The Art of Assessment
Enhanced Information for Future Progress
**LEARNER-CENTERED OUTCOME:** *(Student Focused - IDENTIFY IN AUGUST)*

A clear and concise statement of one or more components of the goal for the student to master. It is an ability that impacts progress toward the goal and is observable and measurable.

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<th>ASSESSMENT TOOL(S): Student Learning Focused - IDENTIFY IN AUGUST</th>
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<td>The assessment tool is the investigative means to gather the concrete data in order to make sound decisions which can enhance student learning. An Assessment (e.g., essay, exam) is utilized with students to gauge learning and progress toward mastery of the LCO. The specific Scoring Method (e.g., rubric, external certification criteria) for the assessment should measure the degree to which the LCO has been achieved. Course(s) where the assessment tool will be utilized should be identified along with the desired level of mastery.</td>
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EXAMINE DIAGNOSTIC OR FORMATIVE RESULTING DATA: (DECEMBER/JANUARY)

The facts! The percentages, the numerical count, the figures generated by the assessment tool. Report results from a diagnostic assessment administered prior to learning (e.g., pre-test) or from a formative assessment given during the learning process (e.g., mid-term assessment or assessment from a prior semester).

JOINT ASSESSMENT REVIEW: DECEMBER/JANUARY

Who gathered to look at the data and carefully consider the evidence? When and where did you meet?

CONCLUSIONS DRAWN: (DECEMBER/JANUARY)

What did you discover about student learning in analyzing the data? Identify specific area(s) of weakness and conclusions reached by your faculty based on the data. Data-driven decisions lead to improvement! What intervention or actions did you conclude were necessary to address weak area(s) to achieve mastery of the LCO?

IMPLEMENTED ACTION PLAN: (SPRING SEMESTER)

Clearly describe the intervention or specific change which took place in order to help students master the learner-centered outcome. In which class(es) were strategies implemented in order to accomplish deeper learning and achieve student learning improvement?
By the end of this session, attendees will:

1. Understand that assessment includes many possibilities.
2. Know the foundation of good assignment design.
3. Know the characteristics of well-designed assignments.
4. Recognize a variety of creative types of assignments.
Well designed assignments can be extremely effective for assessing learning, identifying weak areas, and providing insight into how to improve student learning.
Where do the assignments you use in your courses come from?

Well designed assignments start with the course LCO’s, and the course LCO’s should be developed using the program or department LCO’s.
01 Program or Department LCO's
02 LCO's developed to teach one or more of the Program or Department LCO's
03 Measurement of learning mastery from assignment, identifying weak areas, learning interventions
04 Assignment designed to teach/measure a course LCO.

LCO's drive assignment design.
What does a Well-Designed Assignment Look Like?

- Aligned and Intentional
- Transparent
- Engaging
- Scaffolded
- Provides Opportunities for Feedback and Improvement
1. The student knows exactly which LCO’s the assignment is designed to teach and assess.
2. The student knows exactly what steps to take to complete the assignment.
3. The student knows exactly how the work will be evaluated including the **scoring method**.
4. The student knows what a “good” assignment looks like and accomplishes.
Engaging

1. The student is motivated to complete the assignment.
2. The student is challenged by the assignment.
3. The student believes (rightly) that he or she can complete the assignment within the parameters.
4. The student sees the assignment as relevant to more than the course grade.
Scaffolded

1. The assignment is broken down into interconnected smaller units that the student completes in sequence. Learning interventions can be provided between the steps. **OR**

2. The assignment is part of a trajectory for the course and is connected to assignments before and after it, leading to the student’s successful completion of the course. Learning interventions can be provided to increase student learning and success.
Provides Opportunities for Feedback and Improvement

1. The student receives feedback from the professor on the parts of the assignment before the whole assignment is due, and the student can use this feedback to correct problems and improve as he or she continues to the next steps. Learning interventions can be provided and reported on.

2. The student may have opportunities to self-assess at intervals and can identify problems to correct as he or she continues to the next steps.
Creative Assignment Design

• Research Papers and Reports can be great assignments.
• However, you have lots of other options for assignments that may be more engaging for students and less time-consuming for you to assess.
• Consider Journals, Portfolios, Debates, Videos, Posters, Presentations, Plays, Webpages, etc.
• Most creative assignments must be assessed with a rubric to provide learning data that is useful.
1. Make sure your course LCO’s are aligned with the program or department LCO’s.

2. Make sure your assignments are aligned to your course LCO’s.

3. Consider re-designing assignments or designing new assignments to make them more creative, transparent, engaging, scaffolded, and feedback rich.

4. Use your well-designed assignments to identify weak areas and plan learning interventions.
Cycle of Continuous Improvement/Annual Reporting

- Assessment and Results
- LCO’s
- Assessment
- Action Plan
- Results/Conclusions
Bibliography


Discussion and Questions