

QUALITY MATTERS EVALUATION

1. STANDARD OVERVIEW & EXAMPLES

QM Standards # 3: Assessment and Measurement

(Extracted from *The Quality Matters Rubric Workshop for Higher Education, 2011-2013 Edition*)

QM Standards #3 is about assessment and measurement. How do you measure the assessment? How do you know that students understand what you are talking about?

Assessment strategies are designed to evaluate students' progress by referring to stated learning objectives, to measure the effectiveness of student learning and also to be integral to the learning process. We are talking about students' mastery of the content and not instructor's method of delivering the content. From the previous Instructional Design course, I have learned that assessment is the part of the instructional design process to determine acceptance evidence (*Mc Tighe, 2011*).

- How will it be determined if students have achieved results and met the standard? What is the acceptable evidence of students understanding and proficiency?
- We have to consider both informal and formal assessments.

The specific review standards in QM Standard #3 includes:

- 3.1 The type of assessment selected measure the stated learning objectives and are consistent with course activities.

In all the QM standards the first one should be about the *alignment*. The tools which we are going to use this week *should* align with QM Standard #3.

EXAMPLE OF MISMATCH IN QM STANDARD 3.1

The objective is to be able to make a speech but the assessment is students should do a quiz and pass. Students cannot prove that they can do the speech by doing a quiz. The correct alignment should be that students should make speech using voice thread. I have done this in my previous class of *Introduction to Multimedia Applications*.

Examples of learning objectives that *align* with the assessment.

<i>Learning Objective</i>	<i>Assessment</i>
Vocabulary Knowledge	Multiple Choice Quiz
Critical Thinking Skills	Problem Analysis
Writing Skills	Composition
Designing Curriculum Using UbD Design	Develop Curriculum

3.2 The course grading policy is stated clearly.

It is about how the course grades are calculated. This includes the points, percentages, and weights of each component of the course grade. They should be clearly defined. The instruction policy of when to submit the assignment to be clearly defined. Just like what we are doing in this course, we clearly know when to submit this assignment and when to do the Peer Review.

3.3 Specific and descriptive criteria are provided for the evaluation of students work and participation are tied to the course grading policy.

The criteria is to provide our students a clear description that will be used to evaluate their work and participation in the course. The criteria should be set up ahead of time before the course starts. At WSU, instructors use *rubrics* to measure this criteria.

3.4 The assessment instruments selected are sequenced, varied, and appropriate to the students' work being assessed.

EXAMPLE OF ASSESSMENT

1. *Summative Assessment:* End of year assessment, State assessment.
2. *Interim Assessment:* 6-8 week's assessment like what we are being assessed in this course every week for the period of 7 weeks.
3. *Formative Assessment:* Daily assessment, linked to learning experience.

3.5 Students have *multiple* opportunities to measure their own learning progress.

This is the last sub item in QM standard #3. It is not necessary that the University should implement all the above standards. There others which have 1 point or 2 points that can be left out but the overall score should be 85%.

EXAMPLE

- Writing an assignment that allows submission of a draft for the instructor comments and suggestions for improvements.
- Self-mastery tests that include formative feedback with each answer choice.

CHALLENGES IN IMPLEMENTING QM STANDARDS

QM Standards just measure the course design and whether the course meets these standards is still a challenge. As an example, if you have an instructor who does not use the rubric which is already in the course, this might be a big challenge. The course might meet the QM Standards but the method by which the course is delivered might result in poor performance of students.

In an online course, it might be difficult to meet this standard.

SUGGESTIONS / RECOMMENDATIONS ON QM STANDARDS IMPLEMENTATION

I would *highly* suggest that QM Standard #3 be implemented in all Universities. Since it is accounted for 85 % to meet the standards, some of the sub standards does not necessary have to be implemented.

HIGH QUALITY EVALUATION AND RECOMMENDATION

I highly recommend this standard to all Universities. Though there are challenges in implementing this standards for example in an online class, I think because of new technology we can still be able to meet the requirements. Since technology is always changing for the better, QM Standard 3.1 can be achieved by using voice thread to record students, BB Collaborative by going online and do the speech and also other technology depending on the objective of the course.

I would recommend that since QM Standard does not evaluate the quality of those instructors involved in teaching the course, it is the University's responsibility to make sure they employ qualified staff who will be able to follow and meet these standards. There is no point of having met all the standards but the outcome of students' achievement is a very high drop out because of an instructor not complying with the standards.