

THINKING ABOUT ASSESSMENT AND EVALUATION

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LET'S REMIND OURSELVES

Why do we assess students?

CERTIFICATION AND QUALITY ASSURANCE

- To identify and discriminate between different levels of achievement between students
- To provide a “ticket” to practice in the case of professional programs like social work
- To enable progression/transition into further study and employment
- To provide evidence for key stakeholders (e.g. The AASW, AQF) to allow them to judge the standard of the program
- **These are all assessment of learning**

STUDENT LEARNING

- To promote effective learning
- To provide formative feedback
- To identify areas of concern- diagnostic
- To provide the educator with feedback to inform teaching strategies
- **This is assessment for learning**

Social work is as an ‘interrelated system of values, theory and practice’
(Trevithick (2005, p.3)

Students are assessed for their academic abilities in university, but the integration of this learning – together with their practice-based skills – mainly takes place whilst on placement.

This means you!

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How do you have your work assessed?

How would you like to have your work assessed?

How do you assess the work of others?

COMMON MISTAKES

- Expecting too much or too little
- Too hands off or too hands on
- Unclear or not agreed upon goals
- Favoritism
- Confusing improvement with competence
- Being too friendly - boundary crossings



EFFECTIVE ASSESSMENT AND EVALUATION REQUIRES

- Well developed criteria for what needs to be evaluated
- Clear evaluation tools and procedures
- Documentation
- Agreed measures of practice
- The Learning Plan



LEARNING AREAS 1-5

Learning Area 1 – Values and Ethics

Awareness of contextually relevant ethics in accordance with the AASW Code of Ethics

Learning Area 2 - Organisational and community context

An understanding of the organisation's, legal and political context within human services agencies.

Learning Area 3 -Policy

An understanding of the legislative and social policies which influence the different fields of practice including knowledge of relevant legislative and policy frameworks.

Learning Area 4 - Use of knowledge in practice

An understanding of theories and methodologies relevant to practice and an ability to reflect critically upon their use and application.

Learning Area 5 – Effective interpersonal skills

Communication and interpersonal skills

LEARNING AREAS 6-9

Learning Area 6 – Self learning and critical reflection

The ability to take responsibility for one's own learning and development, and to perform at a level of competence appropriate to a beginning social work practitioner, including the skills to manage one's future career and the transition from university to professional practice.

Learning Area 7 - Assessment and Intervention skills

Applying knowledge of assessment, intervention and referral skills to practice

Learning Area 8 - Research

Recognition of research as an integral part of social work practice; demonstrating knowledge and understanding of all types and stages of social research

Learning Area 9 – Culturally sensitive practice

Develop understanding and knowledge of cultural diversity in order to work in a culturally responsive and inclusive way

DESIGNING AND ASSESSING LEARNING ACTIVITIES- THE 'SO WHAT' TEST

- Why do that? What will you learn?
- Why does it matter?
- How will you be able to demonstrate this knowledge acquisition? To whom, how and when?
- If you cannot pass the so what test- go back to the drawing board.

THE SCALE

Rating	Level	Descriptors
Not capable	0	Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning.
Some capability	1	Working towards a basic capability, more needed.
Beginning capability	2	Performance at beginning level expected. Requirements understood. Practice capable under close guidance and supervision. Limited adaptability.
Capable	3	Performance at level expected of newly qualifying practitioner. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others' practice.
Highly capable	4	Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.
Unable to Be Assessed [mid-placement only]	U/A	The work has either not been undertaken, or the supervisor has not had an opportunity to assess competence in this level

ASSESSING A FIRST PLACEMENT

How capable is this student of undertaking the inherent requirements of the job?

- Integrating theory and practice?
- Conceptual ability?
- Capacity for reflection and demonstration of insight?
- Capacity to meet agency requirements?

On what evidence are you basing your judgment?

ASSESSING A FINAL PLACEMENT

How capable is this student of undertaking the inherent requirements of the job?

- Undertake SW assessment, intervention and referral with minimal support?
- Work collaboratively and communicate the roles of SW?
- Effectively articulate SW theories and interventions?
- Demonstrate understanding of the relationships between the personal and the public?
- Demonstrate clear and effective interpersonal communication?

On what evidence are you basing your judgment?

COMPLICATING FACTORS

- Multiple supervisors
- External educators
- Insufficient opportunities
- Organisational tensions
- Inadequate resources
- Others?????

WHEN THE STUDENT DOES NOT SEEM TO BE MEASURING UP

- Act as soon as you identify a problem or a concern
- Be explicit
- Review educational plan, adapt and implement remedial strategies
- Document concerns
- Clarify and negotiate priorities
- Assess feasibility e.g. time, capacity
- Consult the university via your liaison

THANK YOU