# Learning Assessment Research Consortium (LARC)

## Module: Demystifying Assessment

| **Sub-Module** | **Online Delivery - Details/Notes** | **Face-to-Face Delivery – Details/Notes** | **Resources** |
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| **Introduction**  | Watch the video as a brief overview of the module  | The introduction video is a short 1 minute and 20 second overview of the module. This is worth showing to your participants as you being this section.  |  N/A  |
| **What does assessment mean?** | **Warm Up:** Recommend that you print off the warm up activity *or* fill in the word document version and save it for reflection later on in the module. **Activity: How are you already collecting evidence:**  Fill out the activity and save it for future use. **Activity: Establishing Clear, Measurable Learning Objectives:** Using a course you already teach as an example, fill out the worksheet. You do not have to use what you are already doing in the classroom if you have new ideas to explore. **Activity: Ensuring Multiple Opportunities to Achieve Learning Objectives:** Following up from the previous activity, now complete this worksheet to place the assessments into lower and higher level thinking skills categories. **Activity: Gathering Data Through Assessment:** Fill out the worksheet. **Final Reflection:** Please think about the information from this sub module and reflect on the questions posed.   | **Warm Up:** Download the warm up activity prior to the class and hand it out to your students. This should take less than 5 minutes to complete. **Activity: How are you already collecting evidence:** This can be done asan individual effort, however using a large group activity to see that the consensus of the participants is prior to completing the module could be a valuable learning tool. **Activity: Establishing Clear, Measurable Learning Objectives:** Download the activity prior to the class. The participants can use a course they are already teaching to fill in the worksheet. **Activity: Ensuring Multiple Opportunities to Achieve Learning Objectives:** Following up from the previous activity, have the participants complete this worksheet. **Activity: Gathering Data Through Assessment:** This activity is a good opportunity for small group work. **Final Reflection:** Students could simply write down their thoughts to this question, or a full-class discussion is appropriate.  | (5)(6)(9)(10) |
| **How is Assessment Related to Evaluation**  |  **Warm Up Activity:**  Identify the assessment and evaluations in the activity. **Activity: Defining Features Matrix:** Fill out the matrix before you look at the answer key and see if your answers match up. **Activity: Reviewing Your Systematic Approach:**  Please complete the worksheet and identify if you feel your institution is missing any steps in the process. **Final Reflection:** Fill out the worksheet; can you identify any areas that could be addressed at your organization?  | **Warm Up Activity:** Have the participants complete this short activity individually. **Activity: Defining Features Matrix:** Have the participants complete this short activity, then go over the answers from the answer key with them and see if there is agreement. **Activity: Reviewing Your Systematic Approach:**  Have the participants fill out this worksheet individually. If this is being completed for faculty and staff from one institution, the results could be really interesting. **Final Reflection:** Have the participants fill out the worksheet, and discuss the findings with the larger group.  | (6)(9) |
| **What Basic Assessment Terminology Do I Need to Know?**  | **Warm Up Activity:**  a quick, 30-second activity. **Activity: Important Terminology in Use:** Have the glossary from the last section available. **Final Reflection:** Answer the five questions provided. If you are working alone, think about how others may interpret the meanings without this program. Did the sub module improve your understanding?  | **Warm Up Activity:**  a quick, individual, 30-second activity. **Are You Confused by Assessment Jargon:** There is a glossary of terms provided for you. These should be available for the participants to use in the following activity as well. **Activity: Important Terminology in Use:**  This activity would be a good opportunity to active discussion with the participants as a large group. Have the Assessment Jargon glossary available. **Final Reflection:** Have the participants complete the questions individually. Depending on your time allowances, a brief discussion afterward may be helpful.  |  (1) (5) (6) (7) (8) (9) (10)   |
| **What Frameworks Will Help Me Understand Assessment in Higher Education** | **Warm Up Activity:** Complete this short warm up activity and save your answers for later use. **Activity: Formative or Summative:** Complete this short worksheet, and think about how you used these activities in the classroom, and for what purpose. **Activity: Direct and Indirect:** Please complete the worksheet; referring back to the information offered in Data is Collected using multiple methods. **Activity: Quantitative and Qualitative:** Using the worksheets completed in the prior, think about the assessment activities you use, and see if you can place them into these categories. **Activity: Objective and Subjective Assessments:** as you did in the prior activity, think about these two different assessment styles and see if you can come up with assessment that could benefit from both. **Final Reflection:** Complete the worksheet using the information given to you in this sub module. Can you develop any future assessment activities based on what you have learned?  | **Warm Up Activity:** Have the participants complete this short warm-up activity individually. **Activity: Formative or Summative:** This could be used as a rapid group activity. **Activity: Direct and Indirect:** Based on the descriptions provided in the prior section, have the participants complete this worksheet. **Activity: Quantitative and Qualitative:**  Have the participants reflect on the prior 2 activities and then come up with a list in these categories. You can use small groups for this activity as well. Discuss with the class. **Activity: Objective and Subjective Assessments:**  Have the participants think about the question and come up with individual answers, then discuss as a class. **Final Reflection:** Have the participants complete the worksheet. This one may take a little more time than prior reflections.  |  (5) (6) (9)  |
| **Conclusion and Resources**  | **Summary of Key Points:** Print of this summary for your future use. **Reflection:** Take some time and complete these eight questions. You may use your prior activities and the information provided to you.  | **Summary of Key Points:** Go over this information with the students, these key points should be provided to them. **Reflection:**  The students can take some time to complete these, and may find it beneficial to think about the module and answer them later.  |  |

**References:**

1. Maki, P.L. (2010). *Assessing for learning: Building a sustainable commitment across the institution.* (2nd ed.). Sterling, VA: Stylus.
2. Banta, T. & Palomba, C. (2015). *Assessment essential: Planning implementing and improving assessment in higher education.* San Francisco, CA: Jossey-Bass.
3. Angelo, T. & Cross, K. (1994). *Classroom assessment techniques.* San Francisco, CA: Jossey-Bass.
4. Leskes, A. (2002). *Beyond Confusion: An assessment glossary.* Peer Review, AAC&U.org
5. Palomba, C. & Banta, T. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher educations.* San Francisco, CA: Jossey-Bass.
6. Secolsky, C. & Denison, D. (Eds.). (2012)*. Handbook on measurement, assessment, and evaluation in higher education.* New York, NY: Rutledge.
7. Bailey, K. & Jakicic, C. (2012). *Common Formative Assessment: A toolkit for professional learning communities at work.* Bloomington, IN: Solution Free Press.