

Discussion of **T**each, **A**ssess, and **C**ulminating **P**erformance

This document can be used as a reference tool when preparing an EES Map by Program Level.

In addition to the discussion of each term, the questions provided near the end of each section should facilitate the identification of instances of

- Teach,
- Assess, and
- Culminating Performance.

Teach

EES learning outcomes are **taught** in a course when the skill appears in one or more of the course learning requirements, and learning activities are planned that allow the learners to develop the identified skill(s). A significant amount of time must be devoted to the development of the skills and knowledge embedded in the outcome for it to be considered to be taught.

At its most fundamental level, teaching can be defined as helping learners "make sense" of information or learn new skills such that they can make either practical or theoretical use of the information.

In the context of EES outcomes, the means of communication is not limited. It is, however, crucial that the topic be related to the EES outcome that is deemed to be taught in the course. Simply put, if a topic is not addressed during a course's contact time (in-class or online), then it cannot be considered taught for the purposes of mapping outcomes.

IDENTIFYING INSTANCES OF **T**EACH

If you can answer **yes** to *each* of these questions, then the outcome could be considered taught:

- Do you provide instruction/learning opportunities in this outcome in your course?
- Is this outcome identified in one or more course learning requirement(s)?
- Do you devote a significant amount of time to facilitating student development of the skills and knowledge embedded in the outcome?

Assess

To **assess** an EES outcome, you must have evaluation methods and tools that allow you to evaluate student performance of the outcome or some of its elements. In your evaluation of student performance, you must verify that this particular outcome (or a significant component of it) has been achieved.

Discussion of Teach, Assess, and Culminating Performance

In the broadest terms, "to assess" something is to make a judgment concerning two distinct yet very closely related intentions. In the first judgment, there is a question of verification, and, in the second judgment, there is a question of evaluation. These two judgments are synonymous with asking the following questions:

1. Is the right thing being done?
2. How well is it being done?

In the classroom context, a wide array of evaluation tools can be developed and used to ask these questions of students' abilities on a case-by-case basis. These evaluation tools and their related solutions must be intricately linked with both the course learning requirements and the EES outcomes.

It is desirable, then, to develop evaluation tools after the course learning requirements have been finalised. This would ensure that the assessment allows the faculty member to say with certainty that a student has "reliably demonstrated the ability to ..." because the student has both completed the assignment correctly and has done so at a certain level of achievement.

Finally, given the dynamic nature of assessment, it is important to recognize that some evaluation tools are in place to determine the level of comprehension prior to the application (the "reliable demonstration"). These tools are an important part of the learning process, but may not qualify for the purposes of documenting assessment of the applicable EES outcome. The active nature of most of the EES outcomes does not curtail assessment opportunities; however, it does demand a broader range of evaluation tools in order to say that opportunities for reliable demonstration are provided and that those opportunities are being assessed.

IDENTIFYING INSTANCES OF **A**SSESS

If you can answer **yes** to *each* of these questions, then the outcome could be considered assessed:

- Are there assignments, tests or projects that are designed to allow you to evaluate or assess student performance of this outcome or some of its elements?
- Do you, in your evaluation of student performance, verify that this particular outcome (or a significant component of it) has been achieved?
- Is this outcome reflected in your course outline in the evaluation section?

Culminating Performance

Culminating performances are tasks or activities designed to assess a learner's ability to demonstrate one or more learning outcomes in its totality. The demonstration of this learning should be

- reliable (i.e., performed more than once),
- in as authentic (real world) a situation as possible,
- at a level expected of graduates, and
- integrated with other Vocational or Essential Employability Skills, wherever possible.

While they do not necessarily occur at the end of a program of study, they do evaluate whether a learner is able to integrate and apply their learning to demonstrate the performance described in the learning outcome(s) at the exit level.

Program culminating performances should require learners to demonstrate learning similar to what would be expected of new graduates in as close to a "real world" context as possible.

If a culminating performance is assigned to a course, the professor teaching the course will be asked to evaluate whether or not the students successfully demonstrated the outcome(s) the culminating performance addresses.

IDENTIFYING INSTANCES OF **C**ULMINATING **P**ERFORMANCES

If you can answer **yes** to *each* of these questions, then a culminating performance for the outcome could be identified:

- Is there an opportunity for you to evaluate the outcome in its totality?
- Does the evaluation result in a final product or performance that allows you to determine whether the learner has integrated the knowledge and skills identified in the elements of performance?
- Can you determine from this performance if the learner has demonstrated the outcome?