**Checking Existing Learning Assessments for Alignment**

Once you have articulated your learning objectives, consider how you will be able to assess students learning in relation to that objective. When designing a new major assessment, ask yourself these questions for each objective and its related assessments:

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| Describe your existing assessment. |  |
| What learning objective)s) and/or component skills does this assignment assess? |  |
| What are you asking your students to *do* in this assessment? |  |
| *Why* are you asking your students to do this, specifically, rather than another form of assessment? Does that align with the objective? |  |
| How much time are you asking students to commit? Does that align with the objective? |  |
| What can students do/use to complete the assessment (for example, can they collaborate)? |  |
| What opportunities for learning and practice as well as formative assessments do your students get from you? |  |
| What changes might you need to make to better align this assessment with your objectives and for a remote learning environment? |  |

**Designing New Aligned Learning Assessments**

Once you have articulated your learning objectives, consider how you will be able to assess students learning in relation to that objective. When designing a new major assessment, ask yourself these questions for each objective and its related assessments:

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| What learning objective(s) and/or component skills do you want to assess? |  |
| What type of summative assessment will you use? |  |
| What are you going to ask your students to do in this assessment? |  |
| Why are you asking your students to do this, specifically, rather than another form of assessment? |  |
| How much time will it take students to complete the assessment? Does that align with the importance of the objective? |  |
| What can students do/use to complete the assessment (for example, can they collaborate? |  |
| What opportunities for learning and practice as well as formative assessments will your students have from you? |  |

Assessments that promote learning help students develop mastery of the course learning objectives. In order to achieve mastery, students need frequent feedback and repeated opportunities for practice. Learning focused assessment also motivates students and helps prevent academic integrity violations.

In your breakout groups, share strategies for providing feedback and motivating academic integrity.

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| Assessment Plan (both summative and formative assessment) | Frequency of Feedback  (the more immediate the better. What structures can help expedite?) | Sources of Feedback  (self, peer, TA, instructor) | Format of Feedback (audio, video, written, Canvas tools) | Strategies to motivate academic integrity |
|  |  |  |  |  |

What are two or three solutions that you came away from this session with?