

CHAPTER 15

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Emergency & Intensive Care Medicine

OVER VIEW

- 1. ASSESMENT OF STUDENT IMPROVEMENT
- 2.OPTIMIZING SUCCESS FOR UNDERPERFORMERS
- 3.VALUATION OF DOCUMENTS AND CASE NOTES
- 4.ASSESMENT & GRADING WITHOUT BIAS

ASSESSMENT OF STUDENT IMPROVEMENT



Assessment:

What is assessment?

What for is assessment necessary?

What is the purpose of assessment?

Who are the stakeholders of assessment?

What are the types of assessment?

What is criteria-based assessment?


What is criteria?

What is the role of criteria?

Necessity of the criteria-based assessment


introduction



- 
- Assessments generally have one of three purposes:
 - Assessment *of* learning
 - Assessment *for* learning
 - Assessment *as* learning

Assessment of learning

- Assessments are a way to find out what students have learned and if they're aligning to curriculum or grade-level standards.
- Assessments of learning are usually **grade-based**, and can include:
 - Exams
 - Portfolios
 - Final projects
 - Standardized tests

- 
- Common types of assessment of learning include:
 - 1. Summative assessment
 - 2. Norm-referenced assessment
 - 3. Criterion-referenced assessment

Assessment for learning

- Assessments for learning provide you with a clear snapshot of student learning and understanding *as you teach* -- allowing you to adjust everything from your **classroom management strategies** to your lesson plans as you go.
- Assessments for learning should always be **ongoing and actionable**.
- Common types of assessment for learning include formative assessment and diagnostic assessment .

Assessment as learning

- Assessment as learning **actively involves students** in the learning process. It teaches critical thinking skills, problem-solving and encourages students to set achievable goals for themselves and objectively measure their progress.
- Ipsative assessments, self-assessments and peer assessments.

- **Diagnostic assessments provide information about student knowledge and helps to engage whole classroom.**

- Diagnostic assessments can also help benchmark student progress.

- Flow charts

- Short quizzes

- Journal entries

- Student interviews

- Classroom discussions

Types of assessment

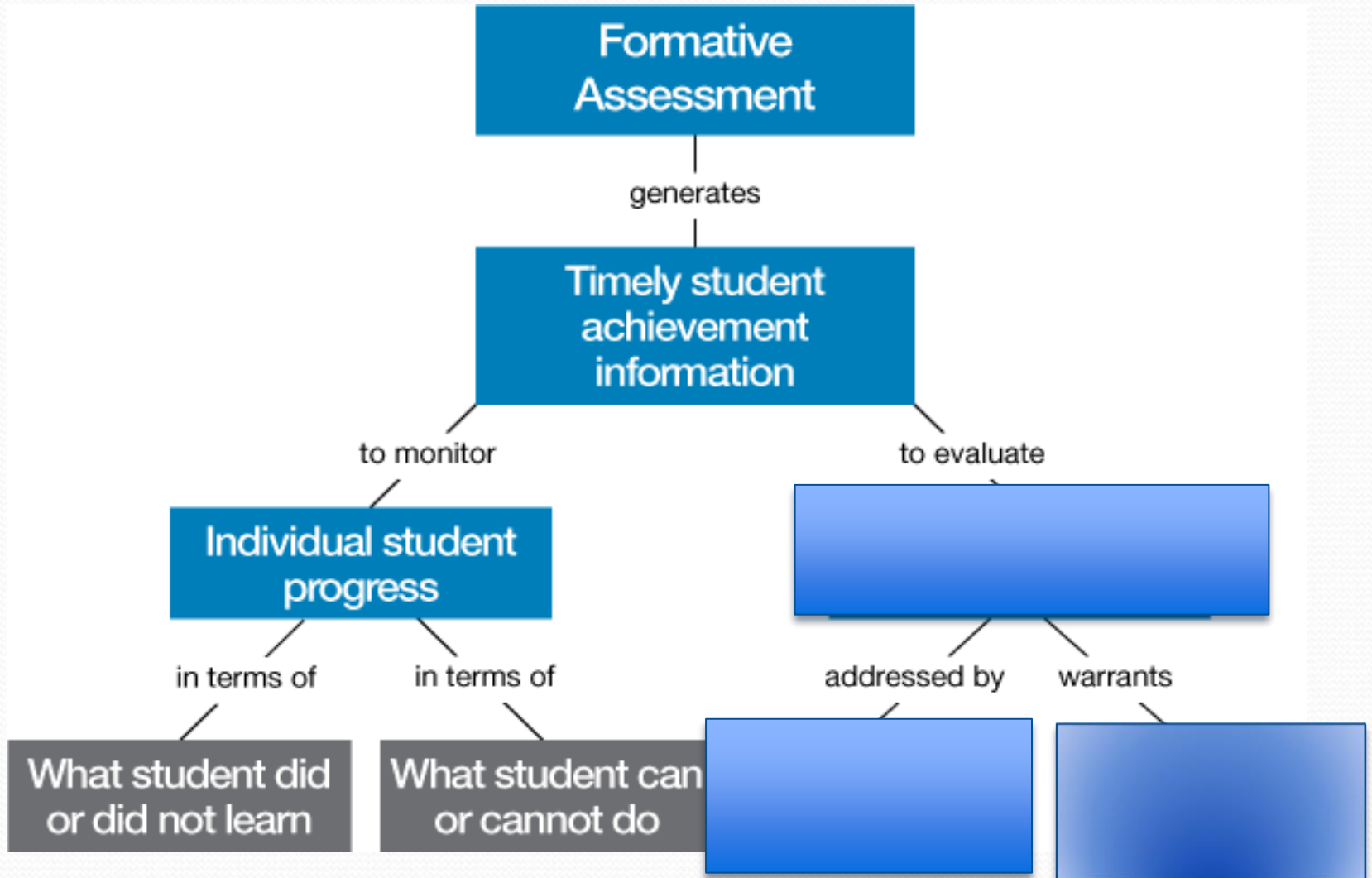
- Diagnostic assessment
- Formative assessment
- Summative assessment
- Ipsative assessment
- Norm referenced assessment
- Criterion referenced assessment

- Formative assessment
assessment of learners during teaching and learning.
- Summative assessment
assessment of learning
- Diagnostic assessment
measures skills and knowledge

FORMATIVE ASSESSMENT

Is carried by	Inform	Role of a learner
A teacher during the term	learners about the extent of accuracy of their tasks performance during the study of material; teachers on the progress of learners to manage the teaching process.	- actively participates in the educational process; - understands assessment criteria and descriptors; - self-assess/assess each other.
Role of a teacher		Forms of carrying out assessment
- clearly prescribes the assessment criteria according to the learning objectives; - develops tasks according to the assessment criteria; - develops descriptors to the task; - provides effective feedback to learners; - makes adjustments in learning and assessment;		<ul style="list-style-type: none">• individual• in pairs• in groups• In transferable groups

Formative Assessment



Getting Started...

- With your table group, brainstorm a list of formative assessment activities you currently use with your students.



Gathering Thoughts

- On a post-it, write your *thoughts about* the purpose of formative assessment.
- Group members share thoughts (2 minutes).
- Table groups share with one other table group.



What Research says: Teacher Benefits

Teachers can:

- Determine skills and standards students already know and to what degree.
- Decide what minor modifications or major changes in instruction they need to make so all students can succeed in upcoming instruction.
- Create appropriate lessons and activities for groups of learners or individual students.
- Inform students about their current progress in order to help them set goals for improvement.

What do you have written on your T-chart that is different but also works?

What Research says: Student Benefits

Students can:

- Be more motivated to learn.
- Take responsibility for their own learning.
- Become users of assessment alongside the teacher.
- Learn valuable lifelong skills such as self-evaluation, self-assessment, and goal setting.

Additional formative Assessment Techniques...

Handout



Think, Pair, Share



Partner with
someone you
don't know yet
and *share* your
answers with each
other.

SUMMATIVE ASSESSMENT

- Type of assessment, which is carried out after completion of a certain academic period (term, trimester, academic year, level of comprehensive education), as well as across units / cross-curricular topics of subject programmes with scoring and grading.



FORMATIVE ASSESSMENT

Continual Improvement 

SUMMATIVE ASSESSMENT

 STOP

While learning is in progress

Snapshot of what happened

Focused on Learning process

Focused on the products of learning

Part of the “Teaching - learning process”

Performed after the “Teaching – learning cycle”

Collaborative

Teacher directed

Ongoing process influenced by feedback

Unchanging measure of what student achieved

Intentional learning

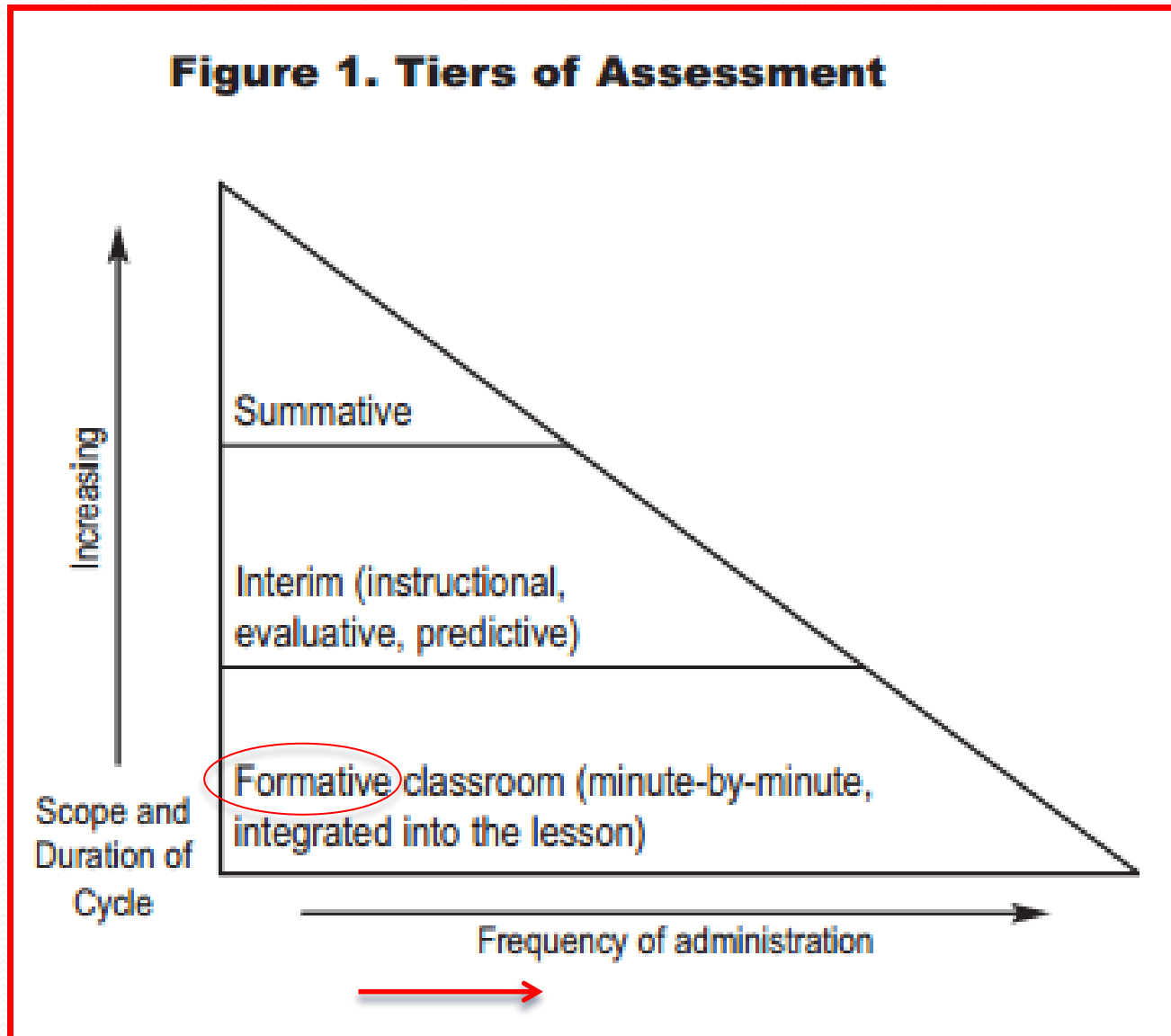
Auditing

Use evidence to make adjustment for continuous improvement

Use results to make final success or failure decision

Informative, Interim, Summative

Figure 1. Tiers of Assessment



Post-Video Table Questions



Descriptive or Evaluative Feedback?

A+

You made some simple mistakes multiplying 3-digit numbers.

-3

You maintained eye contact with your audience throughout the whole presentation!

Good work!

You could improve your writing by...





LEARNING
COLLABORATION

FORMATIVE **SEPARATE** **RIGID**
PROGRESS **INTENTIONAL** **INTEGRAL** **TEACHING** **GUIDING**

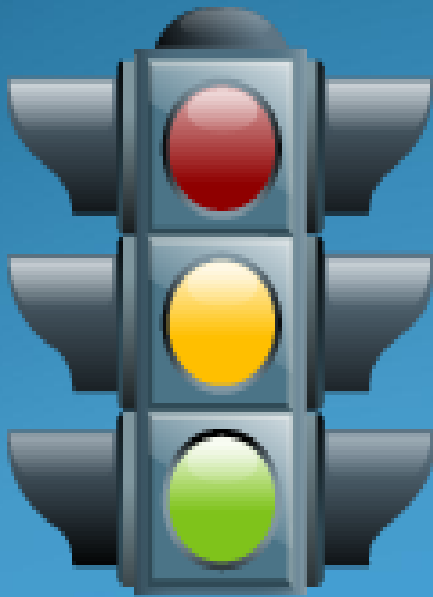
SUCCESS **SUMMATIVE** **TEACHER** **IMPROVEMENT**
EVIDENCE **DIRECTED** **FAILURE** **PRODUCT** **FLUID**

INFORMATIVE

SNAPSHOTS **FOCUSED**

Exit Slip

What have you learned today about using informative assessment that will enable you to strengthen your instruction?



Red = Something I need more help understanding

Yellow = Something I am understanding pretty well

Green = Something I feel *good to go* and ready to use

OPTIMIZING SUCESS FOR UNDER PERFORMERS

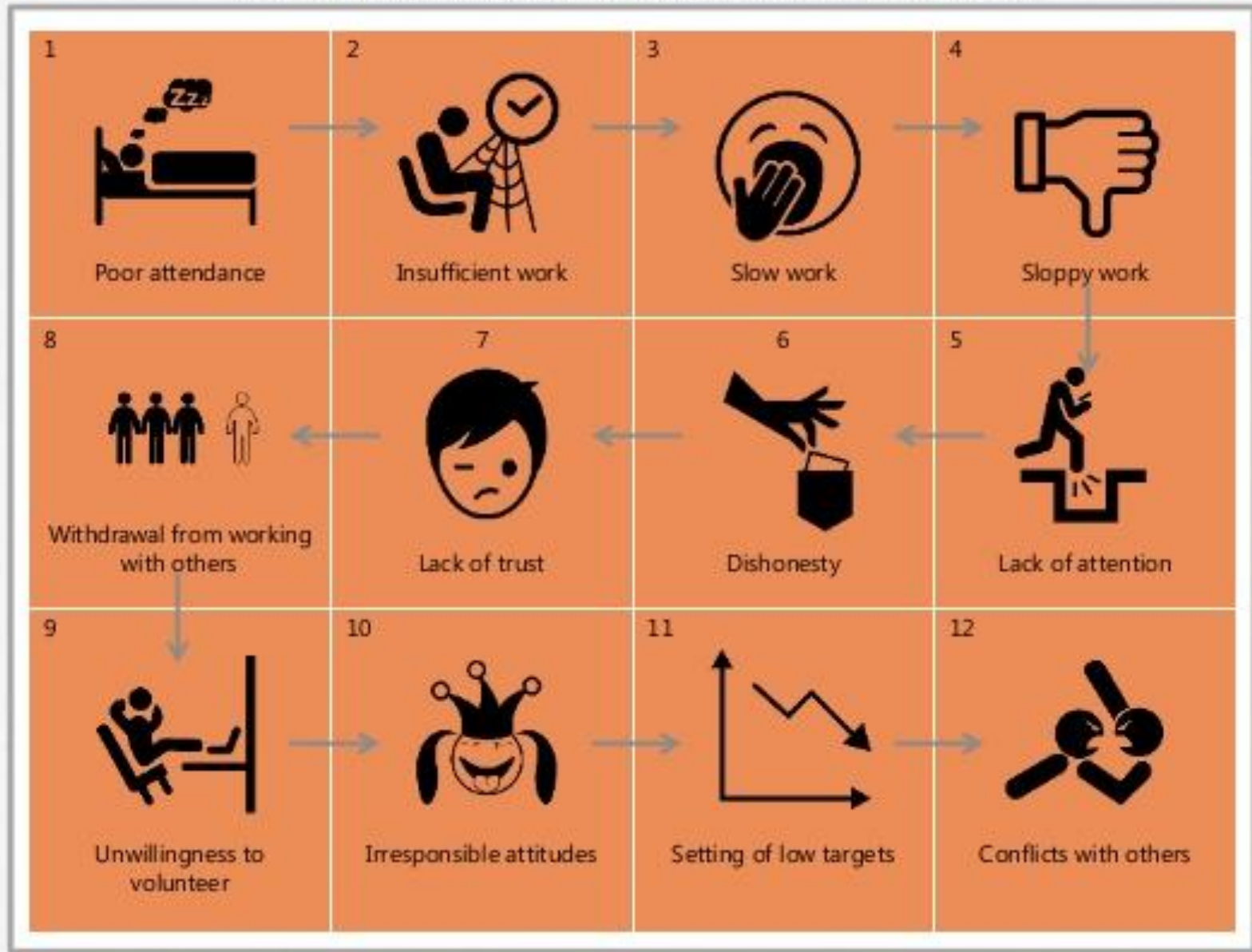
MANAGING UNDER-PERFORMANCE

Sort out problems before it's too late



Symptoms of Under-Performance

The symptoms of under-performance can appear in various guises. They all amount to a failure to reach minimum standards or agreed targets. 12 common symptoms of low performance are...



Managing Under-Performance

Introduction: If you are a manager, there is no more important task for you than to get everyone in your team working to optimum performance. They won't always achieve it. They won't do it every single day. However, when they regularly fail to achieve the standard expected of others in the team, then you must act to put things right.

1 Identify Under-performance

Find out if people are having problems

2 Analyse the Reasons

Identify the performance blocks

3 Won't: A Lack Of Motivation

De-motivated people soon fall behind

4 Can't: A Lack Of Ability

Gregg – the maniacal mechanic

5 Ill-health

Stay fit and well

6 Problems In the Team

People under-perform when they start in-fighting

7 Ill-matched Team Culture

A shy team

8 Solve It

You cannot let under-performance go unresolved

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1. IDENTIFY UNDER-PERFORMANCE

Aim to spot the signs of poor performance before it becomes an employee's default mode of working.

Symptoms of poor performance include: patchy attendance; slow, inadequate, or sloppy work; and conflicts with others in the team. You can also detect poor performance from sub-standard results. If you detect under-performance, you need to sit down as soon as possible and explore what is going wrong.



Find out if people are having problems

Flickr attribution: /ebtexam/8475990382/

2. ANALYSE THE REASONS

To work through a meeting with an employee whose work has deteriorated, you need to use the techniques of counselling. This means helping the employee look at the cause of under-performance, accept that something is going wrong, and help them develop a plan that will reverse the decline. There are at least 5 common causes of under-performance, including de-motivation, lack of ability, and ill-health.



Identify the performance blocks

Flickr attribution: /paulk/2745465901/

3. WON'T: A LACK OF MOTIVATION

When people no longer want to work to previous levels, something is missing from their motivation and interest in the job. This could be due to something at work, something outside work, or some change in the employee themselves. Help the employee explore what the cause might be. Three top reasons for de-motivation are: when it is more attractive not to try than to try; when there seems to be nothing to gain from making the effort; and when nobody else is trying very hard. De-motivation is more infectious than motivation.



De-motivated people soon fall behind

Flickr attribution: /74285857@Nos/6697132255/

The Work Ethic



It used to be thought that the work ethic - the desire to work and achieve - was a peculiarly Western concept: hence the epithet, the Protestant Work Ethic. In recent years, however, the traditional work ethic has been successfully adopted by other cultures, such as the Japanese and other Far Eastern societies.

Adrian Furnham defined the characteristics of the work ethic as...

- a high achievement need
- a high level of individualism
- a belief that you control your life
- a belief that work is central to life
- a belief that work gives you identity ("I am a manager.")

Where these needs and beliefs are not shared, it is likely to result in a lowering of job performance.

EVALUATION OF DOCUMENTS CASE NOTES

CASE NOTE : INFORMATION

New Case Note

General

Case Note Summary

Contact On *

8/20/2014

Contact Type *

Face-to-face Contact

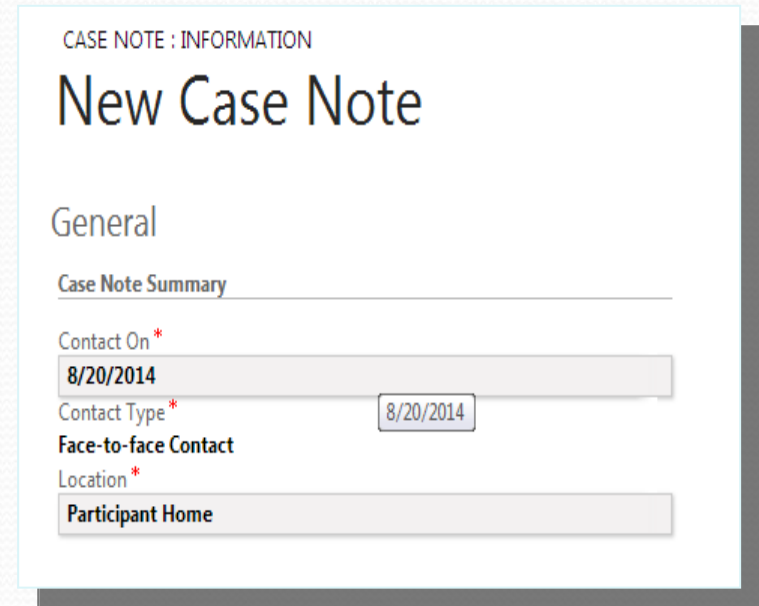
8/20/2014

Location *

Participant Home

How should I document a case note?

- **Select Contact Date**
- **Select Contact Type:**
 - Face-to-face visit
 - Phone call
 - Email
 - Fax
 - Other
- **Select Location:**
 - Participant's home
 - TC office
 - Hospital/Institutional care setting
 - Service Provider's Office (i.e., psychiatrist)
 - Community (i.e., day program)
 - Other



CASE NOTE : INFORMATION

New Case Note

General

Case Note Summary

Contact On*
8/20/2014

Contact Type*
Face-to-face Contact

Location*
Participant Home

How should I document a case note?

- **Select Persons Contacted (Select All):**

- Participant
- Family/Guardian/Significant Other/Power-of-Attorney for Health Care
- Physician
- Hospital Staff (nurse, social worker, discharge planner)
- Facility Staff
- Community Provider/Worker/Case Manager
- Other Community Based Persons (friend, lawyer)
- Other

- **Enter a SOAP Note for contact:**

- Subjective findings
- Objective findings
- Assessment findings
- Plan
- Other Notes

Definition

- An organized method of documentation used by providers to describe events involving the participant.

Definition & Purpose of SOAP note

Purpose

- The SOAP note format is used to facilitate effective communication among the care team by providing assessment findings, identifying problem(s), and developing action plan(s).

Subjective findings

- Describe how the participant feels.
 - **Example:** Jack reports he is “feeling well and has no concerns.”
- Document what the participant says about his/her current living situation.
 - **Example:** Susan reports she is “happy, healthy and enjoying her new apartment.”
- Record participant’s exact words to describe his/her health.
 - **Example:** John reports he has a “dull headache” and it has lasted over a week.
- Document any mention of changes to his/her medications, diet, activity level, etc.
 - **Example:** When Sarah went to visit her family doctor this week, he told her she had “high blood pressure and added a new medication.”

Objective findings

- Document objective data including blood pressure and/or blood glucose readings, and findings from physical assessment (i.e., noticeable scraps or cuts, tearfulness, etc.).
 - **Example:** TC checked Henry's blood pressure log and found his last three readings were 122/78, 120/76, and 122/80.

Assessment findings

- Document your interpretation of the subjective and objective findings.
 - **Example:** Cortney met with a dietician last week to discuss how to follow a diabetic diet. Cortney stated an understanding and compliance with following a diabetic diet. However, her personal assistant reported that Cortney was eating a ½ gallon of ice cream weekly and drinking a 2L of pop daily.

Plan

- Document plan on addressing assessment finding (address each abnormal finding).
 - Example: Create food diary with Cortney and follow-up weekly. Take Cortney grocery shopping weekly and teach her how to read food labels and choose healthy foods.
- Report any issues or barriers to implementing this action plan.
 - Example: The nearest grocery store with a variety of fresh fruits and vegetables is 45 minutes away.
- Document follow-up to action items.
 - Example: TC re-visited Sammy a month later and found he was behind on his electric bill for the second consecutive month. Sammy did not open up a bank account as discussed the previous month.

ASSESSMENT AND GRADING WITHOUT BASIS

A1	95 and above
A2	90 to 94
A3	85 to 89
B1	80 to 84
B2	70 to 79
C1	60 to 69
C2	50 to 59
C3	33 to 49
D	Less than 33

A young girl with dark hair, wearing a light blue and white uniform, is shown in profile, looking down and reading an open book. The background of the image is a solid blue color.

What is Assessment?

- Assessment is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning.

Huba and Freed, 2000

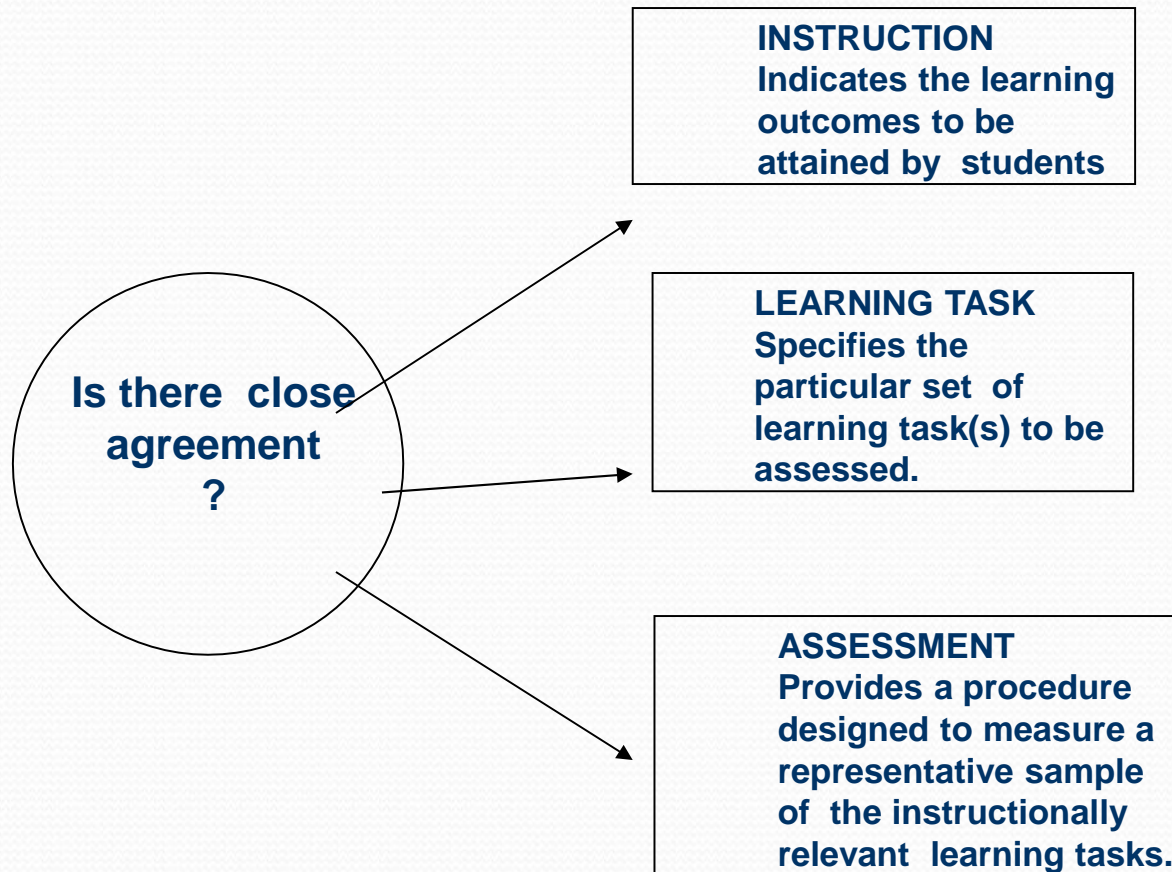
Key Points

- **Assessment** is an ongoing process aimed at understanding and improving student learning
Multiple methods Criteria and standards Evidence
Students know, can do and understand.

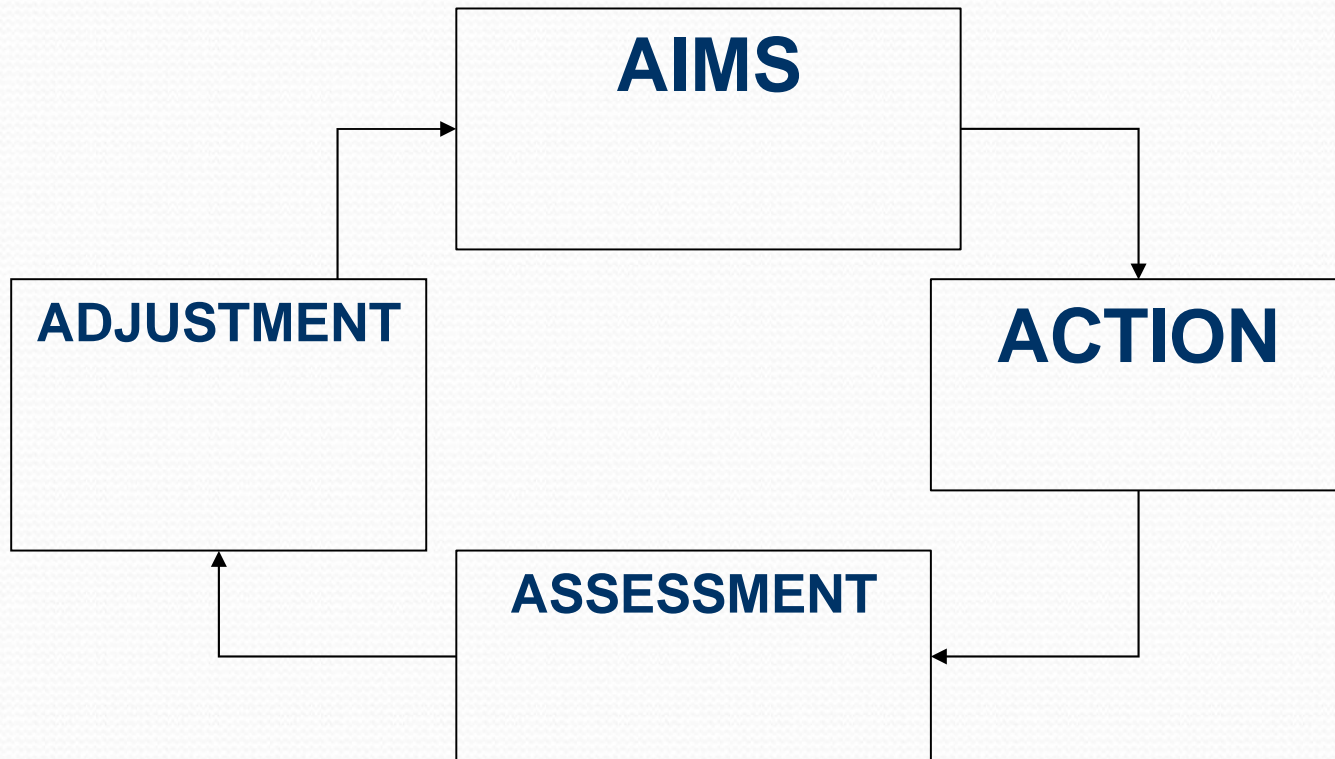
**It's more than just
collecting data**



Sequence in Preparing Instructionally Relevant Assessment



What is the Assessment Process?



What can be assessed?

- Student learning characteristics
 - Ability differences
 - Learning styles
- Student motivational characteristics
 - Interest
 - Self-efficacy
 - goal orientation
- Learning
 - Content knowledge
 - Ability to apply content knowledge Skills
 - Dispositions and attitudes
 - Performances

How should we assess?

- True –False Item
- Multiple Choice
- Completion
- Short Answer
- Essay
- Practical Exam
- Papers/Reports
- Projects
- Questionnaires
- Inventories
- Checklist
- Peer Rating
- Self Rating
- Journal
- Portfolio
- Observation
- Discussions
- Interviews

Criteria In Choosing an Assessment Method

- It should be reliable.
- It should be valid.
- It should be simple to operate, and should not be too costly.
- It should be seen by students and society in general.
- It should benefit all students.



Who should be involved in assessment?

- The teacher
- The student
- The student's peer
- Administrator
- Parents



What should we do with the information from our assessment?

- Use it to improve the focus of our teaching (diagnosis).
- Use it to focus student attention of strengths and weaknesses (motivation).
- Use it to improve program planning (program assessment).
- Use it for reporting to parents

Classroom Assessment

- **Presentation:** a presentation by one student or by a group of students to demonstrate the skills used in the completion of an activity or the acquisition of curricular outcomes/expectations.

The presentation can take the **form of a skit, lecture, lab presentation, debate** etc.

Computers can also be used for presentation when using such software as Hyper studio, PowerPoint or Corel presentations.

- **Peer Evaluation:** judgments by students about one another's performance relative to stated criteria and program outcomes

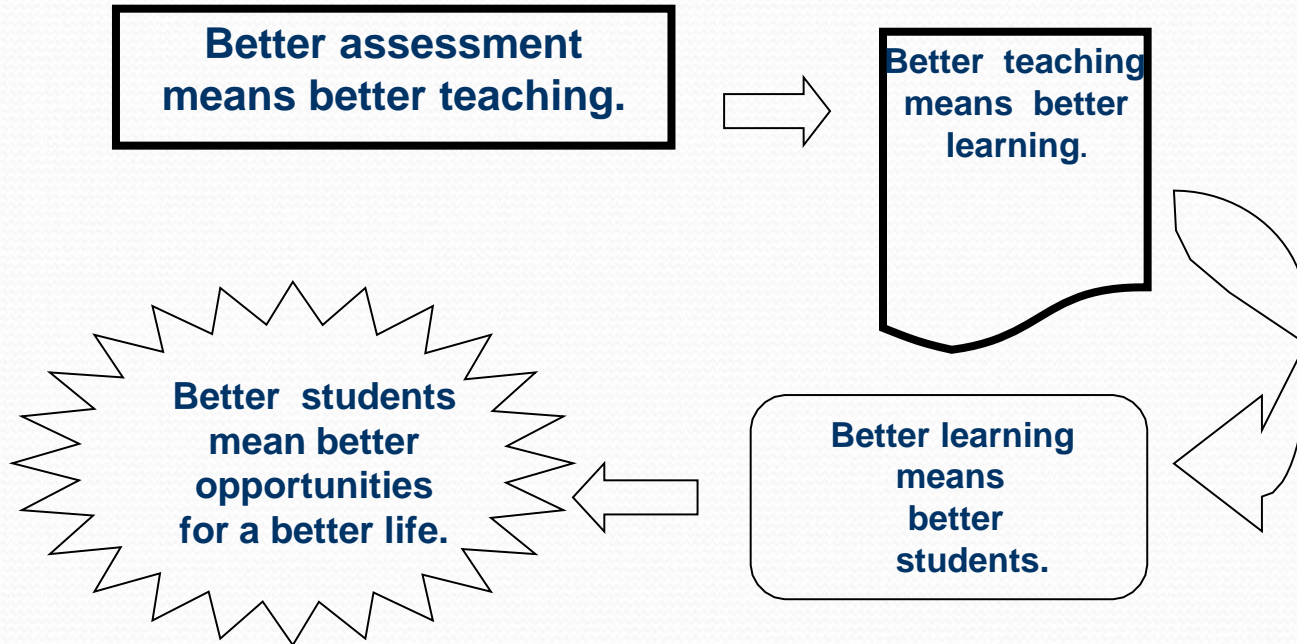
Journal Assessment

- This refer to **student's ongoing record** of expressions experiences and reflections on a given topic.
- There are **two types**: one in which students write with minimal direction what he/she is thinking and or feeling and other requires students to complete a specific written assignment and establishes restrictions and guidelines necessary to accurately accomplish the assignment.
- Journals can evolve different types of reflecting writing, drawing, painting, and role playing.

Summary

- A fair assessment is one in which students are given **equitable opportunities** to demonstrate what they know and can do.
- Classroom assessment is not only for grading or ranking purposes. Its goal is to inform instruction by providing teachers with information to help them make **good educational decisions**.
- Assessment is integrated with student's **day-to-day learning experiences** rather than a series of an end-of-course tests.

Why link assessment with instruction?



THANQ

