



Executive Summary

Goal 1: CONTENT

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GOALS

- (1) develop assessment principles to guide our process;
- (2) create a model of a learner taxonomy;
- (3) develop and create a guide for faculty to improve assessment practices;
- (4) develop and create an assessment evaluation tool; and
- (5) provide three exemplars of content assessments.

THE 5 GUIDING PRINCIPLES OF ASSESSMENT

Psychology educators should strive to:

1. match their choices of pedagogy to the implemented assessment strategies.
2. map course-based student learning objectives with APA Guidelines 2.0 goals where possible.
3. collaborate with campus partners to leverage existing expertise.
4. share and use evidence-based measures of desired student learning outcomes.
5. follow the suggestions of the scientist-educator model (Bernstein, et al., 2010) by systematically collecting evidence, rather than blindly adopting assessment strategies without evaluation.

THE PSYCHOLOGY LEARNER TAXONOMY

We conceptualized the learner interaction with content into three hierarchical categories (i.e., *Students as Scholars*, *Students as Savvy Consumers*, and *Students as Producers*). These three categories were mapped onto the cognitive taxonomies of Bloom (1956) and Anderson and Krathwohl (2001). Specifically,

- *Students as Scholars* equates to remembering and understanding with assessments focusing on recognition and recall concepts, terms, and theories at a fundamental level.
- *Students as Savvy Consumers* equates to applying, analyzing and evaluating with assessments focusing on the application, analysis, and evaluation of the concepts, terms, and theories; and
- *Students as Producers* equates to applying and creating with assessments focusing on the generation of novel ideas, products, or ways of viewing psychological concepts, terms, and theories.

GUIDE FOR IMPROVING ASSESSMENT PRACTICES

We created a guide to help faculty improve their current assessment practices by identifying current practices as well as ways in which modifications could provide additional information about student mastery. Faculty may use this guide to select evidence-based assessments for specific learner categories or learn how to improve faculty developed assessments.

ASSESSMENT EVALUATION TOOL

Based on the works of Fulks (2004), Thompson (2012), and CAST (2011) we developed a tool that may be used to evaluate assessments to designate as “exemplars” for all SNAP groups. The framework may be used for selecting assessments for the proposed ***Project Assessment***, a living repository of assessments hosted by STP or APA.

The assessment evaluation tool includes an assessment profile (e.g., cost of instrument, time for implementation, cognitive taxonomy, etc.), supporting information (e.g., teacher directions, student directions, etc.), delivery method (e.g., whole group, individual, electronic, etc.), how it maps on to APA Guidelines and Universal Design for Learning, scoring guide for rubric, and evaluation of strengths and weaknesses for assessment.

THREE EXEMPLARS

We evaluated several assessments and selected exemplars for each of the learner categories: Students as Scholars, Savvy Consumers, and Producers.