

## What Can Outcomes-Based Assessment Do for Students and Teachers?

Assessment becomes visible, explicit, social

Based on evidence: Show what you know!

Refocuses the conversation between student and teacher:

“What do I need to show” vs.” Why did you give me that grade”

### Academic Outcomes/Learning Behaviors

Each course has **academic outcomes** for each term:

- **Concepts a student should know**
- **Skills a student should be able to demonstrate**

Outcomes might also include **metacognitive skills and non-cognitive skills**:

- **“Habits of mind”**
- **Executive functioning**
- **Appropriate classroom practices**
- Anything assessed is explicitly taught
- Formally evaluated every term with rubrics and other feedback to report student progress toward outcomes

### Criteria for Outcomes

- Skill, Concept or Product
- Clear to students and teachers
- Observable, Measurable
- Specific
- Grade-level appropriate
- Demonstrable through a variety of contexts and methods

### Criteria for Assessing Student Knowledge of Outcomes

- Rubric for determining ratings used: e.g., what are characteristics of demonstrated knowledge that constitute Proficient? What characteristics constitute High Performance?
- Multiple opportunities to demonstrate knowledge: not just one high-stakes test
- Multiple modalities for demonstrating knowledge: class project, presentations, homework, group work, tests, quizzes

### Outcomes Shape Instruction

- How does developing outcomes shape discussion in grade-level and content area teams?
- How do we use outcomes to evaluate the success of what goes on in the classroom?
- How do we use the data from outcomes-based assessment to evaluate our own work?
- How do we enable student responsibility for tracking and raising proficiency?



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