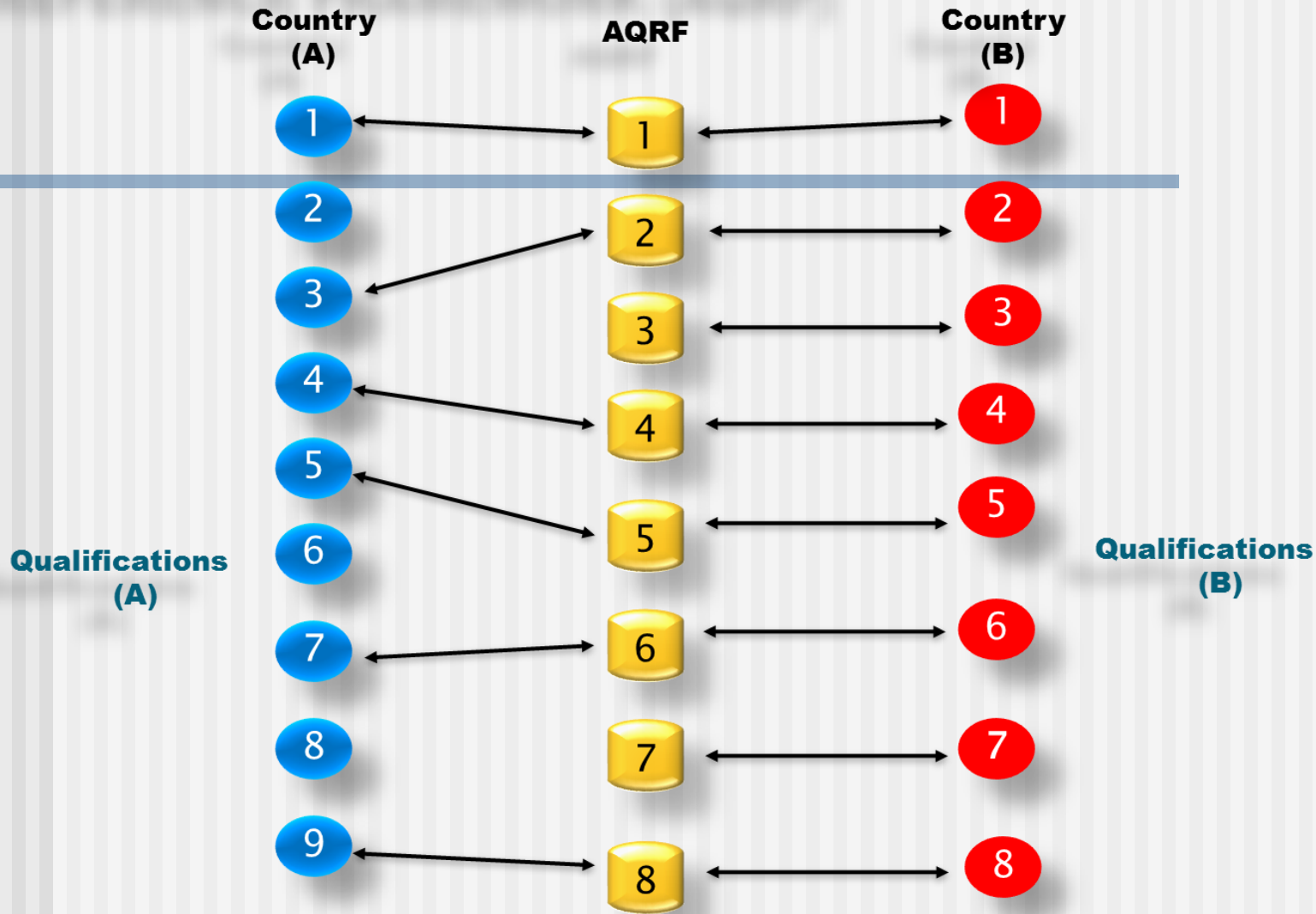
- Single Market and Production Base
 - Free flow of professionals
 - Free flow of skilled workers
 - Free flow of goods
 - Free flow of investment
 - Free flow of capital

THE PHL QUALIFICATIONS FRAMEWORK



(Manzala, n.d.)

ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF)



(Manzala,n.d.)

OUTCOMES-BASED EDUCATION

Spady's Four Core Principles of Outcomes-based Education

1

- Clarity of focus
- The REAL end

2

- High expectations
- All learners doing significant things at the END

3

- Expanded opportunities to learn and demonstrate learning

4

- Design down or backward design

Design
Backwards



ILO of the
Lesson

ILO of the
Unit

ILO of the
Course

ILO of the
Program
(POs)

ILO of the
Institution

Outcomes
for
Graduates
(PEOs)



Deliver Forward

ACHIEVING COHERENCE

(Fermin, n.d.)

The Performance Mountain

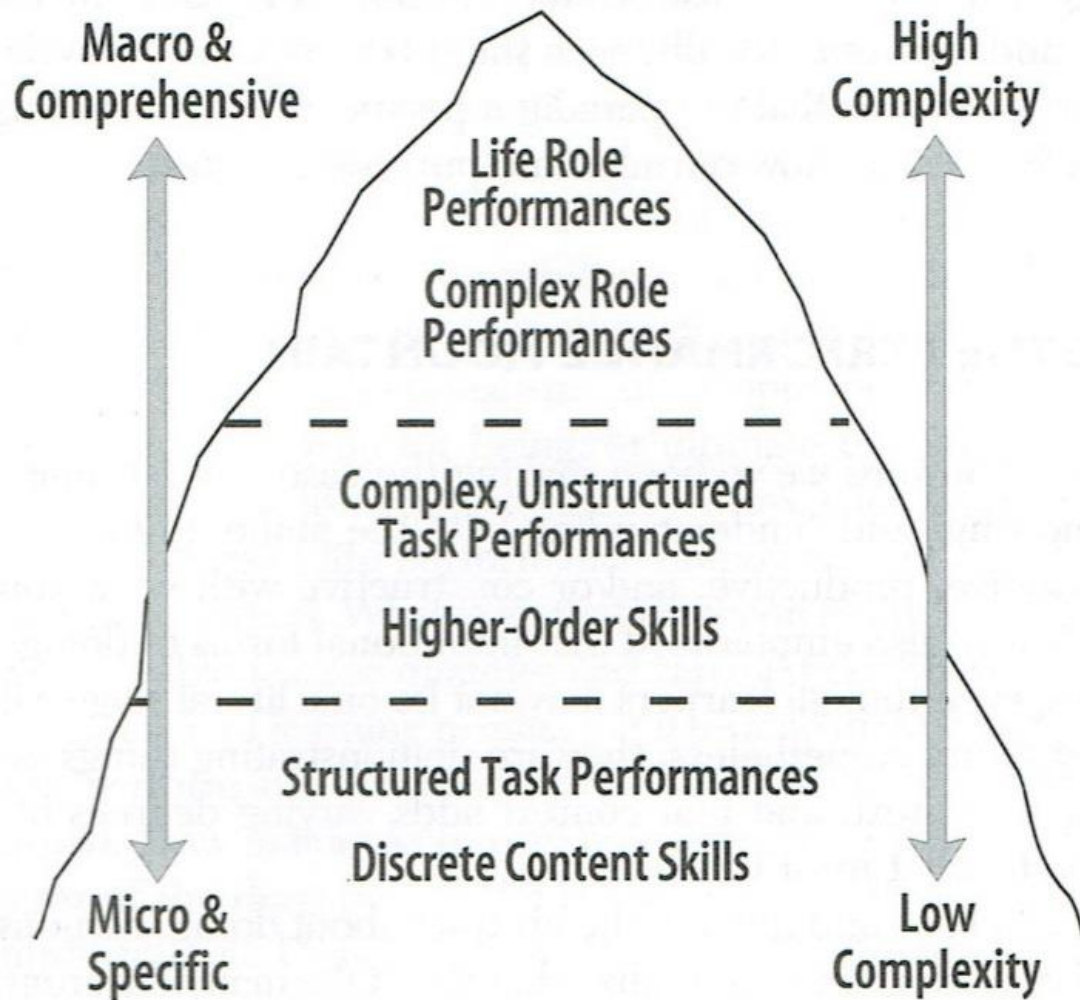


Figure 10.2

(Spady, 2001)

Curriculum Design Models

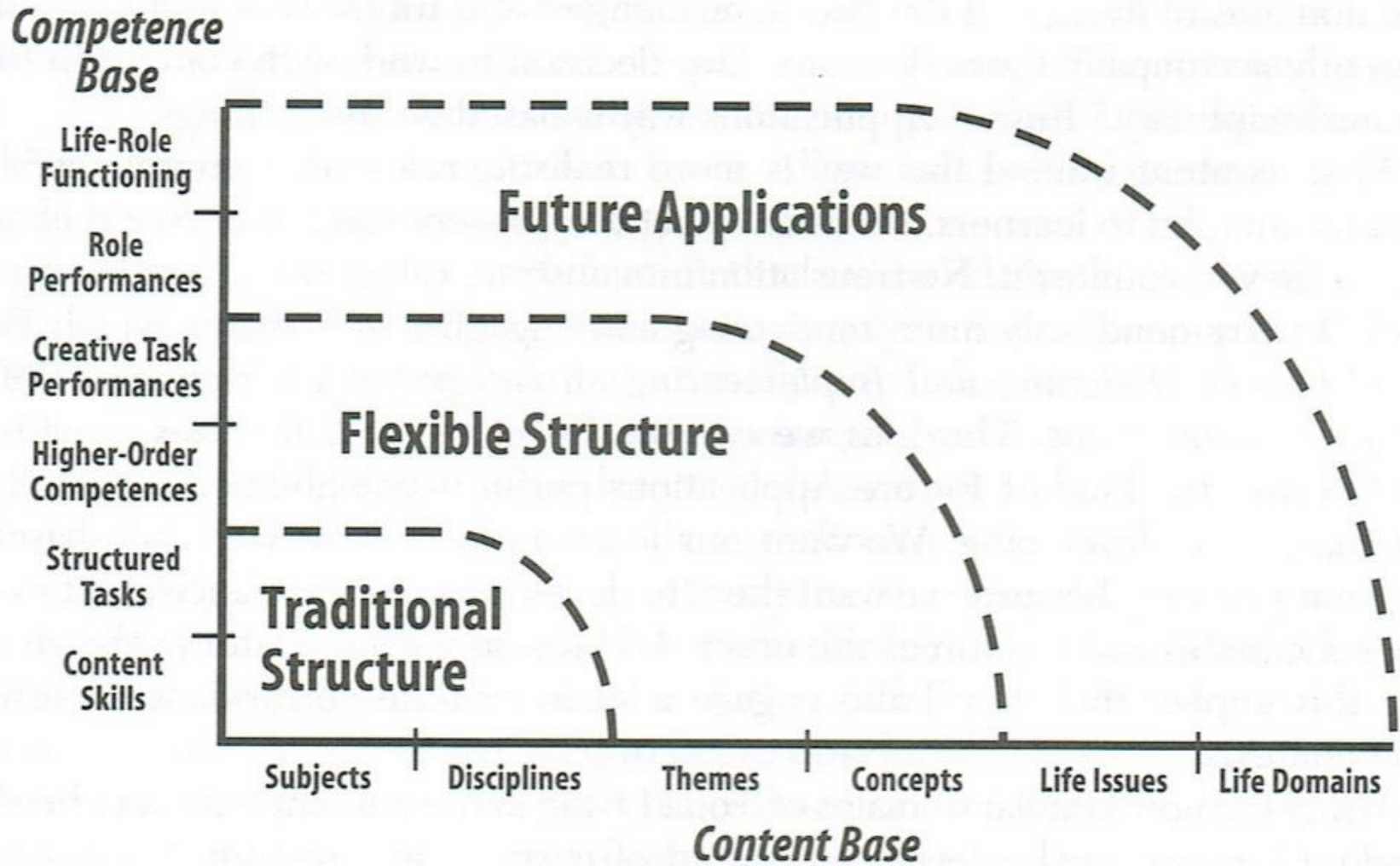


Figure 11.2

(Spady, 2001)

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- “Outcomes are high-quality, culminating demonstrations of significant learning in context. Demonstration is the key word; an outcome is not a score or a grade, but the end product of a clearly defined process that students carry out.”

How about content?

- “...demonstration must show significant learning; significant content is essential. Content alone, however, cannot be an outcome because it is inherently inert. Much like potential energy, it must be manifested through a demonstration process.”

Any observations?

SAMPLE LEARNING PLAN

<i>Desired Learning Outcomes (DLO)</i>	<i>Course Content/ Subject Matter</i>	<i>Textbooks/ References</i>	<i>Teaching and Learning Activities (TLAs)</i>	<i>Assessment Task (ATs)</i>	<i>Resource Materials</i>	<i>Time Table</i>
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	Midterm	Finals
Quizzes	35%	30%
Long Exam	45%	40%
Outputs	-	20%
Participation	20%	10%
TOTAL	100%	100%

Implications on assessment

- Assess with the long-term significant outcomes of the program in mind, not just subject-specific outcomes.





- Know the range of levels of understanding of targeted concepts & range of development within the targeted skills.

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- Think photo albums instead of snapshots.



OUTCOMES-BASED ASSESSMENT

Authentic Assessment

- “A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills” -- Jon Mueller
- a.k.a Performance assessment or performance-based assessment

-
- "...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." (Wiggins, 1993).

Assessment

Traditional

- Selecting a Response
- Contrived
- Recall/Recognition
- Teacher-structured
- Indirect Evidence

Authentic

- Performing a Task
- Real-life
- Construction/ Application
- Student-structured
- Direct Evidence

Mueller,n.d

Bachelor of Special Education

EXAMPLE

Program Outcomes

A graduate of the program

- Uses knowledge of diversity, organization and research to provide respectful and meaningful learning experiences and collaborative opportunities for students with additional needs and their families.

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- Uses knowledge of human development and learning differences to respond effectively to educational needs of students with exceptionalities.

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- Creates safe, inclusive, culturally responsive learning environments for students with additional needs.

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- Uses knowledge of general and specialized curricula to individualize learning for students with additional needs

-
- Uses evidence-based instructional strategies to maximize learning opportunities for students with additional needs.

-
- Uses multiple data-sources and methods of assessment to make sound educational decisions for students with additional needs.

-
- Demonstrates reflective thinking and professional self-direction.

University of the Philippines



- EDSP 112
- Early Intervention for Exceptional Children
- Taken by Juniors

EDSP 112

- Fundamentals of early childhood special education
- Provision of early intervention services to young children with additional needs and their families

Course Objectives

- At the end of the course, the student should be able to:
 1. synthesize the fundamental principles of early childhood special education.
 2. create an individualized family service plan (IFSP) for the young child with special needs
 3. demonstrate strategies used in teaching young children with special needs
 4. collaborate with families and service providers in designing and implementing IFSP

Course Content

- Foundations of Early Childhood Special Education
- Working with Families of Young Children with Special Needs
- Identification and Assessment of Young Children with Special Needs
- Curriculum for Young Children with Special Needs

- Designing Learning Environments for Young Children with Special Needs

- Strategies for Teaching of Young Children with Special Needs
- Strategies for Different Developmental Areas
 - Physical/Motor
 - Language and Communication
 - Cognition
 - Social-Emotional
 - Self-Help

Traditional Requirements

- Midterm and Final Examinations
- Classroom Demonstration of Strategies
- Designing an Individualized Family Service Plan for a hypothetical child

SWITCHING TO OUTCOMES-BASED EDUCATION

Strategies Used

- Problem-based Learning
- Service Learning

Working with children with special needs and their families



Collaborating with parents

Service-learning component

- Create Individualized Family Service Plans and teaching materials for children belonging to poor families
- Administer informal assessment for instruction
- Teach parents strategies
- Network with community organizations



Use of rubrics

CEC Standard Element	Program Competency	Does Not Meet	Meets	Exceeds
	Continuum of Placements and LRE	IEP/IFSP documents that only one option was considered and selected for placement (LRE)	Present level of performance addresses how the disability affects the involvement and progress in general education curriculum, and IEP/IFSP documents that appropriate placement options (LRE) were considered and determined, and Services summary documents minutes, frequency, location, beginning & ending dates, and Regular education participation reflects and justifies the services summary	All three sections address the student's need(s) with specific detail and total parallel, providing clear and specific detail which would allow an implementer to clearly understand and implement the IEP/IFSP
	Disabilities characteristics	Present level of performance does not address characteristics and needs indicative of the disability and state eligibility criteria, and Special considerations have not been addressed or documented	Present level of performance adequately addresses characteristics and needs indicative of the disability and state eligibility criteria, and All special considerations have been addressed and are documented	Present level of performance describes the student's disability and the educational implications with explicit detail, and All special considerations have been addressed and are documented
	Scope and sequence of curricula standards	The goals and/or objectives are not anchored in the general and special curricula and are not aligned with national, state and local standards The goals and/or objectives are not developmentally appropriate and do not take into consideration the individual needs and abilities of the student The goals and/or objectives are written broadly and to not contain the required components for the State of Missouri	Most goals and/or objectives are anchored in the general and special curricula and are aligned with state and local standards Most goals and/or objectives are developmentally appropriate and take into consideration the individual needs and abilities of the student All goals are written using measurable and observable terms and contain all components required by the State of Missouri	All goals and/or objectives are anchored in the general and special curricula and are aligned with state and local standards All goals and/or objectives are developmentally appropriate and take into consideration the individual needs and abilities of the student All goals are written using measurable and observable terms and contain all components required by the State of Missouri The goals and/or objectives reflect an in-depth understanding of general and special curriculum and indicated high expectations for student understanding, application, generalization and maintenance
	Adaptations, modifications, and supports in instruction and assessment that directly relate to the individual needs of the student, facilitate integration, and meet national, state	A few of the instructional and assessment accommodations, modifications, and supports identified in the IEP/IFSP are appropriate but they are not directly linked to the student's present level of performance and to relevant assessment data. The selected accommodations and modifications would provide minimal support to the student in accessing the general education curriculum	All of the instructional and assessment accommodations, modifications, and supports identified in the IEP/IFSP are appropriate and are directly linked to the student's present level of performance and any relevant assessment data. All of the selected accommodations will assist the student in accessing the general education curriculum and in participating in district	All of the instructional and assessment accommodations, modifications, and supports identified in the IEP/IFSP are appropriate, are directly linked to the student's present level of performance and any relevant assessment data, and demonstrate a strong understanding of assistive technology, the needs of the teacher and staff. All of the selected accommodations will assist

Creating rubrics

- Begin describing acceptable/adequate behavior

Reflections of students

- Eye-opener
 - Disability
 - Family dynamics
 - Poverty
 - Collaboration
- Appreciation for one's personal circumstances
- Sense of fulfillment



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- Respect for parents and families of CSN and special education practitioners
 - Affirmed their chosen career path

Student A

- “I felt really proud of this course and of what the College of Education and UP are doing. This kind of project teaches us so many things both in academics and in life. It teaches us how to take work seriously, develop ethical behavior, and it teaches us to really excel and put our best in what we do. It also teaches us about social realities, how to work with people who are different from us and most importantly, it teaches us about social responsibility – to help those who are in need using our own strengths and resources.”

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- “Despite all the challenges, difficulties and self-doubt, this course really made me feel that I can do something to help people in need. It made me feel, above everything else, that I can make a difference...”

Challenges

- Transforming traditional assessment tasks to authentic tasks
- Networking with authentic audiences
- Mentoring time

Some considerations

- It is important to network with the community.
- Choose service-learning projects that fill an acknowledged, significant gap.
- Service-learning and outcomes-based assessment can be demanding on the professors' time but the results are worth it.

Curriculum Design Models

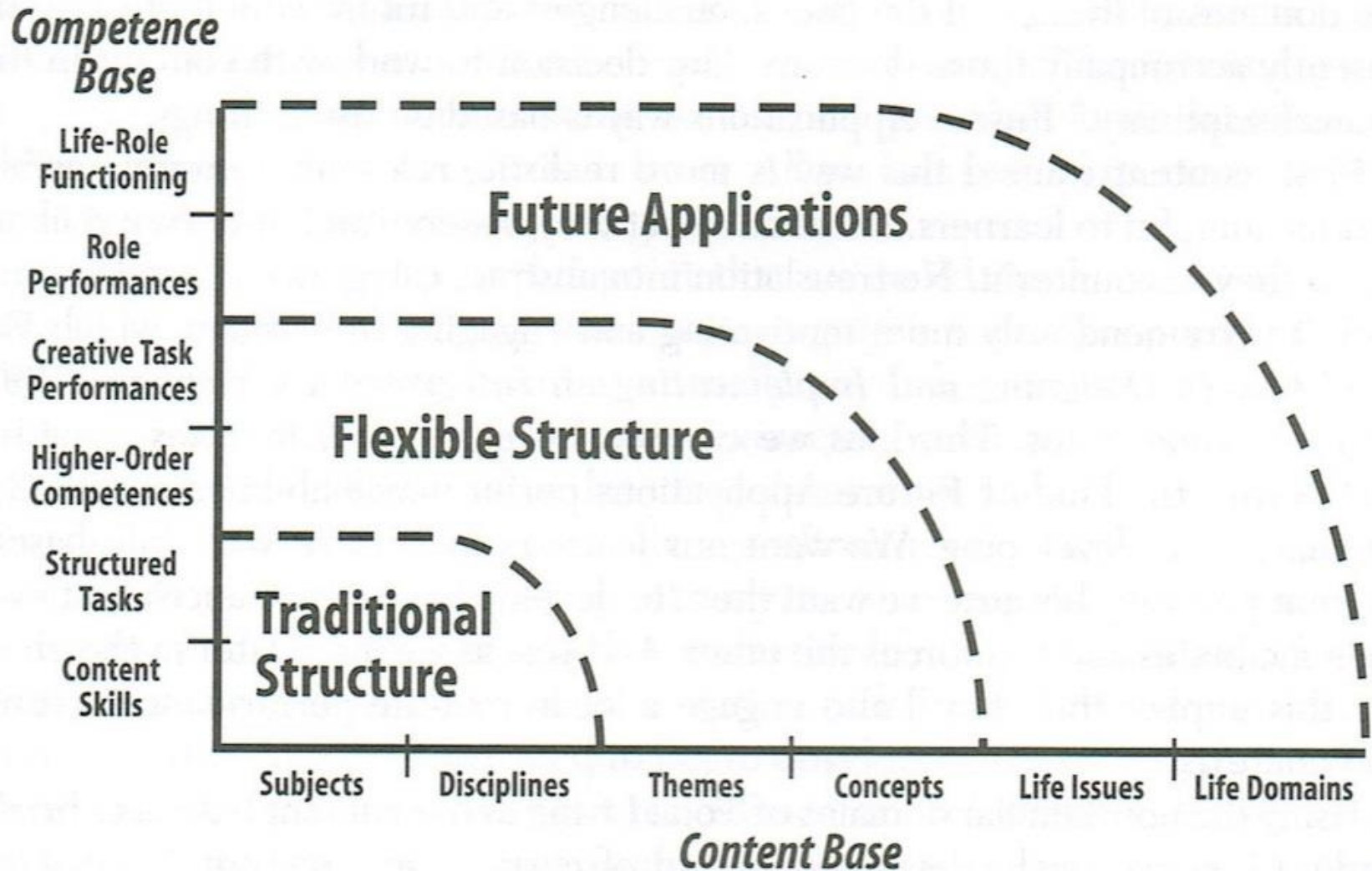


Figure 11.2

Engineering Example

- <https://teaching.unsw.edu.au/videos-further-aspects-assessing-authentically>

The Performance Mountain

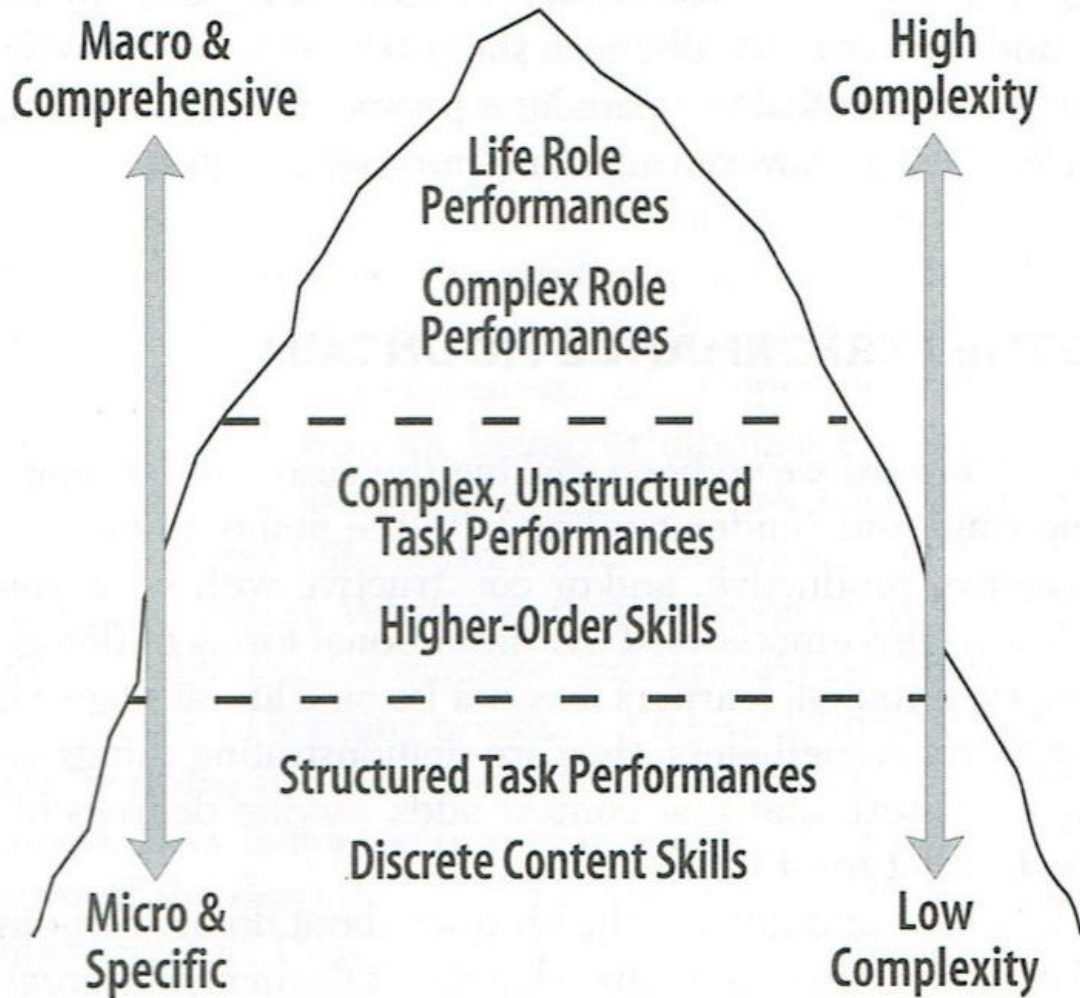


Figure 10.2

Contact information

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- Image Credits

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– Atty Manzala, Spady, 2001, Edizon
Fermin, <https://ibpofficial.wordpress.com/>