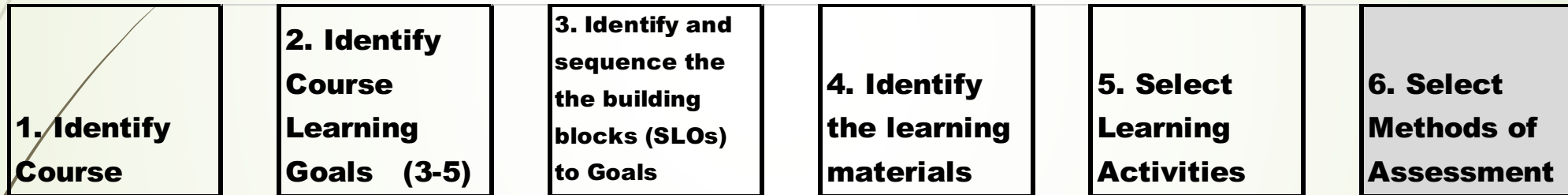




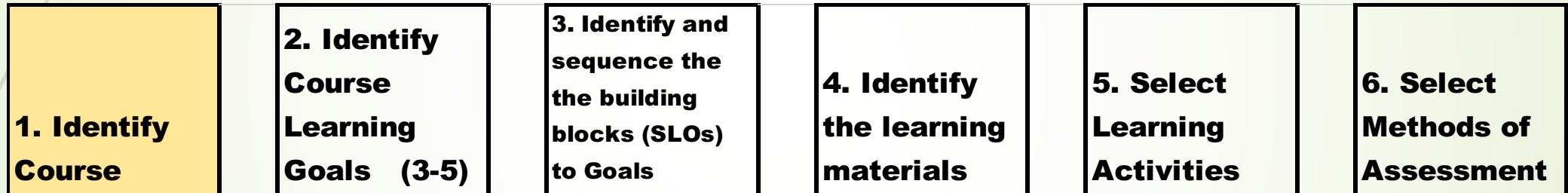
Assessment of student learning

Context and Application

Course Mapping - Context



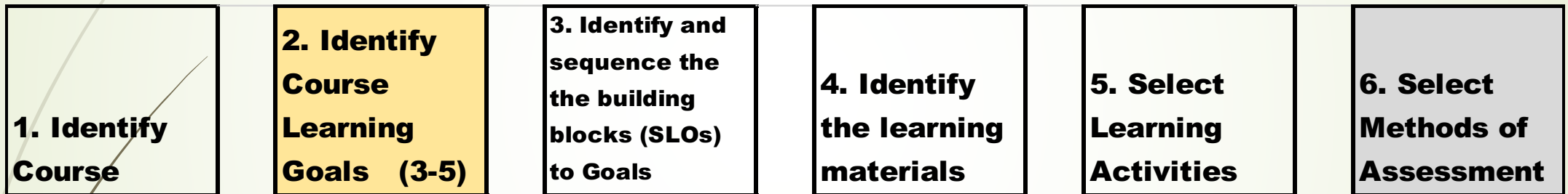
Identify Course



Identify Course

- ▶ Questions to reflect on:
 - ▶ What is the purpose of this course?
 - ▶ What learning (knowledge, skills, abilities) do you expect of your students as a result of your course?
 - ▶ What prerequisite knowledge do you expect your students to bring?
 - ▶ What knowledge, skills and abilities in your course are prerequisite skills for another course?
 - ▶ How does this course fit into the general education, discipline or both curriculums?

Identification of Course Learning Goals



Course Goal statements

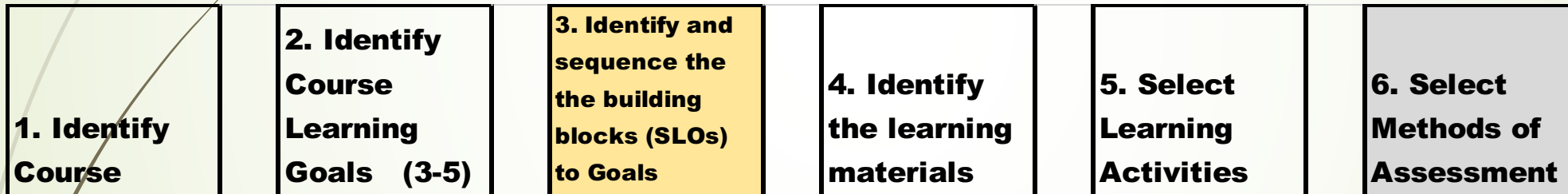
- ▶ Course learning goals – statements that describe in general terms what we want students to learn

Barkley & Major (2016)

Course Goals Statements- Financial Management Course **Example**

- ▶ Students will understand and use:
 - ▶ Financial statements and ratios
 - ▶ Financial forecasting
 - ▶ Time Value of Money
 - ▶ Stocks, Bonds and Yields
 - ▶ Capital budgeting

Creating the Building Blocks



Course Student Learning Outcomes (SLOs) and Objectives and relationship to Goals

▶ Goals

▶ Learning Outcomes – Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives.

- ▶ At the highest level, what are the four or five things that you expect students to know/be able to do
- ▶ State what achieving the goal will actually look like as an observable measurable behavior
- ▶ Are written in detailed operational terms and move us to how we prove what learning actually happened
- ▶ The conclusion of an action
- ▶ Contain a **condition** and **performance**

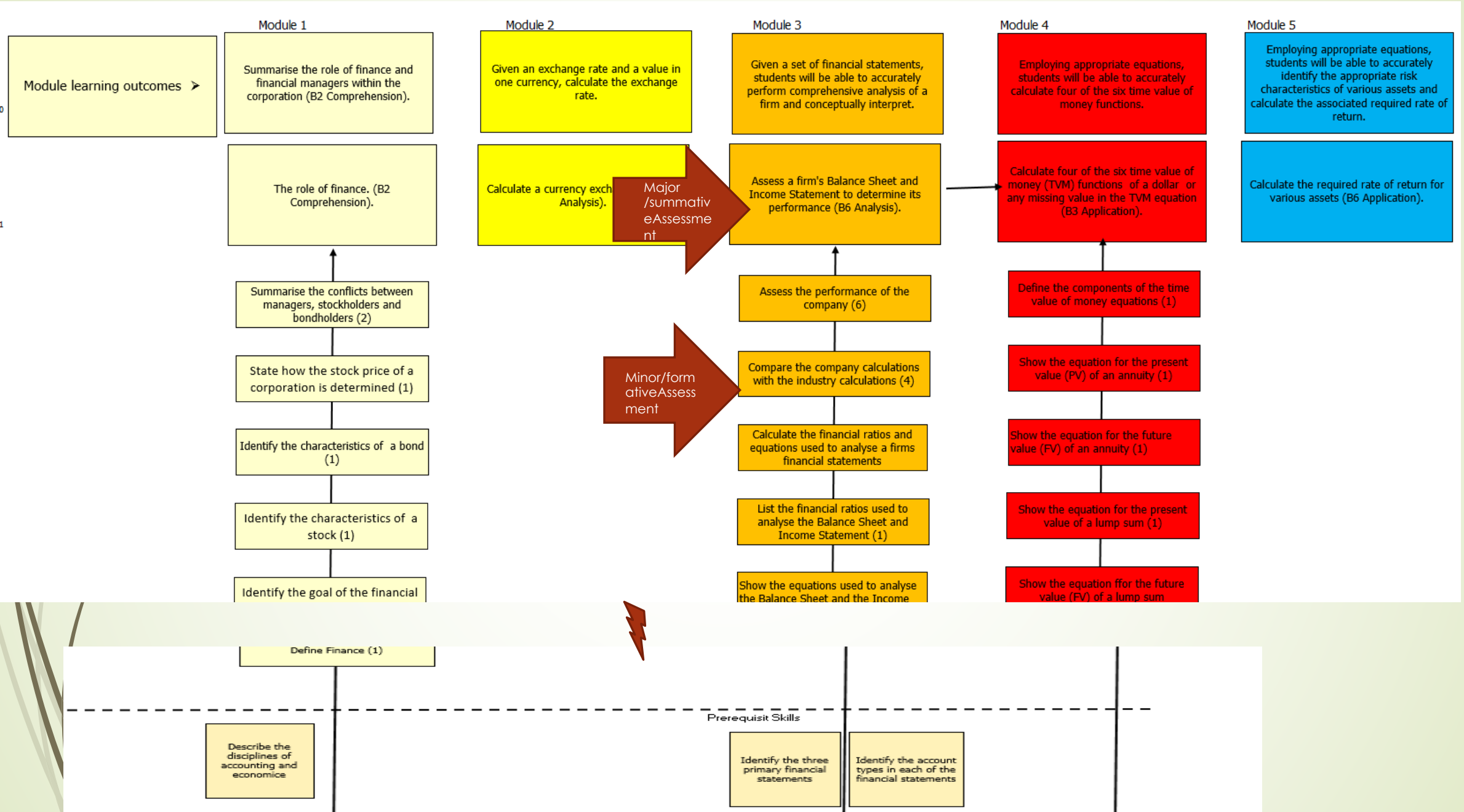
▶ Objectives – are usually more general statements of what students are expected to achieve in an academic program. Provide the framework of steps students will take to achieve the outcomes/goals

(Barkley & Major, 2016)

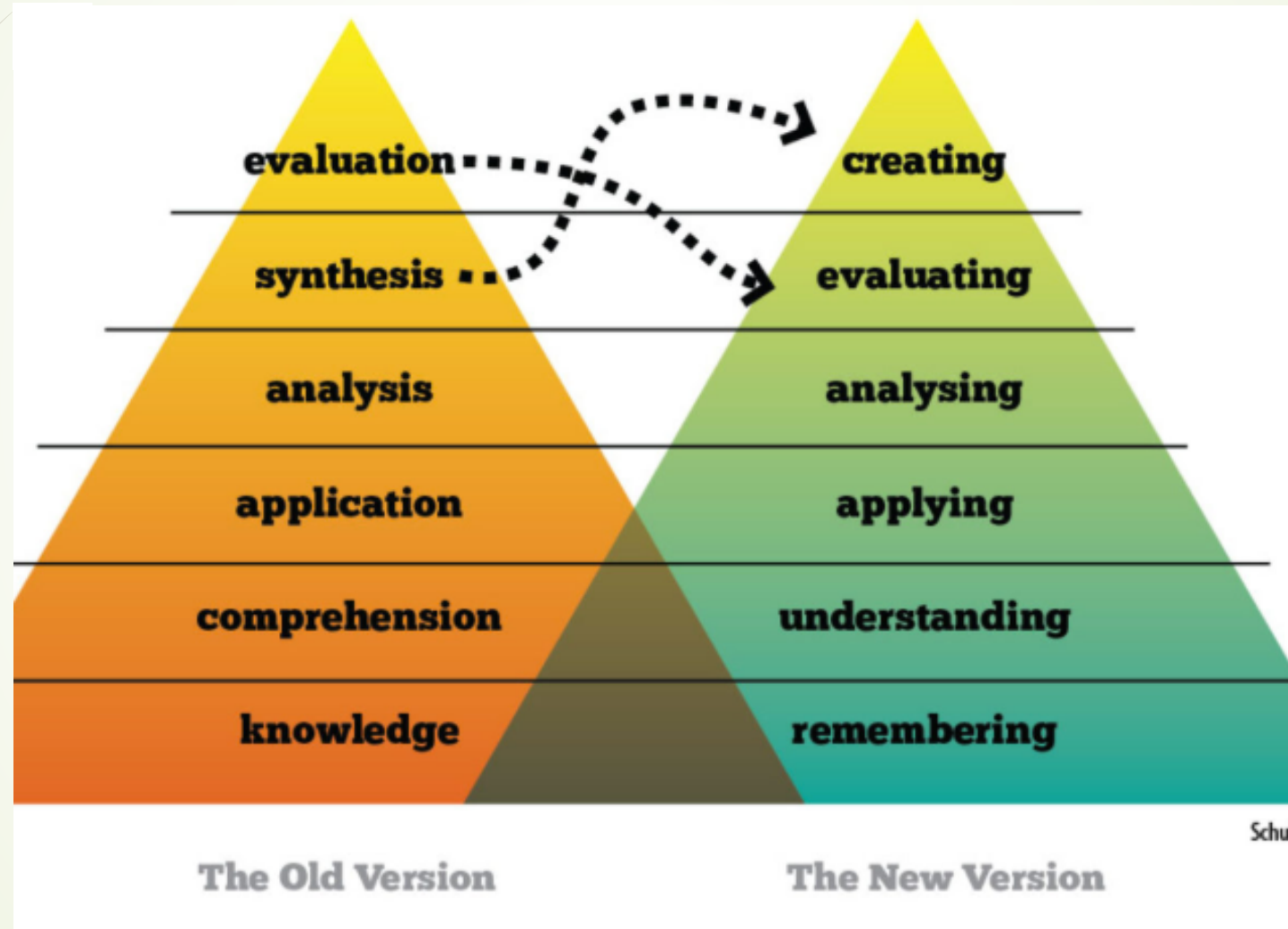
Learning Outcomes - Finance Course

Example

- ▶ SLO1 Without any additional information, summarize the role of finance and financial managers within the corporation (**Module 1**)
- ▶ SLO2 Given two currency rates or one rate and an exchange rate, calculate the exchange rate or the desired currency value (**Module 1**)
- ▶ SLO3 Given a complete set of company financial statements, **construct** pro forma financials, develop a financial forecast, calculate the specified financial ratios then analyze the performance of the company against its peers and against itself over time (trend) (**Module 1**)
- ▶ SLO 4 Knowing the equations for time value of money (TVM) calculations and given a set of problems, **identify** which of the 6 the types of TVM problem and **solve** for the missing value (**Module 3**)
- ▶ SLO5 Employing the appropriate equations, accurately identify the risk characteristics of various assets and calculate the associated required rate of return
- ▶ SLO 6 Employing TVM and risk and return concepts, accurately calculate the value of a bond
- ▶ SLO 7 Employing TVM and risk and return concepts, accurately calculate the value of a stock
- ▶ SLO5 Given four capital budgeting techniques, accurately identify the appropriate use of each and solve



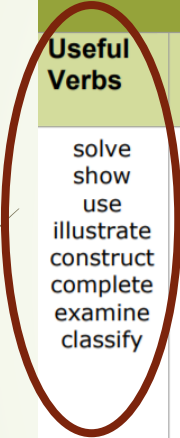
Blooms Old and New



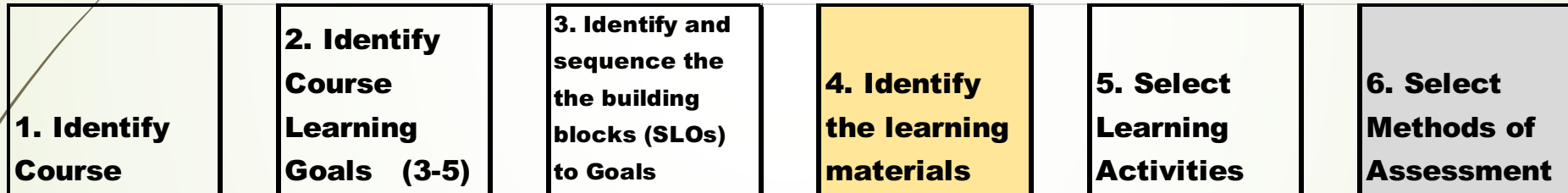
Blooms Verbs



Application			Analysis		
Useful Verbs	Sample Question Stems	Potential Activities and Products	Useful Verbs	Sample Question Stems	Potential Activities and Products
<p>solve</p> <p>show</p> <p>use</p> <p>illustrate</p> <p>construct</p> <p>complete</p> <p>examine</p> <p>classify</p>	<p>Do you know another instance where...?</p> <p>Could this have happened in...?</p> <p>Can you group by characteristics such as...?</p> <p>What factors would you change if...?</p> <p>Can you apply the method used to some experience of your own...?</p> <p>What questions would you ask of...?</p> <p>From the information given, can you develop a set of instructions about...?</p> <p>Would this information be useful if you had a ...?</p>	<p>Construct a model to demonstrate how it will work.</p> <p>Make a diorama to illustrate an important event.</p> <p>Make a scrapbook about the areas of study.</p> <p>Make a paper-mache map to include relevant information about an event.</p> <p>Take a collection of photographs to demonstrate a particular point.</p> <p>Make up a puzzle game using the ideas from the study area.</p> <p>Make a clay model of an item in the material.</p> <p>Design a market strategy for your product using a known strategy as a model.</p> <p>Write a textbook about... for others.</p>	<p>analyse</p> <p>distinguish</p> <p>examine</p> <p>compare</p> <p>contrast</p> <p>investigate</p> <p>categorise</p> <p>identify</p> <p>explain</p> <p>separate</p> <p>advertise</p>	<p>Which events could have happened...?</p> <p>I ... happened, what might the ending have been?</p> <p>How was this similar to...?</p> <p>What was the underlying theme of...?</p> <p>What do you see as other possible outcomes?</p> <p>Why did ... changes occur?</p> <p>Can you compare your ... with that presented in...?</p> <p>Can you explain what must have happened when...?</p> <p>How is ... similar to ...?</p> <p>What are some of the problems of...?</p> <p>Can you distinguish between...?</p> <p>What were some of the motives behind...?</p> <p>What was the turning point in the game?</p> <p>What was the problem with...?</p>	<p>Design a questionnaire to gather information.</p> <p>Conduct an investigation to identify information to support a view.</p> <p>Make a flow chart to show the critical stages.</p> <p>Construct a graph to illustrate selected information.</p> <p>Make a family tree showing relationships.</p> <p>Put on a play. Write a biography.</p>



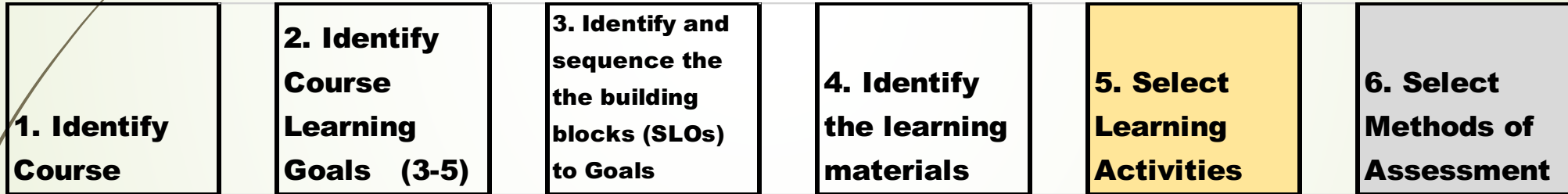
Identify Learning Material



Learning Materials

- What will you use to convey the content information that you want students to have?
- Provide a variety of materials
 - Examples
 - Textbook
 - Video lectures
 - PowerPoint slides
 - Video lectures
 - Journal article

Select Learning Activities



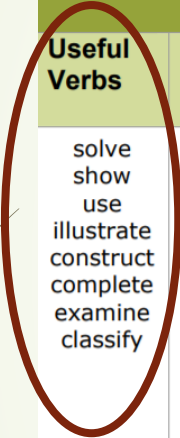
Learning Activities

- ▶ Select Learning Activities That:
 - ▶ Align with your student learning outcomes and objectives
 - ▶ Promote active, engaged learning and
 - ▶ Require learner to produce an assessable artifact that provides direct evidence of learning
 - ▶ This is where you help students to become learners through the carefully designed activities that you develop to help them do and understand

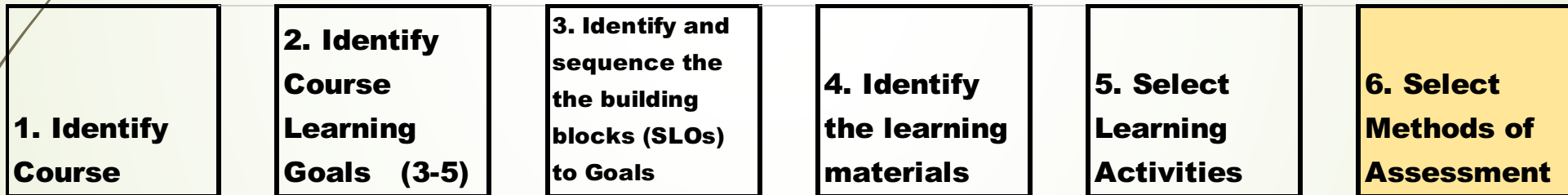
Blooms Verbs



Application			Analysis		
Useful Verbs	Sample Question Stems	Potential Activities and Products	Useful Verbs	Sample Question Stems	Potential Activities and Products
<p>solve</p> <p>show</p> <p>use</p> <p>illustrate</p> <p>construct</p> <p>complete</p> <p>examine</p> <p>classify</p>	<p>Do you know another instance where...?</p> <p>Could this have happened in...?</p> <p>Can you group by characteristics such as...?</p> <p>What factors would you change if...?</p> <p>Can you apply the method used to some experience of your own...?</p> <p>What questions would you ask of...?</p> <p>From the information given, can you develop a set of instructions about...?</p> <p>Would this information be useful if you had a ...?</p>	<p>Construct a model to demonstrate how it will work.</p> <p>Make a diorama to illustrate an important event.</p> <p>Make a scrapbook about the areas of study.</p> <p>Make a paper-mache map to include relevant information about an event.</p> <p>Take a collection of photographs to demonstrate a particular point.</p> <p>Make up a puzzle game using the ideas from the study area.</p> <p>Make a clay model of an item in the material.</p> <p>Design a market strategy for your product using a known strategy as a model.</p> <p>Write a textbook about... for others.</p>	<p>analyse</p> <p>distinguish</p> <p>examine</p> <p>compare</p> <p>contrast</p> <p>investigate</p> <p>categorise</p> <p>identify</p> <p>explain</p> <p>separate</p> <p>advertise</p>	<p>Which events could have happened...?</p> <p>I ... happened, what might the ending have been?</p> <p>How was this similar to...?</p> <p>What was the underlying theme of...?</p> <p>What do you see as other possible outcomes?</p> <p>Why did ... changes occur?</p> <p>Can you compare your ... with that presented in...?</p> <p>Can you explain what must have happened when...?</p> <p>How is ... similar to ...?</p> <p>What are some of the problems of...?</p> <p>Can you distinguish between...?</p> <p>What were some of the motives behind...?</p> <p>What was the turning point in the game?</p> <p>What was the problem with...?</p>	<p>Design a questionnaire to gather information.</p> <p>Conduct an investigation to identify information to support a view.</p> <p>Make a flow chart to show the critical stages.</p> <p>Construct a graph to illustrate selected information.</p> <p>Make a family tree showing relationships.</p> <p>Put on a play. Write a biography.</p>



Select Methods of Assessment



Assessment versus Grading

- Grading – a symbolic representation of achievement on an assignment or in a course
- Assessment – seeks to determine how effective course activities are in fostering learning and to identify areas where improvement needs to occur ; aligns with your student learning outcomes (SLOs)

Grades	Assessment
Focus on an individual student	Focus on a cohort of students
Letters that are representations of accomplishment that can differ	Attempts to pinpoint more precisely what was learned
May reflect class management (attendance, extra credit, participation)	Emphasizes only achievement of specified learning outcomes
May be the result of vague or inconsistent standards	Aims for exactness
Reflect student performance in individual courses or course assignments	May measure learning from ungraded co-curricular activities or look for skill development beyond course content, such as critical thinking

(Suskie, 2009)



Assessment Tools & Techniques

Assessment Techniques – Course Related knowledge and skills

- ▶ Background Knowledge Probe – short questions to gauge student understanding of material. May be used at the start of a course or at the start of module. Helps to gauge baseline knowledge and understanding.
 - ▶ Write short answers
 - ▶ Circle the correct answer
 - ▶ Poll everywhere www.polleverywhere.com
- ▶ Can be used to understand weaknesses and guide instruction
- ▶ Students can be broken into breakout rooms to discuss their answers



Assessment Technique – Paper

- ▶ A standard alternative to a test, the paper can take many forms. Make sure that the paper is integral to the course and not simply an add-on. One way to accomplish this, to help students write better, and to encourage academic integrity is to **give the assignment early and ask for portions of the paper to be turned in at intervals:** preliminary topic, outline, bibliography, draft, and so on. And ask students to include all drafts and notes along with the paper.
- ▶ Direct students to the **Smith Vidal Literacy & Language Center** (<https://www.bowiestate.edu/academics/colleges/college-of-arts-and-sciences/departments/language-literature-and-cultural-studies/writing-center/>) and Smart Thinking
- ▶ Source: <https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing>

Assessment Technique – **Essays using Rubrics**

Creating Rubrics for Essays on Blackboard

Benefits:

- easy to create
- easy to grade
- provides students with a structural framework for writing essays**
- rubrics can be linked to assignment and course outcomes**
- allows students to easily understand why and how they earned their grade
- allows for individualized feedback

Dr. Horacio Sierra, Associate Professor
Department of Language, Literature, & Cultural Studies



Example from my ENGL 102: Argument & Persuasion Online Class

Five essays graded using rubrics.

- ENGL102-555-Fall2019 (Argument and Research)
- Home Page
- Course Information
- Course Materials
- Grammar Modules
- Assignments & Tests
- Announcements
- Online Learning Tips
- Resources
- COMMUNICATIONS
- Blackboard Collaborate ULTRA
- Tips for Bb Collaborate Access
- TOOLS
- My Grades
- Wiki
- Journals
- Groups
- Smarthinking Tutoring

Assignments & Tests

Build Content

Assessments

Tools

Partner Content

Discover Content



Rhetorical Analysis



Classical Argument



Proposal Argument



Grammar Module Quizzes



Art Interpretation



Literary Essay

Classical Argument

Build Content

Assessments

Tools

Partner Content



Classical Argument Directions



Classical Argument Proposal

Due: October 9 by 11:59 pm



Classical Argument First Submission

Due: October 17 at 11:59 pm



Classical Argument Final Submission

Due: October 31 by 11:59 pm

Create a folder that includes directions and a submission portal(s).



Classical Argument Assignment

Assignment: Write a classical argument that takes a position on ongoing discussions related to the removal of Confederate statues and memorials and/or the renaming schools/streets named after individuals with ties to the Confederacy or other racist organizations or ideologies. You should consider which angle you want to take: memorials as forms of celebration; memorials as historical memory; Civil War historical context; contemporary racism and Confederate memorials as places of physical and/or psychological violence, etc. You can write about the issue from a broad perspective or narrow it to one specific memorial, street name, statue, etc. (West Virginia courthouse Confederate plaque; Confederate rebel flag within the Mississippi flag; Charlottesville, Virginia statues; Alexandria, Virginia street names; high school names in your hometown; etc.)

Audience: A contemporary American audience aware of the current debate.

Length: 6 full paragraphs

Outside Sources: You must use at least two credible outside sources. You may use up to a maximum of four credible outside sources. You must clear these sources with me in your proposal so we can ensure they are valid. Legitimate outside sources would include articles from reputable periodicals, credible online news sources, scholarly journals, monographs, government sources, non-governmental organizations, and higher education resources. You can use the articles I provided you with in class. Your sources must be cited in an MLA-formatted Works Cited page in addition to in-text citations.

Format: Double-spaced, 12-pt Times Roman, 1" margins, proper MLA configuration. In terms of a heading, use only your name and the date in the top left-hand corner, single-spaced.

Grading:

15 points for a paragraph that introduces the general theme of your essay with a hook, narrates relevant background information, and provides an argumentative thesis that has a claim and previews your main points.

15 points for a confirmation body paragraph based on one of your main preview points that includes a transitional word/phrase, a topic sentence, and a strong argument in favor of your thesis with or without the use of a quote. If you use a quote, you must properly cite it and analyze how it supports your thesis.

15 points for a second confirmation body paragraph based on one of your main preview points that includes a transitional word/phrase, a topic sentence, and a strong argument in favor of your thesis with or without the use of a quote. If you use a quote, you must properly cite it and analyze how it supports your thesis.

The rubric needs to be provided in the directions.

Students can view the rubric within the submission portal as a final reminder about how they will be graded.

Preview Upload Assignment: Classical Argument First Submission

ASSIGNMENT INFORMATION

Due Date

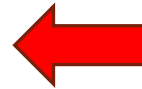
Thursday, October 17, 2019

11:59 PM

Points Possible

100

[View Rubric](#)



Due: October 17 at 11:59 pm

By submitting this paper, you agree: (1) that you are submitting your paper to be used and stored as part of the SafeAssign™ services in accordance with the [Blackboard Privacy Policy](#); (2) that your institution may use your paper in accordance with your institution's policies; and (3) that your use of SafeAssign will be without recourse against Blackboard Inc. and its affiliates.

Institution Release Statement

Your paper will be submitted to originality check through SafeAssign, a Blackboard tool that compares students' assignments against Web sources worldwide and productions of other students at BSU.

Each part of the rubric should be a verbatim copy of what is listed in the directions.

Rubric Detail

Select Grid View or List View to change the rubric's layout. [More Help](#)

Name: **Classical Argument**

Exit

Grid View

List View



	Excellent	Proficient	Mediocre	Insufficient
Paragraph 1: Introduces the general theme of your essay with a hook, narrates relevant background information, and provides an argumentative thesis that has a claim and previews your main points.	15 (15.00%)	10 (10.00%)	5 (5.00%)	0 (0.00%)
Paragraph 2: A confirmation body paragraph based on one of your main preview points that includes a transitional word/phrase, a topic sentence, and a strong argument in favor of your thesis with or without the use of a quote. If you use a quote, you must properly cite it and analyze how it supports your thesis.	15 (15.00%)	10 (10.00%)	5 (5.00%)	0 (0.00%)

You can set the rubric to be based on points or percentages and provide distinct names

<p>Paragraph 3: A second confirmation body paragraph based on one of your main preview points that includes a transitional word/phrase, a topic sentence, and a strong argument in favor of your thesis with or without the use of a quote. If you use a quote, you must properly cite it and analyze how it supports your thesis.</p>	<p>15 (15.00%)</p>	<p>10 (10.00%)</p>	<p>5 (5.00%)</p>	<p>0 (0.00%)</p>
<p>Paragraph 4: A third confirmation body paragraph based on one of your main preview points that includes a transitional word/phrase, a topic sentence, and a strong argument in favor of your thesis with or without the use of a quote. If you use a quote, you must properly cite it and analyze how it supports your thesis.</p>	<p>15 (15.00%)</p>	<p>10 (10.00%)</p>	<p>5 (5.00%)</p>	<p>0 (0.00%)</p>
<p>Paragraph 5: A paragraph that concedes and/or refutes a point from the opposition. This paragraph must include a quote that summarizes one of the opposition's main points, which you will either concede as legitimate and then say your argument is still stronger or rebut and explain why the opposition's logic is faulty.</p>	<p>15 (15.00%)</p>	<p>10 (10.00%)</p>	<p>5 (5.00%)</p>	<p>0 (0.00%)</p>

This is what it looks like on your end when you are grading an essay.

Simply open the rubric drop-down from the right-hand bar and choose the level for each part of the rub

Issue on Confederate Statues

A family of 3, mother, father and their young daughter, took a trip to Charlottesville, Virginia and decided to go sightseeing on their first day. Walking around, they see tons of historical grounds, such as flags, statues and more, but a particular statue stands out to the young daughter: The statue of Robert E. Lee, who was an American-Confederate soldier. The young daughter asks her parents, "Who is this?" to which her father replies "A Confederate military leader during the Civil War, even though he believed in slavery of African Americans." The young girl then asks "Why would they have a statue of someone who believed in slavery? That is not right, they should take it down." "The problem is not removing the statue of someone who believed in racism, but rather keep history from repeating itself," said the father. Confederate monuments should not be taken down because they will not stop hatred from existing, they represent important parts of U.S. history, and they are not the cause of violence.

Confederate statues should not be removed because they will not change the fact that hatred will still exist. Yes, many individuals believe that if these statues are removed then hatred and violence will disappear, and the country will be at peace. This statement is wrong. A statue being

Grade by rubric

Copy of Classical Argument

Used for Grading

Show Descriptions Show Feedback

Paragraph 1: Introduces the general theme of your essay (15.00%)
with a hook, narrates relevant background information, and provides an argumentative thesis that has a claim and previews your main points.

- Excellent** 15 (15.00%) points
- Proficient** 10 (10.00%) points
- Mediocre** 5 (5.00%) points
- Insufficient** 0 (0.00%) points

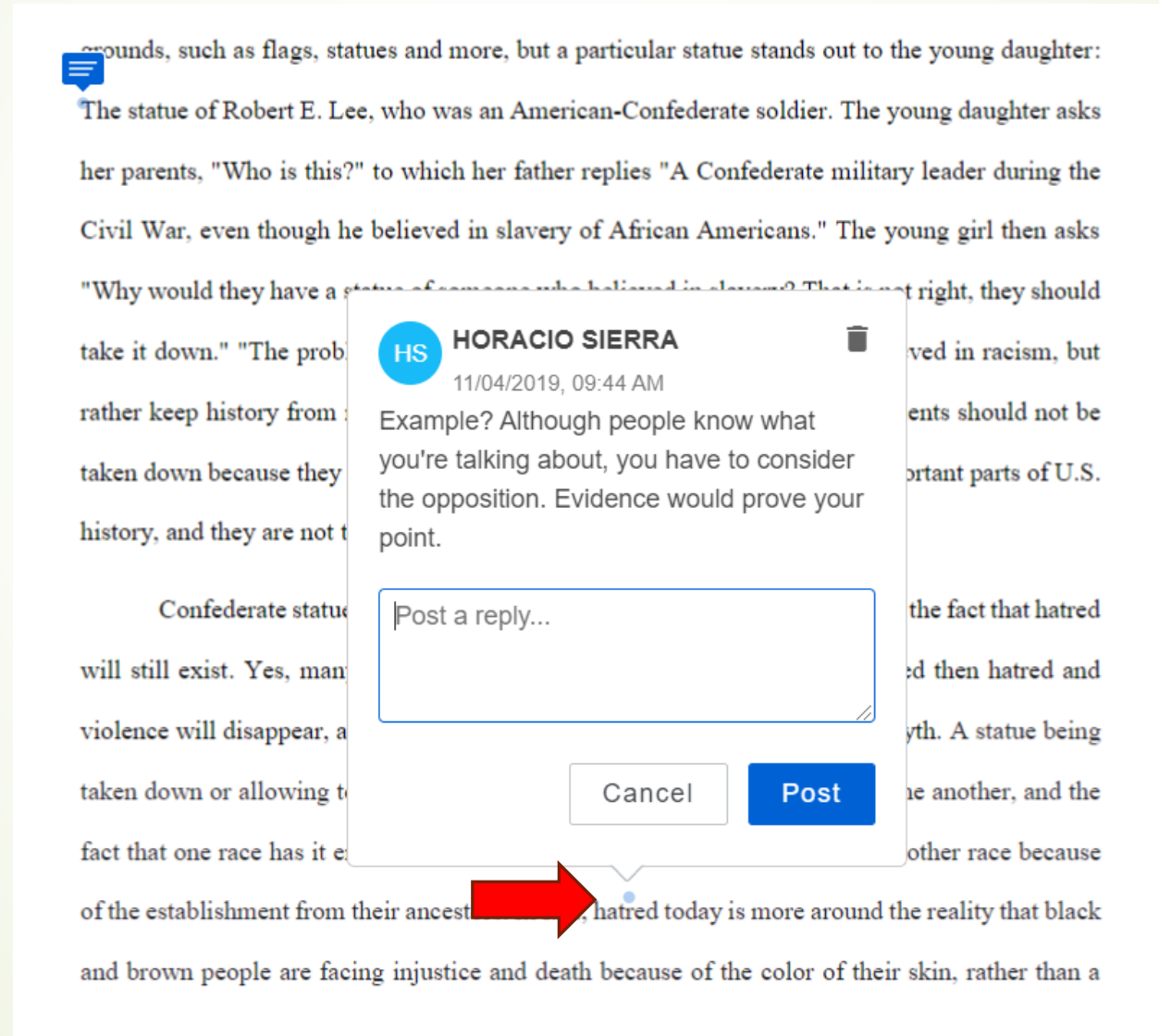
Paragraph 2: A confirmation body paragraph based on (10.00%)
one of your main preview points that includes a transitional word/phrase, a topic sentence, and a strong argument in favor of your thesis with or without the use of a quote. If you use a quote, you must properly cite it and analyze how it supports your thesis.

- Excellent** 15 (15.00%) points
- Proficient** 10 (10.00%) points
- Mediocre** 5 (5.00%) points
- Insufficient** 0 (0.00%) points

Just as you would when grading an essay by hand, you can offer individualized feedback. Click on a section of the essay and type your comments.

Remind students to take the time to read the comments.

If they “can’t” see the comments on their phone, then ask them to open the file on a desktop com



The screenshot shows a document with a comment overlay. The document text is partially obscured by the comment box. The comment is from HORACIO SIERRA, dated 11/04/2019, 09:44 AM. The comment text reads: "Example? Although people know what you're talking about, you have to consider the opposition. Evidence would prove your point." Below the comment is a text input field with the placeholder "Post a reply..." and two buttons: "Cancel" and "Post". A red arrow points to the "Post" button. The document text visible includes: "grounds, such as flags, statues and more, but a particular statue stands out to the young daughter:", "The statue of Robert E. Lee, who was an American-Confederate soldier. The young daughter asks her parents, 'Who is this?' to which her father replies 'A Confederate military leader during the Civil War, even though he believed in slavery of African Americans.'" The young girl then asks "Why would they have a statue of someone who believed in slavery? That is not right, they should take it down." "The prob", "rather keep history from", "taken down because they", "history, and they are not t", "Confederate statue", "will still exist. Yes, man", "violence will disappear, a", "taken down or allowing t", "fact that one race has it e", "of the establishment from their ancest", "hatred today is more around the reality that black and brown people are facing injustice and death because of the color of their skin, rather than a".

You can also “write” on the essay using your mouse or your finger/stylus if you are using a touch-screen

Confederate statues also represent history that cannot be changed. History, though unpalatable, tells an important story that should not change but instead be an opportunity to learn from and change the future. According to Sophia A. Nelson, author of “Opinion: Don’t take down Confederate Monuments. Here’s Why,” emphasizes “Never Forget. We connect because we remember. We look, learn, discover. And hopefully, with a little faith, self-discovery and humility we grow into better, more loving human beings.” Nelson is explaining that the problem is not the

Students know what these “squiggles” mean because I provide them with a legend to interpret my editing

Creating a rubric is easy.


When you create an “Assessment” in Blackboard, simply click on “Add Rubric.”

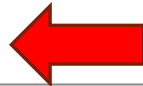
You can choose from generic ones created by Blackboard or create your own (which you can then re-use).

GRADING

* Points Possible

Associated Rubrics

Add Rubric 



Select Rubric

Create New Rubric

Create From Existing

Date Last Edited

Show Rubric to Students

[Submission Details](#)

[Grading Options](#)

[Display of Grades](#)

When you create your own rubric, this is the default appearance.

You can customize each row and column as well as the points or percentage you want to give e

Rename each criterion as you see fit.

Don't forget to use the same language you use in the directions for each criterion.

The screenshot displays a rubric creation interface. At the top, there are buttons for 'Add Row' and 'Add Column', and a 'Rubric Type' dropdown menu set to 'Points'. Below this is a 'Levels of Achievement' section with a 'Criteria' dropdown and three columns labeled 'Novice', 'Competent', and 'Proficient'. The main area is a 3x3 grid of cells. The rows are labeled 'Formatting', 'Organization', and 'Grammar'. Each cell contains a 'Points' input field with the value '0' and a large empty text area for descriptions. Each cell also has a small 'abc' icon with a green checkmark in the bottom right corner.

	Novice	Competent	Proficient
Formatting	Points: 0 [Text Area] abc ✓	Points: 0 [Text Area] abc ✓	Points: 0 [Text Area] abc ✓
Organization	Points: 0 [Text Area] abc ✓	Points: 0 [Text Area] abc ✓	Points: 0 [Text Area] abc ✓
Grammar	Points: 0 [Text Area] abc ✓	Points: 0 [Text Area] abc ✓	Points: 0 [Text Area] abc ✓



Assessment Technique – A series of quizzes or chapter tests instead of comprehensive, high-stakes tests

- ▶ Unless there is a solid pedagogical reason for a comprehensive, high-stakes test (i.e., midterm), you might consider a series of shorter tests throughout the semester. You can always add one or two questions relating to previous units in the course.
- ▶ This works well if you have developed SLOs and their associated building blocks (objectives). **Quiz - the building blocks.**

▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Professional presentation**

- ▶ Many courses lend themselves to presentations of the kind that a professional consultant would provide to a community or other group. The presentation could be applicable to many fields, in the form of an expert witness presenting material.

- ▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Annotated Anthology or Course reader**

- ▶ Students prepare a selection of works they have read during the term as a thematic anthology—they create the theme, choose the works, write a paragraph introduction to each, and an introduction to the anthology. Include shorter works. For longer pieces, just a table of contents, the introduction, and the introduction to each piece.
- ▶ The course reader exercise works essentially the same way, but in this case, students have to organize the readings chronologically to develop the theme they have created for the course. This assignment can be made as complex as you wish, by asking for such things as assignments to go with the readings, suggestions for further reading, and so on.



Assessment Technique – **Poster Sessions** **(with peer critique)**

- ▶ Students pick a topic from a given list, develop a hypothesis, and perform library research to support or refute their hypothesis.

- ▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Annotated portfolio of work throughout the term**

- ▶ Portfolios in place of a test have been used for a number of years in the College Writing Programs. Students compile their best or representative work from the term, write a critical introduction to the portfolio and a brief introduction to each piece.

- ▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Annotated research bibliography with introduction**

- ▶ Rather than ask students to write a research paper, ask them instead to compile a bibliography on a problem or question. In essence they do everything but write the paper. They must read the works, evaluate their accuracy and helpfulness, and provide an explanatory introduction to the bibliography (from Anna Livia Braun, French). Each entry contains an explanatory and/or evaluative paragraph. Students can also compare the relative usefulness of sources, authors' points of view, biases, and so on.

- ▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Fact Sheet**

- ▶ A Fact Sheet is a more demanding assignment than it first appears to be. Such a fact sheet would be intended to be distributed to the public in relevant places. Applications might be in economics or sociology (school board budgets or trends in enrollment), history or political science (fact sheet on the 1960 Presidential Election), engineering (fact sheet on the new Bay Bridge). Students must learn to search the relevant databases for the discipline, evaluate material, and present it in a concise, readable way.

- ▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Reflective paper**

- ▶ If the class is experiential in nature (e.g., student teaching, performance), ask the students to write a reflective paper/critique of their experience. The key here is to make them tie this to theory or themes in the course so that it doesn't become an effusion of personal feeling.
- ▶ Even in non-experiential/performance courses, a reflective paper can be very useful. Some classes ask students to add a reflection to a term paper.

- ▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Op-Ed piece to be sent to local newspaper**

- ▶ The Op-Ed piece is a “real world” exercise that requires not only a thorough understanding of both sides of an issue, but an ability to understand the audience.

▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Historical Trial**

- ▶ These of course are not new, but are not often used in colleges—although they seem ideally suited, because the preparation can be demanding.

▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)



Assessment Technique – **Student-Proposed Project**

- ▶ Students, at a pre-determined point in the class and with specific conditions tied to it to ensure it will represent their learning as related to the course goals, may have the option of suggesting a course project that they would like to undertake.
 - ▶ Example: Family financial plan including budget for Personal Finance course

- ▶ [Source: https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)

Multiple Assessment Techniques

Mapping learning interactions to tools


ACTIVITY	TOOL or RESOURCE*
• Self-assessment	• LMS self- and peer assessment
• Reflective journal writing	• OneNote, Google/O365 Docs, etc.
• Discussions	• Discussion boards, Flipgrid, YellowDig, etc.
• Blogs/Wikis	• OneNote, Google/O365 Docs, etc.
• Peer Assessment	• LMS self- and peer assessment
• Electronic portfolios	• Canvas Folio, free trials for software apps
• Case Studies	• LMS student group tools
• Role playing/simulation/games	• Zoom, Webex, Flipgrid, Teams
• Storytelling	• Adobe Spark (in Canvas) and similar tools
• Shared whiteboarding	• Jamboard and similar tools
• Group projects	• LMS student group tool
• Chat and collaboration	• Teams, Google hangouts/chats, etc.

Source: University System of Maryland Presentation



Other Assessment Resources – Elements for determining remote evaluation modalities

- [Vlademecum](#)



Adapt your assessment, **ideas for final exams**

- ▶ One size definitely does not fit all, but here are some ideas for changing your final that still allow students to demonstrate their learning:
 - ▶ If you're giving an exam, **make it open book or untimed**. Students' ability to find or apply the right answer might be more critical than their recall. (See below for tips from Rutgers about doing this in quantitative courses).
 - ▶ **Allow collaborative exam completion**. Yes, some students may do more work than others, but our students are pretty sharp about not being taken advantage of. You might ask students to provide an individual reflection on the exam, e.g. what they had mastered, what they couldn't do on their own, etc.
 - ▶ Consider **breaking up your exam into a set of quizzes** to make each piece shorter and less stressful. This might also reduce your grading time.
 - ▶ Switch from an exam to a **narrated PowerPoint** that students can do on their own time (see UML faculty e.g. below).

Adapt your assessment, **ideas for final exams (cont.)**

- ▶ One size definitely does not fit all, but here are some ideas for changing your final that still allow students to demonstrate their learning:
 - ▶ Rather than doing, for example, 5 problems, have the student **select one and then write a short paragraph to explain the process**. Or have the student select one and write a paragraph to explain the applied **use of the process**.
 - ▶ **Turn multiple choice tests into short answer tests** and reduce the number of items.
 - ▶ Offer students who are doing well the ability to **opt-out of the exam**.
 - ▶ Can you reduce the pressure on this assignment while giving students a chance to demonstrate learning? If so, **re-weight the final**, consult with your students, and publish that change in your revised syllabus. Tell students what kind of feedback to expect, and know that, under these circumstances, it's okay if you give less feedback than you otherwise might. Just let them know they can reach out to you with additional questions.

WHAT IS COURSE MAPPING

A course map is a visual representation of your course that lists the components of your course and alignment of the components with your learning objectives.

STEP 1: IDENTIFY YOUR COURSE

English 101

STEP 2: WRITE COURSE OBJECTIVES

- Are course objectives measurable? (2.1)
- Are course objectives relevant to course? (2.1)
- Do course objectives cover whole course? (2.1)
- Are course objectives written using language the student will understand? (2.3)
- Are course objectives appropriate for level of the course? (2.5)

ACTION TIPS

- Write objectives that are SMART: Specific, Measurable, Action-oriented, Realistic, and Time-based.
- Begin each objective with a verb.
- Use Bloom's taxonomy for measurable, action-oriented verbs.
- Match verbs to your activities and assessments.

STEP 3: IDENTIFY YOUR MODULES

- How many modules will the course have?
- How will you organize modules (e.g. by week, topic, etc)?
- Will assessments be due at regular intervals?

STEP 4: WRITE MODULES OBJECTIVES

- Are module objectives specific? (2.2)
- Are module objectives measurable? (2.2)
- Are module objectives consistent with course objectives? (2.2)
- Are module objectives written using language the student will understand? (2.3)
- Are module objectives appropriate for level of the course? (2.5)

ACTION TIPS

- Break down big course objectives into smaller, more specific SMART module objectives.
- Try to limit to 3-5 objectives per module.

Course Objectives (CO)

1. Effectively write for academic, persuasive, business, creative and personal purposes
2. Critically analyze a variety of textual material
3. Show control of writing conventions: spelling, punctuation, capitalization, and grammar
4. Demonstrate the phases of writing: draft, revision, final copy
5. Give effective feedback and make use of peer feedback

Module	Module Objectives (CO alignment)	Learning Materials	Activities	Assessments
Module 1: Expository Writing (Part I - Outline and Introduction)	<ol style="list-style-type: none"> 1. Identify topic and organizational structure in a variety of non-fiction writings (CO 2) 2. Develop a thesis statement (CO 1) 3. Organize and develop an essay outline (CO 1) 4. Write a draft essay introduction paragraph (CO 4) 5. Formulate constructive peer feedback (CO 5) 6. Apply revision strategies to create a final written product (CO 3, CO 5) 	<ul style="list-style-type: none"> • Buzzard, L. LePan, D. Ruddock, N. Stuart, A. (2016). The broadview anthology of expository prose, 3E. Ontario: Broadview Press. • PowerPoint lecture - Expository Writing • Graphic Organizer • Writing Revision Worksheet • Essay Paper Rubric 	<ol style="list-style-type: none"> 1. Review PowerPoint lecture. 2. Read: Broadview, pp. 1-14, 123-134, 156-171, 285-292 and 545-565. 3. Use Graphic Organizer to create an outline for your essay. 4. Write the Intro to your essay. 5. Peer-review one other classmate's work; use the Writing Revision Worksheet. Meet with your classmate to go over reviews. 6. Re-write your Introduction paragraph. 	<ul style="list-style-type: none"> • Essay Outline (20 points) • Final Peer-reviewed Essay Introduction (40 points - see Essay Paper Rubric for grading criteria).
Module 2: Creative Writing - Poetry	<ol style="list-style-type: none"> 1. Define rhythm and meter in poetry (CO 2) 2. Read and interpret poetry from a variety of cultures (CO 1, CO 2) 3. Write a poem using a specific meter (CO 1, CO 3, CO 4) 4. Read and analyze peers' poetry (CO 5) 	<ul style="list-style-type: none"> • Website, Poetry Foundation - https://www.poetryfoundation.org/ • PowerPoint lecture - Meter and Rhythm, and Cultural Meanings • Poetry Interpretation Worksheet • Poetry Analysis Rubric • Poetry Analysis Reflection Paper Rubric 	<ol style="list-style-type: none"> 1. Review PowerPoint lecture. 2. Search website, read and document: 10 poems with a variety of cultural perspectives. 3. Choose three of the poems and interpret using the Poetry Interpretation Worksheet (focus: meter/rhythm). 4. Write a poem of your own following the meter of one of the three poems. 5. Peer-review two of your classmates' poems using the Poetry Analysis Rubric. 6. Write a 2-3 page Reflection Paper on your analysis of your peers' papers and their analysis of your paper. 	<ul style="list-style-type: none"> • Poetry Interpretation Worksheets (3 @ 10 points each) • Poetry Analysis Reflection Paper (50 points - see Poetry Analysis Reflection Paper Rubric for grading criteria).

STEP 5: INDICATE ALIGNMENT BETWEEN MODULE AND COURSE OBJECTIVES

- Is the relationship between course and module objectives clearly stated? (2.4)
- Have all course objectives been adequately covered by module objectives? (2.2)

STEP 6: CITE YOUR LEARNING MATERIALS

- Do materials contribute to achieving the objectives? (4.1)
- Are materials properly cited? (4.3)
- Are the materials up-to-date? (4.4)
- Are materials from varied sources? (4.5)
- Are optional materials clearly marked? (4.6)

STEP 7: LIST LEARNING ACTIVITIES

- Do activities promote achievement of all learning objectives? (5.1)
- Do activities provide opportunities for active learning? (5.2)
- Are there opportunities to interact with materials, instructor and other students? (5.2)
- Are there opportunities for practice?

STEP 8: LIST THE ASSESSMENTS

- Do the assessments measure stated objectives? (3.1)
- Are the assessments sequenced and build on previous knowledge? (3.4)
- Are the assessments varied - traditional and nontraditional? (3.4)
- Are the assessments suited to level of the course? (3.4)
- Are there multiple opportunities to track learning? (3.5)

COURSE MAPPING BENEFITS

- Ensures alignment between course components
- Encourages backwards design - starting with end in mind
- Gives students an overview of course
- Helps meet 38% (38 pts) of QM standards

COURSE MAPPING TIPS

- Familiarize yourself with your course - what components do you have? What will you need to develop?
- Course Mapping is a fluid and continuous process. You may jump to and return to the steps as you develop your course map.

GET TEMPLATES AND RESOURCES

- ocip.nmsu.edu
- ocipresources.pbworks.com

References

- Angelo T. and Cross K. (1993) *Classroom Assessment Techniques* 2nd edition Jossey Bass Publishers
- Suskie L. (2009) *Assessing Student Learning* 2nd edition Jossey Bass Publishers
- Barkley E. and Major C. (2016) *Learning Assessment Techniques* Jossey Bass Publishers