

Assessment of Student Learning

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Assessment of Student Learning

(1) Defining outcomes and Connecting them to the Institutional outcomes

(2) Employing formative and summative assessments

(3) Analyzing the results to make changes

Creating Outcomes

Identifying knowledge, skills, and values you want students to obtain



- **Graduates will demonstrate competency in legal practice skills.**
 - Competency 1: Students will demonstrate the ability to conduct legal research.
 - Competency 2: Students will demonstrate the ability to conduct a factual investigation.
 - Competency 3: Students will demonstrate the ability to interview, counsel, and negotiate on behalf of a client.
 - **Competency 4: Students will demonstrate the ability to draft documents used in legal practice**

Learner Centered

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graph TD; A[Learner Centered] --> B[Encompassing relevant doctrine, skills, etc.]; B --> C[Clear and measurable];
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Encompassing relevant doctrine, skills, etc.

Clear and measurable

Writing Outcomes

- Students will...
- Select a verb
- Appropriate content
 - Doctrine
 - Theory
 - Lawyering skills
 - Analytical skills
 - Values

Contract Drafting – Sample Learning Outcomes

By the end of this course, students should be able to:

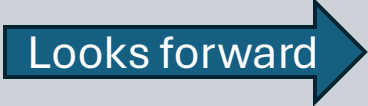
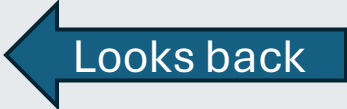
- Recognize the role of a lawyer in drafting and negotiating contracts;
- Analyze a contract for potential legal and business risks;
- Translate intended business deals into clear and understandable contractual language; and
- Draft each of the parts of a contract using contract concepts (covenants, representations and warranties, conditions, discretionary statements, and declarations).



Civ. Pro. Course Outcome examples

- Understand and demonstrate their knowledge of the rules of civil procedure. (Institutional Outcome 1)
- Identify the legal arguments that can be made on both sides of a procedural question. (Institutional Outcome 2, Competency 2 B)
- Develop an awareness of the biases and prejudices we all have and how they affect your ability to be an effective attorney. (Institutional Outcome 5)

I have my learning outcomes, now what?

What	When	Where	Why	How
Formative Assessment	Ongoing throughout the course 	In class or outside class	Provides feedback to student (to improve learning) and faculty (to improve teaching) regarding student progress in meeting course outcomes	Graded or ungraded assignments, exercises, or other assessment tools
Summative Assessment	At the end of the course or unit 	In class or outside of class	Measures what students have learned and whether they have met course outcomes	Generally, graded final assignments, projects, or exams

From Kelly Terry, Gerald Hess, Emily Grant & Sandra Simpson, Assessment of Teaching and Learning at 103 (Carolina Academic Press 2021)

Examples of Formative Assessments



Think-Pair-Share



Exit tickets



Ungraded draft
research papers



Quizzes



Muddiest Point

Examples of Summative Assessment



Midterm and final exam



Presentations



Final draft research papers



Projects

What is a rubric?

- Method of communicating how you will evaluate a student
- Can be used for formative and summative assessments
- Different styles of rubrics (checklist, analytical)

Excerpt from Contract Drafting Rubric

Criteria	Exemplary	Competent	Developing
Demonstrates effective use of contract concepts , such as covenants, conditions, and declarations	Business terms consistently translated into contract concepts with correct verbs; demonstrates clear understanding of each contract concept	Some business terms translated into contract concepts; demonstrates some understanding of use contract concepts	Does not use contract concepts to express business terms; inconsistent use of contract concepts and verbs.
Contract provisions reflect client's interests and relevant law	Reflects understanding of client's interests; attempts to minimize risks for client	Includes provisions addressing most of the client's interests; may have minor areas that conflict with interests or relevant law	Does not consider client's interests or reasons for not including client's interests were not based on relevant law
Organization of the contract is logical and flows well	Follows principles from text on organizing information; headings match content	Some portions of contract are duplicative or confusing; headings occasionally contradict content	Does not follow principles from text on effective organization; headings are not applicable to agreement

Why use rubrics?

For instructor

- Helps focus on what is most important
- Allow for efficiency and consistency in grading

For student

- Promotes a growth mindset by providing feedback
- Understand expectations and increased transparency

Using Assessment Results to Improve Learning

*“On what basis do we decide that a **sufficiently high percentage** of our students have been shown to have learned a **sufficient amount** for us to say, ‘This is **good enough**’?”*

Cecilia L. López, *A Decade of Assessing Student Learning: What We Have Learned, and What Is Next*, in *OUTCOMES ASSESSMENT IN HIGHER EDUCATION: VIEWS AND PERSPECTIVES* 67-68 (Peter Hernon & Robert E. Dugan eds., 2004)

Closing the Loop

Did students' learning meet my expectations?

- Yes

- Good evidence that students are achieving learning outcomes and course design is sound. Celebrate!
- Can you make changes to improve learning even more?

- No

- Investigate and ask questions

Questions to Ask

- Were my assessments well-designed to accurately measure student learning?
- Were there outside factors that affected student performance?
- Are there common areas of misunderstanding and patterns of mistakes in the students' work with respect to my learning outcomes?
- What changes can I make in my teaching methods, course design, reading materials, class assignments, etc., to improve student learning in those areas?

Assessment ≠ Final Course Grades

- Assessments measure student competency in individual learning outcomes
- Identify weaknesses so changes can be made in teaching methods, course design, etc.
- Examine performance of entire class to evaluate learning of groups of students
- Grades sort students for employers and awards
- Often based on curve requiring pre-set distribution; students evaluated in relationship to each other
- Grades year-to-year are the same
- Often based on criteria not related to learning outcomes (attendance, class participation, extra credit)

Example: Contract Drafting Rubric

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Thank you