

## WTCS Repository

# FQAS Assessment

## Course Outcome Summary

### Course Information

**Description** This content area is part of the **WTCS Faculty Quality Assurance System (FQAS) Competency Framework**.

The FQAS Competency Framework contains shared competencies and performance standards that will be utilized for professional development under the Faculty Quality Assurance System. Each WTCS college has discretion in regards to how these competencies and performance standards are delivered.

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### Course Competencies

#### 1. Create a performance-based assessment plan

##### Assessment Strategies

1.1. Oral, Written or Graphic Assessment

##### Criteria

- 1.1. you describe how your assessment strategies meet district curriculum/assessment guidelines
- 1.2. you distinguish between formative and summative assessment
- 1.3. you select a variety of performance based assessment strategies appropriate for your learning outcomes (e.g. project, interview, experiment, report, presentation, portfolio, question/answer test, demonstration)
- 1.4. you explain how the selected assessment requires learners to apply what they have learned
- 1.5. you describe how the performance assessment task ensures validity
- 1.6. you describe how the performance assessment task ensures reliability
- 1.7. you describe how the performance assessment task ensures fairness
- 1.8. you assess the characteristics and needs of learner population
- 1.9. you assess the feasibility of the assessment plan
- 1.10. you identify a plan to review effectiveness of assessment strategies
- 1.11. you identify necessary assessment resources you develop authentic assessment strategies

#### 2. Employ a variety of formative assessment strategies

##### Assessment Strategies

2.1. Oral, Written or Graphic Assessment

##### Criteria

- 2.1. you align assessment strategy with desired outcome
- 2.2. you customize formative assessment strategies appropriate for the learning environment
- 2.3. you develop formative assessment strategies for a specific learning outcome (i.e. Classroom

Assessment Techniques)

- 2.4. your formative assessment strategies are practical in context of course management
- 2.5. you develop formative assessment strategies focus on improving learning
- 2.6. you develop formative assessment strategies that involve learners in the process of improving their learning
- 2.7. you create formative assessment strategies addressing knowledge building
- 2.8. you create formative assessment strategies addressing skill/competency building
- 2.9. you create formative assessment strategies addressing learner attitudes, values, and self awareness
- 2.10. you create formative assessment strategies addressing learner reaction to the learning
- 2.11. you describe how the results help learners and the instructor improve learning
- 2.12. you ensure the formative assessment is valid, reliable, and fair you communicate desired outcome of the formative assessment

**3. Employ a variety of summative assessment strategies**

**Assessment Strategies**

- 3.1. Oral, Written or Graphic Assessment

**Criteria**

- 3.1. you develop summative strategies that assess desired learning outcomes (competency, core ability, program outcome, external standard, etc.)
- 3.2. you customize summative assessment strategies appropriate for the learning environment
- 3.3. you develop summative assessment strategies that involve learners in the process of demonstrating their learning
- 3.4. you create summative assessment strategies addressing learner attitudes, values, and self awareness
- 3.5. you describe how the results help learners and the instructor improve learning
- 3.6. you ensure the summative assessment is valid, reliable, and fair
- 3.7. you employ direct assessment strategies you employ indirect assessment strategies

**4. Communicate assessment results to promote student learning**

**Assessment Strategies**

- 4.1. Oral, Written or Graphic Assessment

**Criteria**

- 4.1. you develop assessment checklist/rubric linked to outcome criteria (competency, core ability, program outcome, external standard, etc.)
- 4.2. you identify a timeline for providing feedback to students
- 4.3. you identify a method of providing feedback to students
- 4.4. you assess the effectiveness of your feedback to students
- 4.5. you communicate desired assessment outcomes to students before the assessment
- 4.6. you use a variety of feedback sources, where appropriate (instructor, peer, self, outside evaluator, etc.)
- 4.7. you provide constructive feedback to students
- 4.8. you provide opportunities for students to use feedback to improve learning
- 4.9. you communicate with respect and professionalism you provide feedback to students referencing assessment criteria

**5. Use assessment results to improve instruction**

**Assessment Strategies**

- 5.1. Oral, Written or Graphic Assessment

**Criteria**

- 5.1. you analyze assessment results/data
- 5.2. you assess alignment between the assessment and the target learning outcomes
- 5.3. you identify patterns of learner performance on the assessment
- 5.4. you diagnose possible causes for high frequency of learner failure
- 5.5. you revise specific components of the assessment strategy
- 5.6. you revise instructional and learning strategies based on assessment results
- 5.7. you revise course outcomes based on assessment results, if applicable
- 5.8. you communicate assessment results to necessary parties
- 5.9. you align course assessments with program outcomes
- 5.10. you align course assessments with core abilities you align course assessments with external standards, if applicable

