**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:

|  |  |
| --- | --- |
| 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:

|  |  |
| --- | --- |
| 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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?

**Creating Significant Learning Experiences** by Dee Fink (Jossey-Bass, Orig. Ed., 2003; Updated ed., 2013)

This book walks instructors through the process of using the backwards course design process to develop college-level courses. Fink also created a 37-page booklet that summarizes each of the major steps: [Self-Directed Guide to Designing Courses for Significant Learning](https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf)

**TiLT Higher Ed: Transparency in Learning and Teaching**. Mary-Ann Winkelmes <https://tilthighered.com/>

TiLT is an approach to designing assignments that makes the purpose, task requirements, and criteria for success transparent to students from the outset. This approach to assignment design is grounded in principles of equity. The idea is that no student is at a disadvantage because they didn’t understand the task or criteria for success or how the assignment is relevant to their lives and the course learning objectives.

**How Learning Works: Seven Research-Based Principles for Smart Teaching** (2010) by Ambrose et al

In this book, the authors present a wholistic framework for teaching informed by the science of learning. Most relevant to assessment design is the concept of the practice-feedback loop. Students need opportunities for frequent practice with feedback in order to make progress in learning. The book contains practical strategies for implementing each of the seven principles.

**Cheating Lessons: Learning from Academic Dishonesty** (2012) by James Lang

In this book, Lang argues that certain learning conditions may actually incentivize students to cheat, and that there are strategies that discourage cheating and improve student learning. He also wrote a [three part series in the Chronicle of Higher Education](https://www.chronicle.com/article/Cheating-Lessons-Part-1/139453) where he summarized the main ideas of his book.