

ASSESSING STUDENT LEARNING IN AN INTENSIVE COURSE

Assessment Methods and Intensive Courses		Keys to Success
Planning and Alignment: Course Goals and Outcomes	<p>Design course-level goals and student learning outcomes</p> <ul style="list-style-type: none"> ✓ Develop SLOs – what core/central/essential knowledge and skills should students demonstrate at the end of the course? ✓ Which 3-5 constructs or topics are key to the course? ✓ Ensure they are observable and measurable over the 15 days ✓ Teach to SLOs – focal point of course design 	<p>Plan course in advance</p> <ul style="list-style-type: none"> ➤ Develop greater focus on key course level student learning outcomes ➤ Align all assessments to course goals/outcomes ➤ Provide clarity in terms of outcomes ➤ Assessment plan should be clear and organized
Methods and Strategies: Implementing the Assessment	<p>Design and implement effective performance-based assessment</p> <ul style="list-style-type: none"> ✓ Change longer assignments to shorter ones or “chunk” ✓ Move foundational content or information to pre-course or outside of class (videos, readings, etc.) ✓ Design and share scoring guides, rubrics, etc. with students ✓ Can design alternate types of mid-term and/or final exams - essay/papers, take-home, etc. <ul style="list-style-type: none"> ❖ Group exam – students are assigned own questions and then review, compile- submit as group ❖ Oral exams (individual or group) done in class ❖ Combination – written and oral presentation ✓ Can include research (individual or group) <ul style="list-style-type: none"> ❖ Grade research or project process/steps (outline, lit review, annotated bibliography) ❖ Develop modified research or shorter action research projects ✓ Can include projects (individual or group) <ul style="list-style-type: none"> ❖ Group of three select and read scholarly article and summarize/present ❖ Student presentations on reading assignments, chapters, core concepts, etc. ❖ Case studies – students discuss, analyze, and present ❖ Workshop Models - lecture/discussion for an hour then “workshop” time – students present to class and receive discussion/feedback ❖ Develop classroom interaction and discussion assessment – small and large groups <p>Adjust assessment methods to provide feedback to students at a faster and more frequent pace</p> <ul style="list-style-type: none"> ✓ Prepare for different pacing of course and methods ✓ Provide more informal and frequent assessment ✓ Develop key/essential questions to gauge learning and adjust as needed ✓ Use CATS (formative techniques to get immediate and useful feedback on how much and how well students are learning) <p>Use technology to enhance assessment strategies</p> <ul style="list-style-type: none"> ✓ Technology to help assess student learning <ul style="list-style-type: none"> ❖ iAnnotate PDF and drop box – grade writing or projects - audio clips provide feedback ❖ Video clips – move general or foundational material to video pre-class & assess at start of course ❖ Clickers- quick and informal class feedback – begin of course or end of course to check level of understanding 	<p>Provide flexible and frequent assessment</p> <ul style="list-style-type: none"> ➤ Build in opportunities for student feedback ➤ Provide ways to apply and assess learning – experiential, problem-based, interactive, etc. ➤ Use effective assessment strategies- mix and blend ➤ Be selective and strategic – too many assignments, etc. will overload –find a balance ➤ Adapt instruction based on feedback as needed to ensure students are learning and able to move ahead ➤ Use technology to support the assessment of student learning ➤ Emphasize depth over breadth when designing assessments ➤ Create supporting activities that engage students – use active learning methods ➤ Design and use rubrics to provide clarity about expectations and provide comprehensive feedback for students ➤ All rubrics should align to course level student learning outcomes