

# Vertical Assessments in the Law School Context

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# Session Objectives:

- Discuss New ABA Standards and Assessment of Assessment
  - Present Common Language and Terminology
  - Share Assessment Paradigms  
(And Introduce Vertical Assessment)
  - Provide Concrete Examples
  - Model Methods And Modalities
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# The ABA's Brave New World

Moving from Inputs to Outcomes. OR

The Day of Metrics is Upon Us! OR

“What are you selling and is it as good as you say it is?”

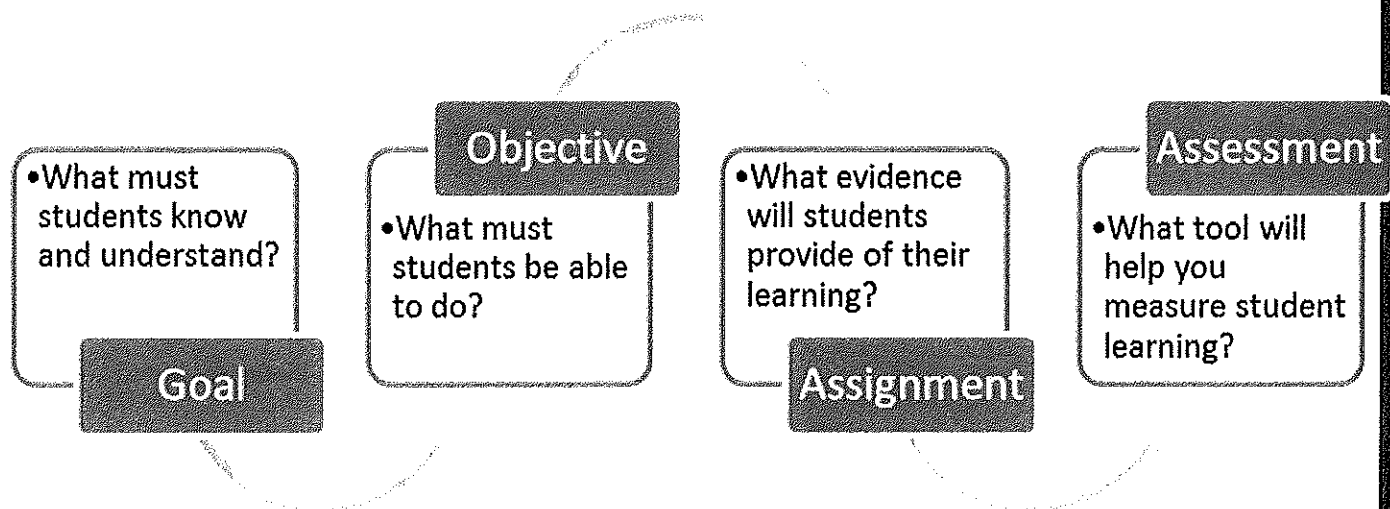
- Assessment Focus – Chapter 3

- In class
- For Program of Study
- For Faculty

- Faculty Responsibilities – Chapter 4

- Assessments of student performance
  - Advising (student learning outcomes)
  - Service (Curriculum)
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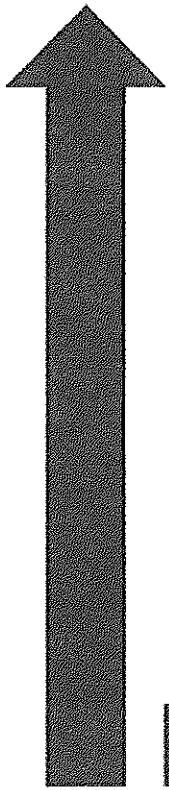
# Backward Design



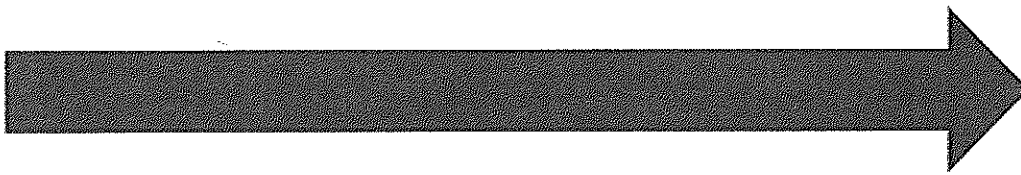
Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision & Curriculum Development.

<b>Goal</b>	What must students know/understand
<b>Objective</b>	What must students be able to do
<b>Assignment</b>	What is the evidence of students meeting an objective (i.e. through a written paper, an exam, a class discussion, etc.)
<b>Assessment</b>	What tool are you going to use to measure student learning in the assignment (i.e. a rubric, a grading scale, a set of competencies, etc.)

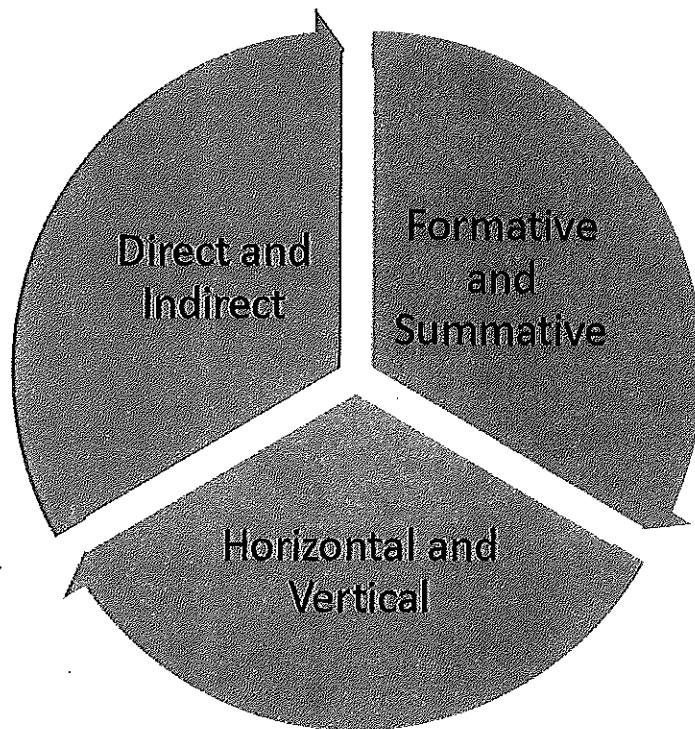
# Assessment Paradigms



- Formative / Summative
- Direct / Indirect
- Horizontal / Vertical



# Assessment in Three Realms



# Assessment Paradigms

## Formative (low stakes)

- Minute papers
- Discussions
- Graphic organizers
- Practice tests or assignments
- Rough drafts
- Think/pair/share
- Peer or self assessments
- Journals or reflective writing

## Summative (high stakes)

- Midterm or final exam
- Paper
- Final project
- Portfolio
- Statewide or national tests
- Placement exams
- Performances
- Student evaluations of teaching



# Assessment Paradigms

**Direct:** assessment of actual samples of student work

Often at the course-level:

- Pre- and Post-Testing
- Essay test question
- Term paper
- Oral presentation or examination
- Multiple-choice test question
- Writing samples
- Score gains
- Portfolio artifacts

**Indirect:** assessment of attitudes, perceptions, feelings, values, etc. that imply student learning by employing self-reported data and reports

Often at the institutional-level:

- Departmental survey
- Employer survey
- Graduation and retention rates
- Comparing admission and graduation rates
- Employment or placement rates of graduating

# Assessment Paradigms

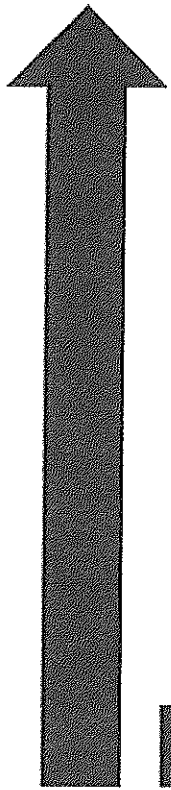
## **Horizontal:**

Assessments; formative, summative, direct and/or indirect; most often applied at the course level; used to measure student learning. (See ABA 314)

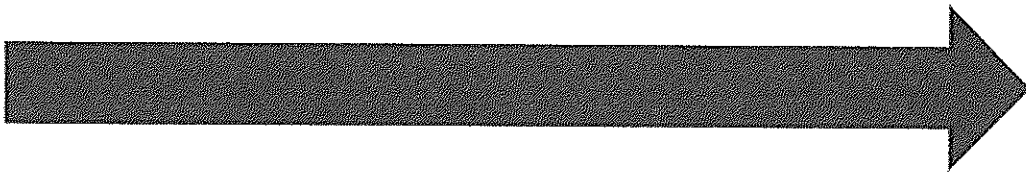
## **Vertical:**

Assessments; formative, summative, direct and/or indirect; applied at the course, program, curriculum, school, institutional and/or profession levels; in addition to measuring student learnings is used to evaluate faculty, curriculum, program and institutional effectiveness. (See ABA 315)

# Plotting Assessment Paradigms



- Formative / Summative
- Direct / Indirect
- Horizontal / Vertical



# Assessment Artifacts

- **Course-level:** course design materials; midterm feedback directions and template; sample assessment techniques; creating an assessment plan template, etc.
- **Faculty-level:** peer observation overview and template forms for pre-observation, observation, and post-observation report
- **Institutional-level:** periodic faculty review handbook example; best practices guide for student evaluations of teaching; assignment example for institution-wide pre-test of student learning

# Creating an Assessment Plan

- Locate your institutional/program/course goals and objectives
  - If they are hard to find, re-locate them to a more visible location
- Evaluate what you are already doing
  - What formative/summative, direct/indirect, and horizontal/vertical measures do you already have in place?
- Identify any gaps
  - What's not being measured that should be measured?
  - What data is being collected but not being used?
- Develop an overall assessment plan that ties your goals and objective (at a range of levels) to your measurements
  - Try to make sure that you have a range of measures (formative/summative, direct/indirect, and horizontal/vertical)