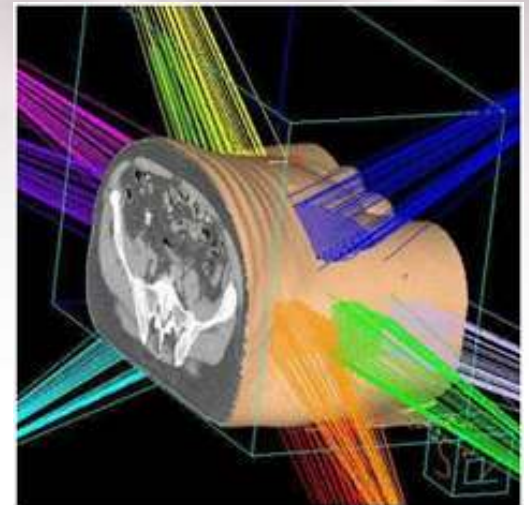


# Embedded Outcomes Assessment



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# **INTRODUCTION TO EMBEDDED OUTCOMES ASSESSMENT**



# A Competition



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# Three True-False Questions

1. The task students do for the purposes of embedded outcomes assessment cannot also be a required course task.
2. The outcomes assessment task must be the cumulative assessment for the course.
3. If the task used for assessing an outcome is a graded task, the grade each student receives on the task is a sufficient measure of the student's attainment of the outcome.

Which of the following student law school work products can be used to assess student learning outcomes? (There may be more than one correct answer.)

- A. First-Year Essay Exams
- B. Third-Year Essay Exams
- C. Clinic Client Interviews
- D. Journal Entries for the Classroom Component of an Externship Course

# Definition of Embedded Assessment

Embedded assessments are assignments, activities, exam answers, or exercises that are done as part of a class, but that are used to develop assessment data about student attainment of a particular learning outcome.

Which of the following best describes the level of expected success in terms of student attainment of a particular student learning outcome assessed via an embedded assessment?

- A. The institution should demonstrate that graduates have the opportunity to take a course designed to teach the outcome.
- B. The institution should demonstrate that graduates must have taken a course designed to teach the outcome.
- C. The institution should demonstrate that at least 80% of its graduates have learned at least 80% of what the law school intended them to learn by the outcome.
- D. The institution should demonstrate that its graduates have attained the outcome. Period.

Which of the following people might be appropriate for assessing student attainment of an outcome assessed via an embedded assessment? (There may be more than one correct answer.)

- A. The professor who teaches the course
- B. The other professors who teach the course
- C. Professors from another law school who teach the class
- D. Lawyers who practice in the field that is the subject of the course





# RUBRICS AND EMBEDDED ASSESSMENT



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# Introduction to Rubrics

- Definition
- Relationship to Outcomes Assessment
- Benefits
- Examples
- Optimal Approach to Creating Rubrics

# Rubric Creation Demonstration

- Outcome (from the conference website): You will “[l]earn to . . . [c]omply with the new ABA assessment standards.”
- Type of outcome? (knowledge, skill, value, all or some of the above?)

# ABA Compliance Mini-Rubric

Outcome	Emerging	Competent	Mastery
Knowledge of ABA Outcomes Standards	Able to accurately articulate general thrust of standards but not able to articulate or explain them	Able either only to accurately paraphrase standards or to articulate the implications for law schools' future self-assessment (including how a law school should use assessment data to improve)	Able to accurately paraphrase standards and clearly articulate the implications for law schools' future self-assessment (including how a law school should use assessment data to improve)

# ABA Compliance Mini-Rubric

Outcome	Emerging	Competent	Mastery
Ability to Implement ABA Outcomes Standards	Able to create competent outcomes and design a passable assessment plan, but not yet able to assess the attainment of outcomes and use data to improve	Able to create competent outcomes and design an effective assessment plan but struggles in assessing the attainment of outcomes and using assessment data to improve	Able to create competent outcomes, design an effective assessment plan, and assess the attainment of the outcomes, but may struggle to use assessment data to improve