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~~Leading Assessment for Student Success: Ten Tenets That Change Culture and Practice in Student Affairs 1st Edition by Rosie Phillips Bingham; Daniel Bureau;~~

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This book provides the practical directions for embedding assessment in the fabric of practice. The authors in this volume - all experienced senior level leaders who have established programs that exemplify a culture of evidence-based practice - identify and explicate ten tenets of practice for leading and implementing a culture of change committed to student learning and sound assessment ...

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Leading Assessment for Student Success. 52 likes. This book is for leaders in student affairs looking for practical directions for how to embed assessment in the culture of the departments they lead.

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Leading Assessment for Student Success: Ten Tenets That Change Culture and Practice in Student Affairs by Rosie Phillips Bingham (Editor), Daniel Bureau (Editor), Amber Garrison Duncan (Editor), 5.0 out of 5 stars 1 rating

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curriculum design, assessment, and instructional planning in student success. This paper highlights attributes of quality classroom practice within and among these three areas. It pays particular attention to critical intersections between formative assessment and instructional planning for teachers who seek to

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~~Assessment and Student Success in a — ASCD~~

Introduce self-assessment. Learner self-assessment encourages learners to take responsibility for their own learning. Learners use success criteria to identify what they have done well and what they need to focus on next. They can then set personal goals.

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Assessment, Evaluation, and Research. The NASPA Assessment, Evaluation, and Research Knowledge Community encourages and supports student affairs professionals as they assess learning, evaluate programs, and research theory and practice. By providing quality education and networking opportunities the KC strives to serve as a driving force in the movement towards improved student learning.

~~Assessment, Evaluation, and Research~~

A Deloitte Center for Higher Education Excellence series on student success. The first in a series examining innovative and effective strategies for improving student success, this introductory article examines current challenges to persistence and

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completion, and the demographic trends likely to further compound the issues in the coming years.

~~Improving student success in higher education | Deloitte ...~~

Give Students the Lead with Learning Goals and Success Criteria. January 30, ... during this formative assessment lesson on effective collaborative discussions, ... Create a "sort" of examples and non-examples of success criteria for students to do as a class or in small groups.

~~Give Students the Lead with Learning Goals and Success ...~~

Richard Stiggins in his article “ Assessment, Student Confidence and School Success ” offers an alternative vision in which teachers can use assessment to build student confidence. It can happen by rethinking the relationship between assessment and effective schooling.

~~Assessment, Student Confidence and School Success~~

There are generally two forms of student assessment that are most frequently discussed in the scholarship of teaching and learning. The first, summative assessment, is assessment that is implemented at the end of the course of study. Its primary purpose is to produce a measure that “ sums up ” student learning.

~~Student Assessment in Teaching and Learning | Center for ...~~

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Turnitin Acquires ExamSoft, A Leading Assessment Platform. Turnitin, a leading provider of academic integrity and assessment solutions, announced today it has acquired ExamSoft, a software-based assessment platform, from Spectrum Equity. ExamSoft empowers educational institutions and certification and licensure programs to protect exam integrity, streamline assessment processes, and improve learning outcomes.

~~Turnitin Acquires ExamSoft, A Leading Assessment Platform~~

GCSEs should be scrapped next year and replaced with school-based assessments because of Covid, leading head says By Jemma Carr For Mailonline 02:07 16 Nov 2020, updated 02:07 16 Nov 2020

~~GCSEs should be scrapped and replaced, leading head says~~

THE Department for Education has told schools to consider stock-piling long life food in case a no-deal Brexit leads to shortages. On the same day that Boris Johnson warned it was “ far from c...

While both committed to providing effective programs and services that help students succeed in college and beyond, and aware of the increasing demands from internal and external stakeholders that every dollar spent benefits students and contributes to

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the mission of higher education, student affairs professionals have little guidance about how to create and sustain the culture of assessment to achieve these goals. This book provides the practical directions for embedding assessment in the fabric of practice. The authors in this volume – all experienced senior level leaders who have established programs that exemplify a culture of evidence-based practice – identify and explicate ten tenets of practice for leading and implementing a culture of change committed to student learning and sound assessment methods. Grounded in assessment literature, the tenets are: 1. Understand the Why of Assessment 2. Commit to Student Learning as a Primary Focus 3. Lay the Foundation for a Sustainable Assessment Culture 4. Develop Strategies to Engage Staff in a Commitment to Assessment 5. Provide Recognition and Accountability Structures 6. Reaffirm the Importance of Assessment to Anchor Cultural Change 7. Develop Sound Assessment Plans 8. Connect Assessment Plans to Divisional and Institutional Strategic Plans 9. Determine the Appropriate Methods for Assessing Programs and Services 10. Market Data to Leverage Buy-in, and Promote Utility to the Campus Community The basic premise of this book is that the Senior Student Affairs Officer must be the primary leader and spokesperson for this effort, both in setting the tone and keeping all members of the team accountable for implementation and the commitment of their units. The book opens with an overview of history and purpose and language of assessment, relates it to the educational mission of student affairs, and outlines the four elements necessary to start a culture of assessment: commitment, connection, consistency, and communication. In addressing the role of

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the Senior Student Affairs Officer, subsequent chapters address the process of gaining “ buy-in ” and the importance understanding the unique culture of the institution; provide guidance on creating an environment of trust, accountability, and transparency; and describe how to lay the foundations to sustainability through consistency and strong interpersonal and collaborative relationships among the staff. The book concludes by summarizing the essential assessment practices and tools that senior leaders need to be aware of – providing examples of assessment cycle templates that can be applied across departments – and outlining how to establish a strategic plan aligned with institutional mission that is linear, predictable and consistent, and aligned with institutional mission; as well as communicating results both externally and internally for the purposes of improvement.

This book is about student success and how to support and improve it. It takes as its point of departure that we--as faculty, assessment directors, student affairs professionals, and staff--reflect together in a purposeful and informed way about how our teaching, curricula, the co-curriculum, and assessment work in concert to support and improve student learning and success. It also requires that we do so in collaboration with our colleagues and our students for the rich insights that we gain from them. Conversational in style, this book offers a wide variety of illustrations of how your peers are putting assessment into practice in ways that are meaningful to them and their institutions, and that lead to improved student learning. The authors provide rich guidance for activities ranging from everyday classroom teaching and

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assessment to using assessment to improve programs and entire institutions. The authors envisage individual faculty at four-year institutions and community colleges as their main audience, whether those faculty are focused on their own classes or support their colleagues through leadership roles in assessment. If you plan to remain focused on your own courses and students, you will find that those sections of this book will help you better understand why and how assessment leaders do what they do, which in turn will make your participation in assessment more engaging and increase your expertise in facilitating student learning. Because the authors also aim to strengthen connections between the curriculum and co-curriculum and include examples of co-curricular assessment, student affairs professionals and staff interested in doing the same will also find ideas in this book relevant to their work. Opening with a chapter on equity in assessment practice, so critical to learning from and benefitting our diverse students, the authors guide you through the development and use of learning outcomes, the design of assignments with attention to clear prompts and rubrics, and the achievement of alignment and coherence in pedagogy, curriculum, and assessment to better support student engagement, achievement and success. The chapter on using student evidence for improvement offers support, resources, and recommendations for doing so, and demonstrates exciting uses of student wisdom. The book concludes by emphasizing the importance of reflection in assessment practices--offering powerful examples and strategies for professional development--and by describing appropriate, creative, and effective approaches for communicating assessment information with attention to purpose and audience.

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Higher Education Assessments: Leadership Matters by Gary L. Kramer and Randy L. Swing, reflects the work of a select group of researchers, scholars, and practitioners in higher education assessment. The contributors bring to the forefront key issues relevant to advancing assessments in higher education-principles that culminate in improving student learning and development. The extraordinary scholarship of the authors and contributors summarizes essential imperatives to which senior leaders may apply their political wisdom and leadership talents before, during, and after assessments have taken place.

This practical guide to outcomes-based assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating student learning. The authors offer a framework for implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers' particular circumstances. Beginning with a brief history of assessment, the book explains how to effectively engage in outcomes-based assessment, presents strategies for addressing the range of challenges and barriers student affairs practitioners are likely to face, addresses institutional, divisional, and departmental collaboration, and considers future developments in the assessment of student success. One feature of the book is its use of real case studies that both illustrate current best practices in student affairs assessment that illuminate theory and provide examples of application. The cases allow the authors to demonstrate that

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there are several approaches to evaluating student learning and development within student affairs; illustrating how practice may vary according to institutional type, institutional culture, and available resources. The authors explain how to set goals, write outcomes, describe the range of assessment methods available, discuss criteria for evaluating outcomes-based assessment, and provide steps and questions to consider in designing the reflection and institutional assessment processes, as well as how to effectively utilize and disseminate results. Their expert knowledge, tips, and insights will enable readers to implement outcomes-based assessment in ways that best meet the needs of their own unique campus environments.

This book promotes the shared ownership of assessment planning among faculty, student affairs educators, administrators, and students. As a project of the International Center for Student Success and Institutional Accountability (ICSSIA), *Assessment Reconsidered* focuses on the collaborative use of all campus resources in promoting student success. Written by an ensemble of educators with broad experience in assessment theory and practice in higher education, this illuminating work helps both student affairs professionals and faculty members address internal and public questions about the functioning of postsecondary institutions by reconsidering assessment policies, patterns, and practices in colleges and universities. While the book acknowledges and responds to greater expectations for institutional accountability, its focus is on building capacity to engage in evidence-based, reflective practice and supporting educators in doing their best work.

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Carol Ann Tomlinson and Tonya R. Moon take an in-depth look at assessment and show how differentiation can improve the process in all grade levels and subject areas. After discussing differentiation in general, the authors focus on how differentiation applies to various forms of assessment--pre-assessment, formative assessment, and summative assessment--and to grading and report cards. Readers learn how differentiation can --Capture student interest and increase motivation --Clarify teachers' understanding about what is most important to teach --Enhance students' and teachers' belief in student learning capacity; and --Help teachers understand their students' individual similarities and differences so they can reach more students, more effectively Throughout, Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge, understandings, and skills that all students must acquire, no matter what their starting point. Detailed scenarios illustrate how assessment differentiation can occur in three realms (student readiness, interest, and learning style or preference) and how it can improve assessment validity and reliability and decrease errors and teacher bias. Grounded in research and the authors' teaching experience, *Assessment and Student Success in a Differentiated Classroom* outlines a common-sense approach that is both thoughtful and practical, and that empowers teachers and students to discover, strive for, and achieve their true potential.

Using Focus Groups to Listen, Learn, and Lead in Higher Education presents an easy-

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to-use 6-step guide to help leaders in higher education listen to and learn from their stakeholders in order to enhance decision making. The big questions facing institutions today, especially those surrounding access, affordability, and accountability, require more than dashboards. Metrics and quantitative data alone do not offer lasting solutions and improvements. Using qualitative methods to listen to the voices of those involved, especially students and staff, is critical. Focus groups constitute the most appropriate, rigorous, and relevant qualitative research tool for this purpose, and one that is cost-effective and builds community when conducted using the ODU Method described in this book. Using Focus Groups is a single, comprehensive, and practical resource that describes why, when, and how to use focus groups. The authors provide detailed guidance for using focus groups, from developing the research questions with stakeholders, through training and recruiting moderators, and identifying and recruiting participants, to the logistics of conducting focus groups, and ultimately analyzing data and developing final reports. Conversational vignettes illustrate the discussions that regularly occur in each step and help the reader better understand the process. Fifteen appendices provide templates and examples of every part of the process. Written particularly for institutional research and assessment staff and upper-level administrators, this book will also appeal to deans, department and program chairs and directors, faculty leaders, and administrative unit directors, including those in auxiliary and student services, alumni associations, and university foundations. It also serves as an excellent resource for higher education research methods courses. The authors are

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uniquely positioned to guide readers in this process. The team developed and refined this technique over two decades at Old Dominion University. They have conducted over 100 focus groups with campus, nonprofit, local, and international community organizations to assist them in assessing student learning, transition, and preparedness for the workforce, as well as evaluating organizations work and planning future projects.

Be the leader of a fresh, bold, enduring vision of education for your district or school. The future of learning has arrived, and it requires bold educational leadership and a dramatic redefinition of what it means to be a successful student today. Redefining Student Success invites you to lead this transformation with audacity. It engages leaders with the concepts and actions needed to reimagine schools, address inequities, and help today 's students develop the skills they need for personal, economic, and civic success. This vital guide supports transformative leadership with Concrete guidance on how to create a Portrait of a Graduate and Portrait of an Educator which will help ensure teachers have a unified vision for professional growth and student success. Reflection prompts that help you recognize your strengths, spark discussion among stakeholders, and identify next steps for inspired action. Compelling examples of students already engaged in creative, self-directed problem-solving around issues that matter to them and their communities, together with stories that illustrate how districts and schools have arrived at their own vision of what education must become. Companion guides to 21st century learning for

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parents and students available online. The time is now to reset educational outcomes, sync schools with the demands of 21st century society, and meet the needs of every learner, in every community.

Assessment is a concept familiar across the field of education and is inherent to the work of professors, administrators, teachers, researchers, journalists, and scholars. A multifaceted and politically charged topic, assessment ranges from informal interactions with learners in classrooms to systematic high-stakes testing and examination. Written by a leading expert on assessment, this book situates the topic within the broader context of educational psychology research and theory and brings it to a wider audience. With chapters on the fundamentals of assessment, explanations of its uses, and advice for best application, this concise volume is designed for any education course that includes assessment in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike.

Annotation.

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