

# Summary of Non-Traditional Assessment Models

## Emergent Assessment

Rather than designing assessment projects to look solely at a single learning outcome, faculty/staff look at student performance in a systematic way to determine what information “emerges” from students’ work. Faculty/staff document students’ needs in regards to the selected learning outcome and compare those to what students are actually demonstrating in their work. However, faculty/staff are open to observing and documenting all consequences (intended and unintended) of both the instruction/program and the assessment process itself.

## Developmental Assessment

This model of assessment focuses on students’ development, based on the chosen learning outcome, rather than on a single final product. This type of assessment honors that not all learning is something students could or even should master by the end of their program (or maybe ever) and focuses instead on students’ levels of development in achieving a learning outcome during a particular program.

## Authentic Assessment

Authentic assessment challenges students to take what they have learned across your program and apply that learning to the types of tasks they might need to do after they complete your program. This model of assessment focuses much more directly on the application of knowledge than a more traditional assessment model.

## Learning Oriented Assessment

Learning-Oriented assessment is assessment that has the purpose of bringing about deep and meaningful learning for student. This is a course-based type of assessment that focuses on students’ learning rather than instructors’ teaching.

# Example of a Developmental Rubric

## Intercultural Maturity

Domain	Initial Level of Development (1)	Intermediate Level of Development (2)	Mature Level of Development (3)
<b>Cognitive</b>	Assumes knowledge is certain and categorizes knowledge claims as right or wrong; is naive about different cultural practices and values; resists challenges to one's own beliefs and views differing cultural perspectives as wrong	Evolving awareness and acceptance of uncertainty and multiple perspectives; ability to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims	Ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames
<b>Intrapersonal</b>	Lack of awareness of one's own values and intersection of social (racial, class, ethnicity, sexual orientation) identity; lack of understanding of other cultures; externally defined identity yields externally defined beliefs that regulate interpretation of experiences and guide choices; difference is viewed as a threat to identity	Evolving sense of identity as distinct from external others' perceptions; tension between external and internal definitions prompts self-exploration of values, racial identity, beliefs; immersion in own culture; recognizes legitimacy of other cultures	Capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context; integrates aspects of self into one's identity
<b>Interpersonal</b>	Dependent relations with similar others is a primary source of identity and social affirmation; perspectives of different others are viewed as wrong; awareness of how social systems affect group norms and intergroup differences is lacking; view social problems egocentrically, no recognition of society as an organized entity	Willingness to interact with diverse others and refrain from judgment; relies on independent relations in which multiple perspectives exist (but are not coordinated); self is often overshadowed by need for others' approval. Begins to explore how social systems affect group norms and intergroup relations	Capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences; understanding of ways individual and community practices affect social systems; willing to work for the rights of others

## Developmental Assessment - Case Study

You are a staff member facilitating a semester-long leadership development workshop program for first-year students. The 30 student participants in the program meet for 90 minute workshops every other week for a 15-week semester. The program is grounded in socially responsible leadership approaches, and emphasizes the importance of self-awareness in the leadership development process. During the first workshop session, students were asked to write a reflection about who they are (with an intentional focus on their social identities). They were also asked to share their thoughts about what it means to be part of a diverse, and inclusive community. At the end of the semester, students were asked to write reflections addressing the same questions. They were asked to reference workshop activities and conversations that may have shaped their understanding of these topics. Excerpts from two students' reflections are included below, each from a different point in the semester.

### Written Reflections from Workshop in Week 1

**Joel:** To answer the question about who I am, I would say that I am a male student from the suburbs of Chicago whose mother is Japanese (well, she is American, but my grandparents came here from Japan), and my father is white. I didn't really think too much about all this stuff growing up. My friends and I were regular kids who just focused on doing well in school and activities so we could get into our top colleges. I was president of student council, on the debate team, and a few other clubs. Outside of school, I spend time with karate and volunteering with my church group (mostly, we helped with food banks and soup kitchens). It felt nice to help people who were less fortunate. I guess that is part of being an inclusive community – being people who care about each other. My friends, family, school, and church community all get along because we have shared values. My hometown isn't super diverse, but I feel like people always felt included. I actually kind of think focusing so much on differences can be divisive and the focus should be on all the opportunities we have. Speaking of opportunities, when we are going to focus more on learning how to be a better leader? A big reason that I joined this group was to further develop leadership skills and to learn what steps I need to take to advance in my career after graduation.

**Jackie:** I think this is so great that the workshop program is starting with questions about who we are. My identity as a Black woman is such an important part of who I am. My faith is also a key piece of my identity, as is being middle class because so many opportunities I've had are related to that. Being here on campus, it is already apparent that what it means to be a Black woman is different from what it means to be a Black woman in my own neighborhood with my family and friends. At this university, there are many different perspectives on this identity, and some of them are pretty problematic. I am going to have to define myself and surround myself with people who understand me. Not that I am not going to interact with people who are different from me – I will definitely do that. I just know I'll need time to escape and really be me sometimes too. If I was part of a community that was truly inclusive, I think I would be able to feel and act like myself all the time, and so would other people.

### Written Reflections from Workshop in Week 15

**Joel:** It is so strange to read what I wrote at the start of the semester and see how much my opinions have changed. Now that I have participated in so many discussions, heard so many personal stories, and done so much reflection, I recognize how much I did not clearly see before when growing up. I thought racism was only really a problem in some areas of the country and among certain groups of people (like white supremacist groups). Now I remember microaggressions I experienced as a child and in high school that I think I had pushed to my subconscious. Knowing all the many different mindsets I have had myself in recent years, I totally understand now why we keep talking in the workshops about how everything can involve multiple perspectives. I feel more aware of some of the stereotypes that people might have about me. I feel like I have started to fight against them in part by more fully embracing who I am. For example, I spent a lot of time lately talking with my mom and the culture she was exposed to as she was growing up. I will aim to meet all kinds of people, and once they get to know me, not only do I hope I can help shatter some stereotypes, but also help people learn more about my family's multiple cultures. At the same time, I know I will need to check the stereotypes and assumptions about other people that sometimes appear in my own mind. I have become more aware of the many identities of privilege I have and how all of my identities affect the way I act as a leader. I guess I need to answer the other question now... I think an inclusive environment is one that operates the way we did in this program – people came together to learn and grow together without judgement. People in an inclusive environment take the time to see each person for who they truly are and appreciate them.

**Jackie:** I wasn't sure at first how much I would grow by being part of this program – it seemed that I started off the semester having thought more about my identities and socially responsible leadership than some of my peers – but I did get more out of this experience than I expected to. There definitely are some social identities I had not thought about as much as others, such as ability. Also, I thought about gender a lot before, but typically from a binary perspective. Through the workshop on gender and leadership, I became more keenly aware of my privilege as someone who is cisgender (just learning about new terms was helpful, and that was only part of what I gained). Someone from my high school goes to school here too, and recently came out as transgender. We weren't close in high school but we both ended up being on student government together. Then, they invited me to go with them to a campus event, and next thing I knew, I was volunteering to help them write legislation to change the school's systems to include a fluid range of gender identities and pronouns. This would be one more step to make it easier for everyone to feel accepted and valued as part of an inclusive community. Structural change is necessary (along with changing individual hearts and minds to help people become more compassionate and culturally competent). We all need to work together to address the interlocking systems of oppression that exist – an inclusive community doesn't exist unless everyone feels included. That's why we need socially responsible leadership! Talking through the various ways in which people can take action was great (especially in workshop #6). I appreciated that we considered social issues at local, national, and global levels, and discussed how context shapes how people address these issues.