The measures we choose to use and the data we choose to collect show *what* and *who* we value (D'Ignazio and Klein, 2020, p. 23). Thus, selecting and designing well-aligned, -thought-out, and -written measures gives students the surest opportunity to demonstrate their learning. Using a combinat on of format ve and summat ve, and direct and indirect measures also provides studen

rubric, checklist, or exam blueprint that establishes the standards of the learning outcomes and allows for the systemat c collect on of evidence of student learning.

Indirect measures provide data on students' self-reported thoughts, at tudes, beliefs, and values in regard to their learning, as well as data on the educat onal environment where that learning takes place. Indirect measures are of en used to interpret and triangulate evidence of student learning that was collected from direct measures.

Direct on Measures of Student Learning

Field supervisor rat ngs of student skills in internships, clinical experiences, pract ca, student teaching, or other professional and content-related experiences

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