

LEARNING ASSESSMENT TECHNIQUES

Workshop Worksheet

Name _____



Phase One: Plan

Step 1. Clarify what you want students to learn

Activity 1A: Complete the Learning Goals Inventory (LGI) and identify one learning dimension you believe is very important in your focus course.

Which Significant Learning Dimension are you focusing on?

Example: *Foundational Knowledge*

Activity 1B: Using the LGI goals or your pre-determined learning goals, write out a single course goal as a student learning outcome by completing this prompt: “By the end of this course (or “as a result of their participation in this course”), a successful learner will be able to _____.”

Example 1 (Foundational Knowledge): *By the end of this course, students will be able to describe music genres of the Renaissance period of music in Western Civilization in terms of their structural characteristics, stylistic categories, and key composers.*

Example 2 (Integration): *As a result of their participation in the course, students will be able to identify connections between course information and their daily lives.*

Step 2: Determine why you are assessing student learning

Activity 2A. In 1-2 sentences, write the main reason(s) you are assessing student learning:

Example 1 (Foundational Knowledge): *I am assessing student learning in this course primarily to meet my college's program review assessment requirements, but I am also interested in providing students with helpful feedback on their learning.*

Example 2 (Integration): *I am assessing student learning in this course primarily to see if I can increase student engagement by helping students find the value and relevance of their coursework.*

Activity 2B. What is the assessment question you are asking?

- _____ 1. Has learning been successful?
- _____ 2. Has there been cognitive or affective change over time?
- _____ 3. How do these results compare with other students?
- _____ 4. Other _____

Example 1 (Foundational Knowledge): *I am trying to determine to what extent there has been change over time (i.e., as a result of their*

participation in my course, do students have more foundational knowledge at the end than they did at the beginning?

Example 2 (Integration): I am trying to determine to what extent learning has been successful (i.e., can students demonstrate that they are now able to connect course material to the world outside the classroom?)

Phase Two: Implement

Step 3: Select a LAT

Activity 3: Look at the different techniques in the book chapter or quick reference for the learning dimension category that you are focusing on, and select a LAT that sounds interesting to you.

Example 1: LAT 1: First Day Final

Example 2: LAT 24: Contemporary Issues Journal

Name of Selected LAT

Step 4: Implement the LAT

Activity 4: Using the information in the LAT Quick Reference as well as your own knowledge of the course, craft a basic assignment description for the LAT that you selected.

Example 1 LAT 1 First Day Final): Students will take a non-graded test the first day of the term that consists of questions that are similar to the Final Exam, and then identify the questions they found easiest and those they found most difficult. At the end of the term they will take the real, graded Final Exam and the results will be used as a reference point to demonstrate learning gains and achievement over time.

Example 2 (LAT 24 Contemporary Issues Journal): *Students will look for recent events or developments in the real world that are related to their coursework readings and assignments, then analyze these current affairs to identify the connections to course material in entries that they write in a journal.*

How do you intend to evaluate individual student work?

Example (LAT 1 First Day Final): *I will use the same scoring methods I have been using on the traditional Final Exam to produce # and % of correct responses on individual student's exams.*

Example 2 (LAT 24 Contemporary Issues Journal): *I will create a rubric to assess elements such as 1) how well students followed instructions; 2) how clear was their connections between course work and selected events; 3) the depth of their research/investigation to locate events; and 4) how thoughtful were their personal reflections on the significance of the events. For each element, I will use the standards of poor/average/very good/excellent to calculate points for each element and a total score.*

Phase Three: Respond

Step 5: Analyze and report results

Activity 5A: How might you analyze and report on data generated by the LAT assignment you crafted?

Example (LAT 1 First Day Final): *I will determine the statistical mean (average) for the class for both the First Day Final Exam and the end-of-term Final Exam and calculate the difference.*

Example 2 (LAT 24 Contemporary Issues Journal): *I will implement this LAT this semester as well as next semester, and then compare average rubric scores for elements 3 and 4 between each semester's group of students.*

Activity 5B: How do you intend to report results?

Example (LAT 1 First Day Final): *I will display and report results using a bar graph.*

Example 2 (LAT 24 Contemporary Issues Journal): *I will display and report results using a Table that tracks comparison data for elements 3 and 4 between the two semesters' classes.*

Step 6: "Close the Loop": In this step, you evaluate and make changes to improve learning based on the data you collected and analyzed. You will complete this step after you have actually implemented the LAT in your course.