

# Focus on Teaching: Marrying Assessment Tools to Learning Outcomes in Course Design



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# Focus on Teaching: Marrying Assessment Tools to Learning Outcomes in Course Design



## OBJECTIVES:

At the end of this session, participants will be able to:

- Describe the steps in the **Backwards Design** process
- Analyze the role of the **Zone of Proximal Development** in moving each of his/her students forward during the 13 or 14 weeks of his/her course
- Critique how Abrams, Mansfield, and Byrn **marry assessment tools to learning outcomes** in course design

# Three Kinds of Teachers in the World



1. Content-Based Teachers
2. Activity-Based Teachers
3. Objectives-Based Teachers

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Need to **Marry our Assessment Tools to our Learning Outcomes** in order to both:

- Know what we want our students to learn
- AND
- Determine if students actually learned it.

# Backwards Design



Grant Wiggins & Jay McTighe - UNDERSTANDING BY DESIGN (2005)

## **OBJECTIVES**

Identify  
Desired  
Results



## **ASSESSMENTS**

Determine  
Acceptable  
Evidence of  
Learning



## **CONTENT AND INSTRUCTION**

Plan  
Learning  
Experiences

# Backwards Design



**FAMILY LAW  
DOCTRINAL  
COURSES AND  
SEMINARS**

Objectives  
Assessment  
Content and  
Instruction



**IN-HOUSE  
FAMILY LAW  
CLINIC**

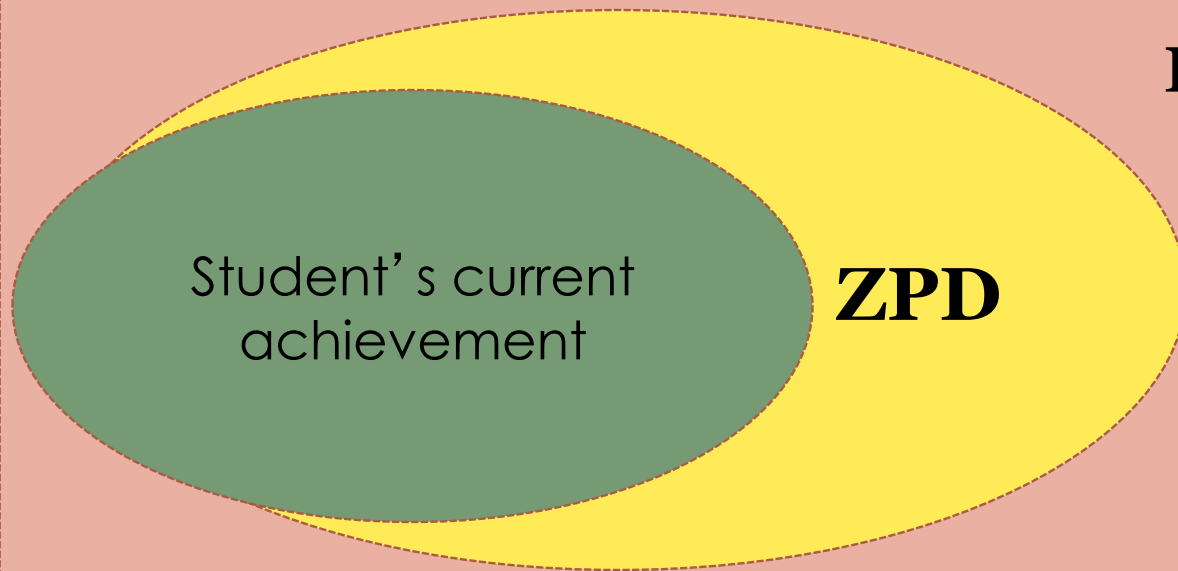
Objectives  
Assessment  
Content and  
Instruction



**FAMILY LAW  
RESIDENCY**

Objectives  
Assessment  
Content and  
Instruction

# Zone of Proximal Development – Where Learning Happens



**BEYOND REACH  
AT PRESENT**

# 3<sup>rd</sup> Year Residency Program



- 2 credit weekly seminar with faculty instructor
- 9-11 credit Residency placement (@400 hours)
- Students must apply to take the course
- Application evaluation focuses on student's prior experiences and exhibited skill-base (the student's ZPD)
- Residency sites chosen by faculty
- Law school and Residency site enter an MOU:
  - Identifying expectations of site, law school, and Resident
  - Identifying specific work of increasing complexity for Resident over the course of the Residency (movement through the ZPD)
  - Agree to use of common assessment tools



# Residency Rubric



## Fundamental Lawyering Skills Rubric<sup>1</sup>

- To be completed by the Residency Supervisor at the mid-point and again at the completion of the Residency.
- The Residency Faculty will provide a copy of this assessment to the Residency Supervisor at the appropriate times during the Residency.



### MacCrate Skill 1 - Problem Solving

A lawyer must be able to develop and evaluate strategies for solving a problem or accomplishing an objective.

Resident displays ability to:

Identify and diagnose problems.	<input type="checkbox"/> Consistently	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not Observed
Generate alternative solutions and strategies.	<input type="checkbox"/> Consistently	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not Observed
Develop a plan of action.	<input type="checkbox"/> Consistently	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not Observed
Implement the plan.	<input type="checkbox"/> Consistently	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not Observed
Keep the planning process open to new information.	<input type="checkbox"/> Consistently	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Not Observed

Comments:



<sup>1</sup> Based on the Report of the ABA Task Force on Law Schools and the Profession: Measuring the Gap (The MacCrate Report), 1992. D.