

# Formative Assessment of Student Learning



Kent Brorson, Jolene Hyppa Martin,  
Mark Mizuko, Lynette Carlson &  
Shannon Godsey  
University of Minnesota Duluth

# Overview

- I. Standards & Formative Assessment
- II. Overview of Assessment Levels
- III. Process of Formative Assessment
  - a. Review Process
  - b. Moving from Levels
- IV. ePortfolio
- V. Continued Evolution

# ASHA Standards Components

Joint Statement CAA-CFCC (June 6, 2003)

New Standards require Programs to have the following components in order to be in compliance with the standards

1. Curriculum
2. Established Program Goals
- 3. Formative and Summative Assessment Process**
- 4. Recording System**
5. Student Learning Outcomes
6. Evaluation Process: Program Improvement

# STANDARD V: ASSESSMENT

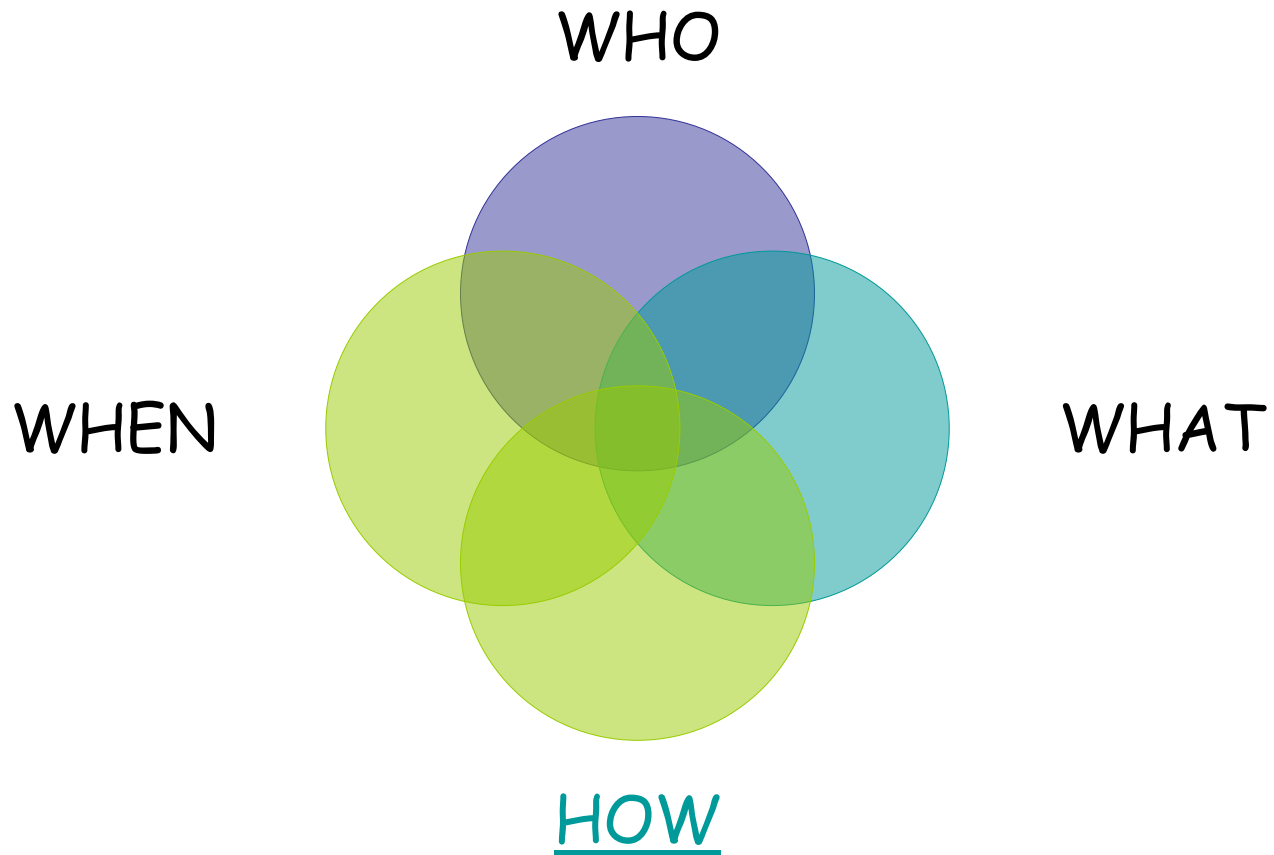
- The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

# Overview of Levels

- Level 1 - Juniors
- Level 2 - Seniors
- Transfer Level
- Level 3 - First Year Graduate Students
- Level 4 - Second Year Graduate Students

# The Process of Formative Assessment

## REVIEW PROCESS

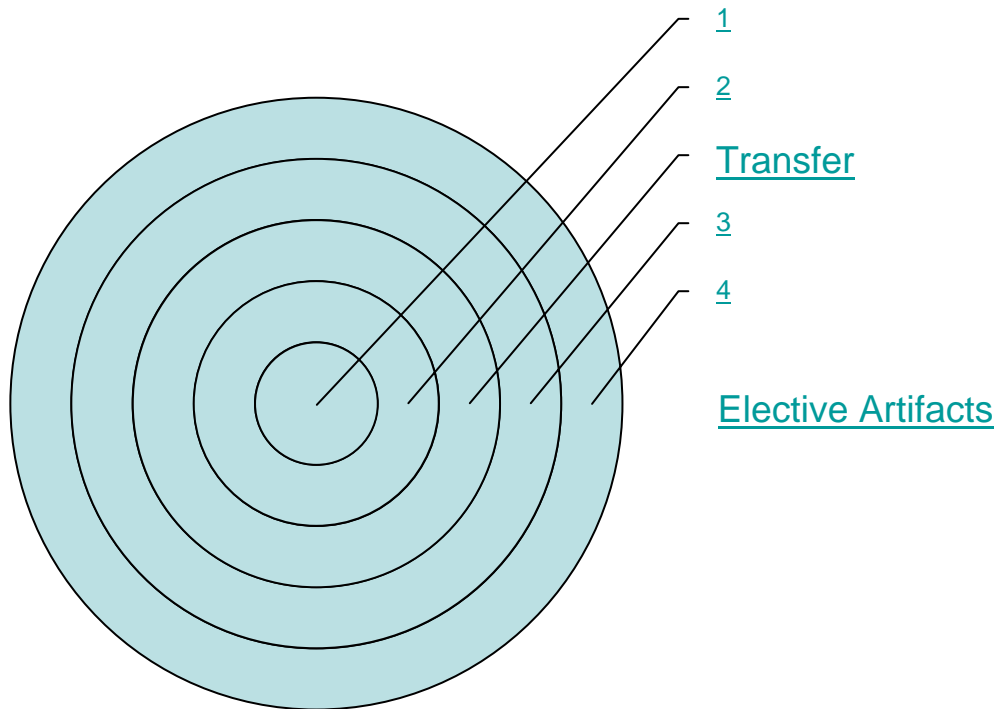


# Rubrics

- Formative Assessment Review
- Language Sample
- Oral Presentation - Commercial Test
- Research Paper
- Semester Treatment Plan

# The Process of Formative Assessment

## MOVING FROM LEVELS



## Artifacts

1. Language Sample Analysis
2. Diagnostic Report
3. Presentation
4. SOAP notes
5. Therapy Summary
6. Video clip
7. Research

# Level 1

## Junior Year

1. Article review
2. Candidacy papers
3. Case study
4. Language analysis
5. Observation comments
6. Personal information
7. Phonological analysis
8. Std test review
9. Tx plan
10. Writing sample
11. Reflection
12. elective artifact



# Level 2

## Senior Year

1. Hearing screening
2. Lab
3. Research paper
4. SOAP notes
5. Supervisor comments
6. Tx plan
7. Tx summary
8. Video clip
9. WPAC
10. Reflection
11. 2 elective artifacts



# Transfer Student Entry Level

1. Coursework checklist
2. Clinical writing sample
3. Reflection
4. Personal information
5. Plus 3 elective artifacts



# Level 3

## 1<sup>st</sup> Year Grads

1. Coursework checklist
2. Plan B proposal
3. Presentation
4. Research paper
5. SOAP notes
6. Supervisor comments
7. Tx plan
8. Tx summary
9. Video clip dx
10. Video clip tx
11. WPAC
12. Reflection
13. 3 Elective Artifacts



# Level 4

## 2<sup>nd</sup> Year Grads

1. Dx report
2. Plan B project
3. Presentation
4. SOAP notes
5. Supervisor comments
6. Tx plan
7. Tx summary
8. Video clip dx
9. Video clip tx
10. WPAC
11. Final coursework checklist
12. Summary of clock hours\*
13. Reflection
14. 4 Elective Artifacts



# Elective Artifacts Bank

- Career assessment activity
- Case study activity
- Diagnostic evaluation report
- Documentation of related volunteer work experience
- IRB application documents
- Lab activity
- Language sample analysis
- Presentation
- Workshop Conference Attendance
- Research paper/project
- Review of article/standardized test
- Semester treatment plan/summary



# ePortfolio

- Management Tool
- Support
  - Course & Lab
    - Reflection
  - Knowledge Management Center
  - ePortfolio consultant

# Reflective Process

University of Central Florida (1999)

- Not a description of the artifact
- Journal of growth
- Critical dialogue of what the student does and think
- How do you feel about the experience represented by the artifact?
- How is does the artifact contribute to the student's learning?
- What are the changes might the student make based on the experience?
- Are there questions regarding the experience?



# Continued Evolution

- Big 9
- ePortfolio - the Future
- Growth Factors

# Growth Factors

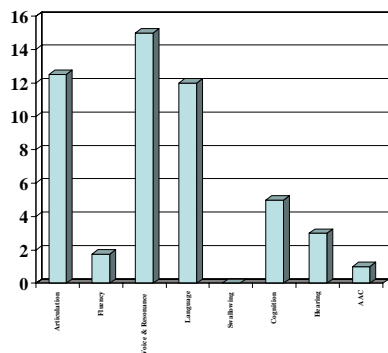
- Timeliness: completion and review
- Feedback: staff and students
- Connect students to faculty
- Consistent message from faculty
- Build reflection into practicum
- Protocol for second review
- Data collection and analysis
- Consequences and deficiencies
- Benefits outside of the educational setting



# CLAIM YOUR EDUCATION: CSD ePortfolio

Welcome, *Jolene Hyppa Martin*, to your CSD Portfolio Management Center!

## Your clinical experience



### What do you want to do?

- [Run a report](#)
- [Create a Presentation](#)
- [Build your Portfolio](#)
- [Share a Presentation](#)
- [View Portfolios](#)
- [View your hours](#)
- [Contact a CIG member or class alias](#)
- [Submit your clock hours](#)
- [Review your feedback](#)
- [Monitor your formative assessments](#)

	<a href="#">Level One</a>	<a href="#">Level Two</a>	<a href="#">Level Three</a>	<a href="#">Level Four</a>
<a href="#">Sort by Competency:</a>	<a href="#">Article Review</a>	<a href="#">Hearing</a>	<a href="#">Presentation Skills</a>	<a href="#">Diagnostic Report</a>
<a href="#">Articulation</a>	<a href="#">Candidacy Papers</a>	<a href="#">Research Paper</a>	<a href="#">Treatment Plan</a>	<a href="#">Presentation Skills</a>
<a href="#">Fluency</a>	<a href="#">Case Study</a>	<a href="#">SOAP Notes</a>	<a href="#">WPAC review</a>	<a href="#">Coursework Checklist</a>
<a href="#">Voice &amp; Resonance</a>	<a href="#">Language Analysis</a>	<a href="#">Supervisor Comments</a>	<a href="#">Diagnostic Video Clip</a>	<a href="#">Treatment Plan</a>
<a href="#">Language</a>	<a href="#">Observation Comments</a>	<a href="#">Treatment Plan</a>	<a href="#">Clock Hours</a>	<a href="#">Plan B Project</a>
<a href="#">Swallowing</a>	<a href="#">Reflection Essay</a>	<a href="#">Reflection Essay</a>	<a href="#">Reflection Essay</a>	<a href="#">Reflection Essay</a>
<a href="#">Cognition</a>				
<a href="#">Hearing</a>				
<a href="#">AAC</a>				

Matrix Key:

Approved

Completed

Started

Not Started

### [CSD Headlines](#)

[Eddy Lecture Sept 29-30](#)

• [Click here to register](#)

[Seeking Volunteers for DAS study](#)

Your storage: 200MB of 500MB in use  
300 MB available  
July 17, 2005 1:24pm CST