

# ASSESSMENT AND EVALUATION

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# ASSESSMENT VS. EVALUATION

THEY ARE NOT THE SAME THING!!!!!!

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**EVALUATION AND ASSESSMENT IS THE HOUSE OF CARDS IN EDUCATION.**

POOR ASSESSMENT LEADS TO POOR EVALUATION WHICH LEADS TO POOR STANDARDS....

ULTIMATELY SUBSTANDARD EDUCATION.

# TRADITIONAL ASSESSMENTS

- Formative (as we go) versus Summative (the final results)
- Criterion based versus Norm-Referenced
- Regardless of how we assess, the outcome measure and the learner must benefit from the assessment tool utilized.
- Criterion and Norm based assessments both have different objectives.
- One type is independent of the cohort ability and the other is based in it....

# ASSESSMENT TYPES

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Your Outcome Measure

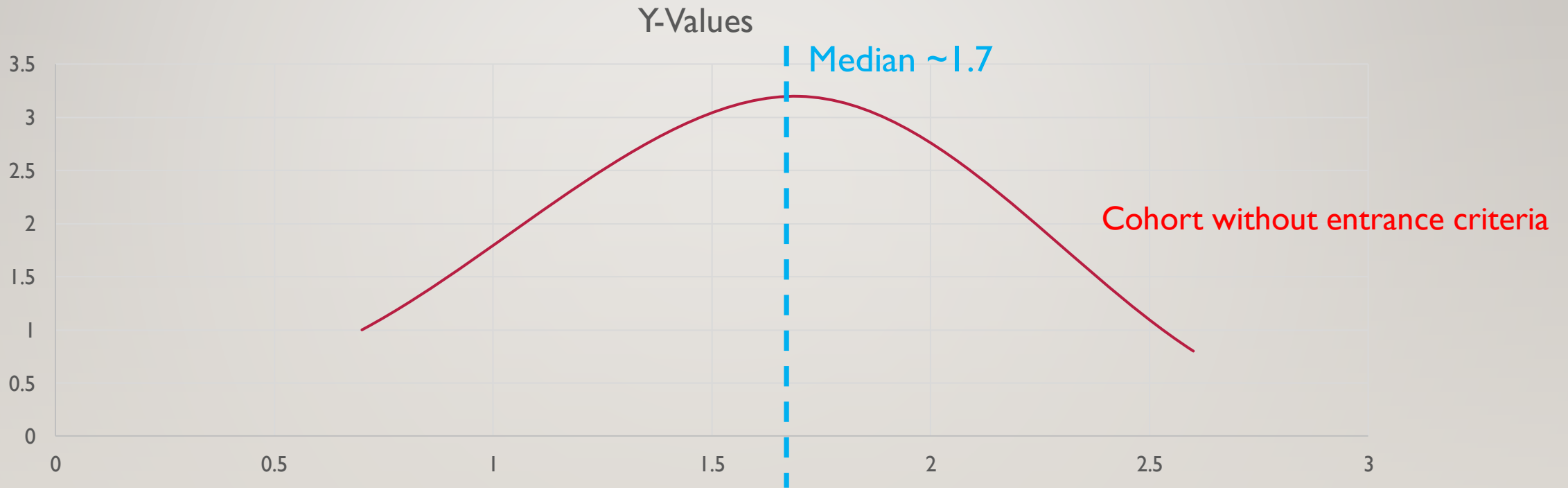


Your learners?

- If you are trying to teach someone to parachute, you definitely want to consider Criteria Based instead of Norm Based especially if the class is a group of toddlers/ninos.
- Here **selection to the cohort becomes critically significant in Norm based assessments.**

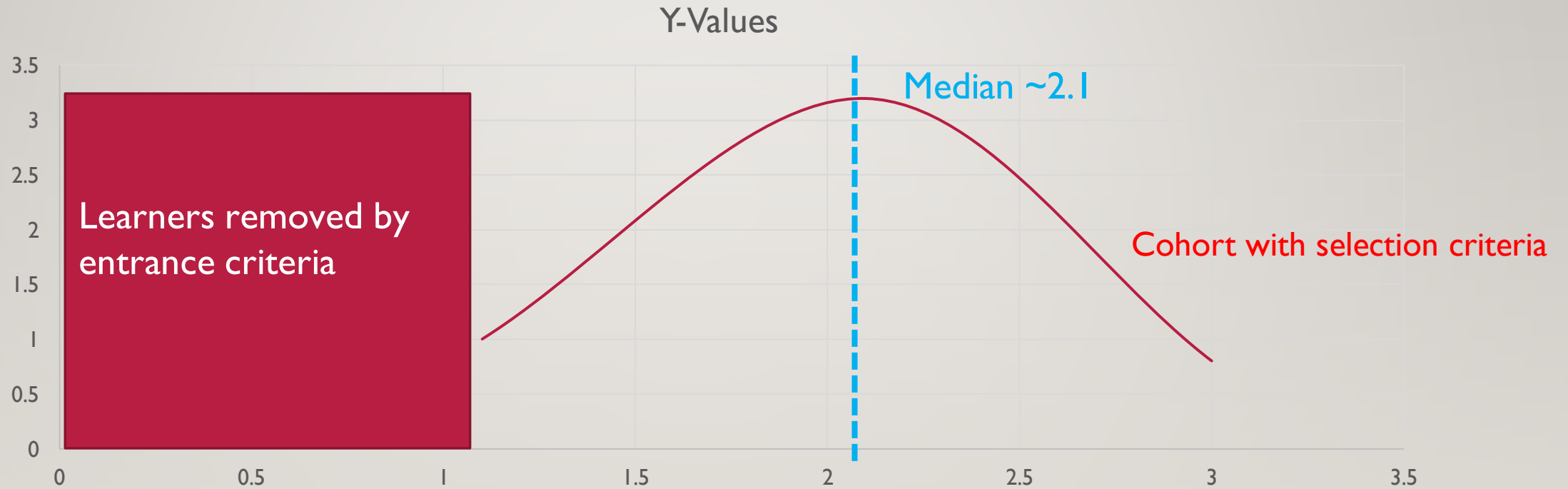
# IF WE DON'T HAVE ENTRANCE CRITERIA, IT IS ALMOST IMPOSSIBLE TO USE NORM BASED ASSESSMENTS

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# ENTRANCE CRITERIA CHANGES THE STANDARD AND THE STANDARD DEVIATION!

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# TOOL VALIDITY IS VITAL TO ASSESSMENT

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- Validities then become important
  - Criterion
  - Construct
  - Content
  - Others.....

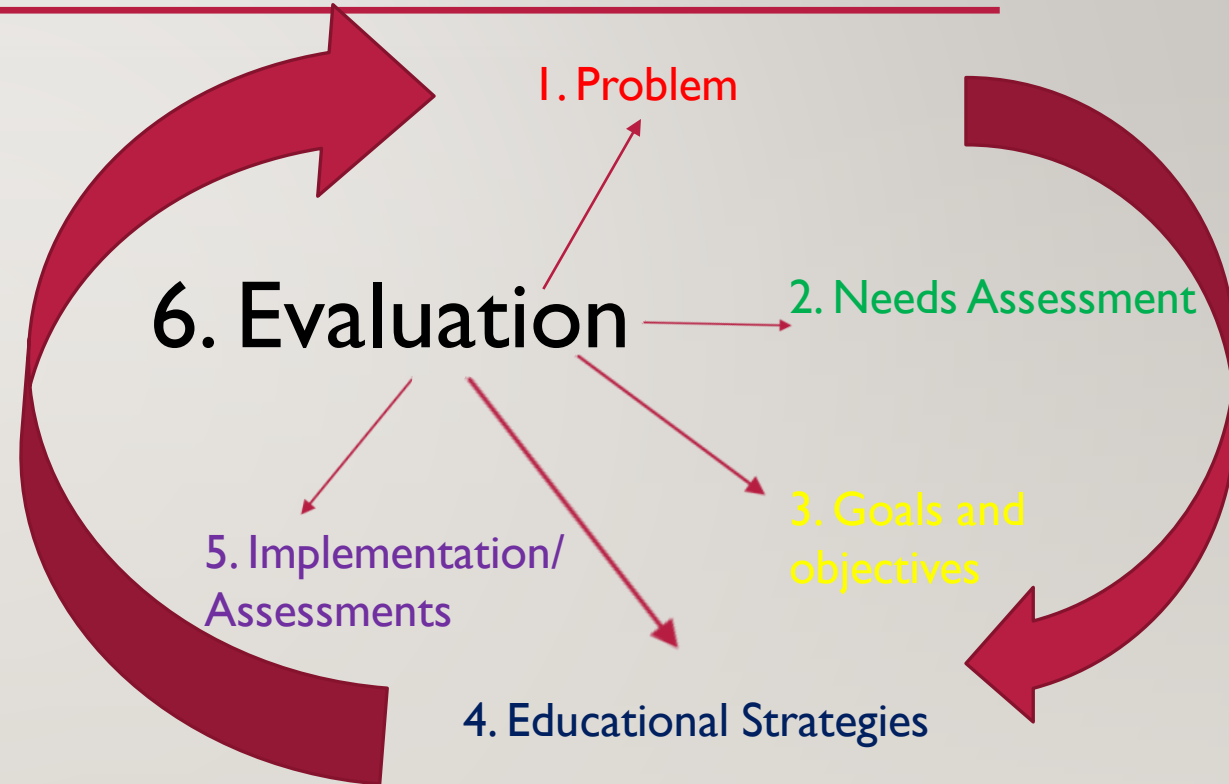


# EVALUATION IS ROOTED IN GOOD ASSESSMENT

## Evaluation Goals include:

1. Responsive feedback to affect teaching
2. Provide dynamic feedback to all affected stakeholders
3. Confirm that all proper methods, assessments, needs, etc. are all met for the anticipated goals and objectives of the program.

**Affects all items in the Kern Curriculum Cycle!!!!!!**





# GOALS OF EVALUATION

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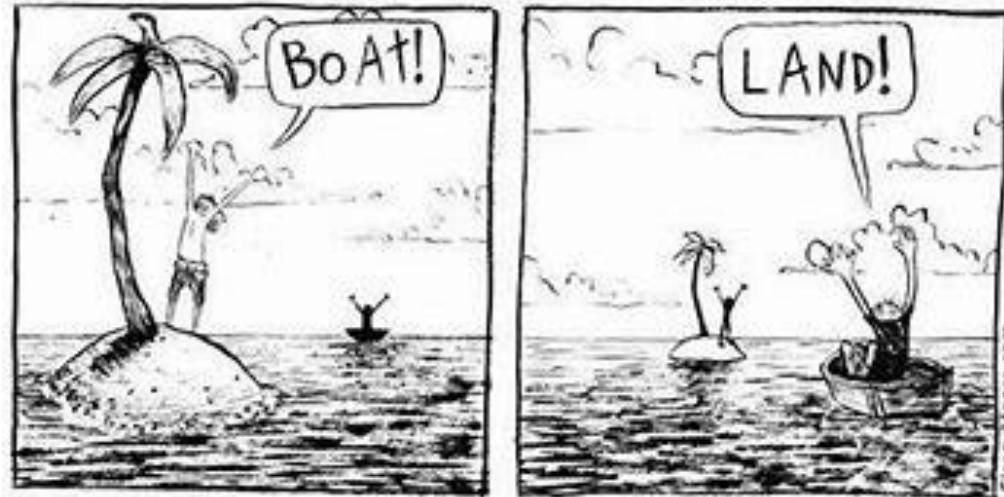
- What is the productivity of our factory? Not just in number but in quality and reliable standard?
- How close is the image produced to what we want?
- Are we on target with fulfilling our needs, our goals and objectives?
- Is society better for the education and training that we have provided?



# DYNAMIC CHANGE



- Our evaluation phase is one of the few times when we can accommodate changes in the environment, learner, topics, teacher, platforms, methods and needs to affect an otherwise static curriculum cycle.
- A curriculum project may not have changed since inception without reacting to an evaluation phase.



**FINALLY-  
PERSPECTIVE IS KEY TO AN  
HONEST INTERPRETATION OF  
ASSESSMENT AND  
EVALUATION DATA...**

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**SO WE AREN'T LEFT  
STRANDED IN OUR MISSION  
OF EDUCATION**



# THANK YOU

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Medical College of Wisconsin and Johns Hopkins University SOE

