



# Collecting Evidence for Action: Help from a Test Design Methodology

***Linda Tyler, Ph.D., Group Executive Director***  
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*Listening.*  
*Learning.*  
*Leading.*



Demand for Evidence

**Response to accountability demands**

**= ?**

**Student learning outcomes**

**= ?**

**Information to improve student learning**





# ECD Step 1: Claim

**What assertion about the test taker will be made on the basis of this assessment?**





*Listening.*  
*Learning.*  
*Leading.*

c1

Car crashed and dark lords might upset some people.  
cmillett, 5/31/2006



# ECD Step 1: Claim



**Chamber Music Course: “The successful completer will be a well-informed chamber music listener, able to articulate to others orally his or her responses to the music.”**



# ECD Step 1: Claim





## ECD Step 2: Evidence Model

**What evidence, and how much, do I need to make the claim? What would be the best evidence possible?**



c2

Court scene might upset some people  
cmillett, 5/31/2006



## ECD Step 2: Evidence Model

**“What am I preparing my students to be able to do?”**



**EVIDENCE**



**“How should I design my assignments and tests?”**



## ECD Step 2: Evidence Model

### **The well-equipped chamber music listener:**

- **Understands the most common instrumental combinations and the most common formal structures**
- **Understands at a non-expert level the basic components of music that affect the experience of the listener, including: harmony, rhythm, texture, dynamics, articulation and instrumentation**
- **Can hear and identify, at a non-expert level, changes in these basic components while listening to major chamber works**
- **Can orally articulate basic descriptions of the music and personal thoughts or emotional responses to the music**
- **Understands concert etiquette**



## ECD Step 3: Task Design

**Claim** →

**Evidence Model** →

**Task Design**



In-class counting toward the grade?  
Practice vs. class  
Should be on the tests?  
What should be on the tests?  
What-answering assignments?  
Weekly writer or take-home?  
Revise and re-submit?



# ECD Step 3: Task Design





## Other uses of ECD



Instructional design  
Institutional accountability  
Program accountability  
Transfer articulation

