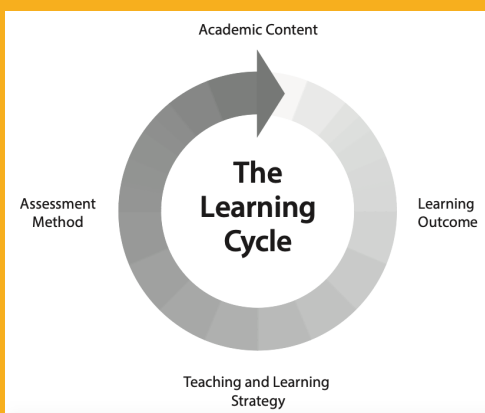


# CREATING ASSESSMENTS TO FOSTER STUDENT LEARNING

## WHEN & HOW OFTEN TO ASSESS

- Early in the term to allow for formative assessment and throughout the term
  - being careful of too many items due in the last couple weeks of classes
- In general more is better
  - reduces the stakes
  - allows for formative assessments to build prior to summative assessments
- Consider also what works best with learning outcomes and class size
  - assessments should have purpose and contribute to the students' learning cycle



## PROVIDE CLARITY

- Key to students' understanding of the assessments and what they need to do is our explanation of it
- When students know the why or purpose of the assessment, they are more likely to become engaged in it
- Connections to real life examples are also helpful for providing clarity and enhancing student engagement

## ASSESSMENT PLANNING

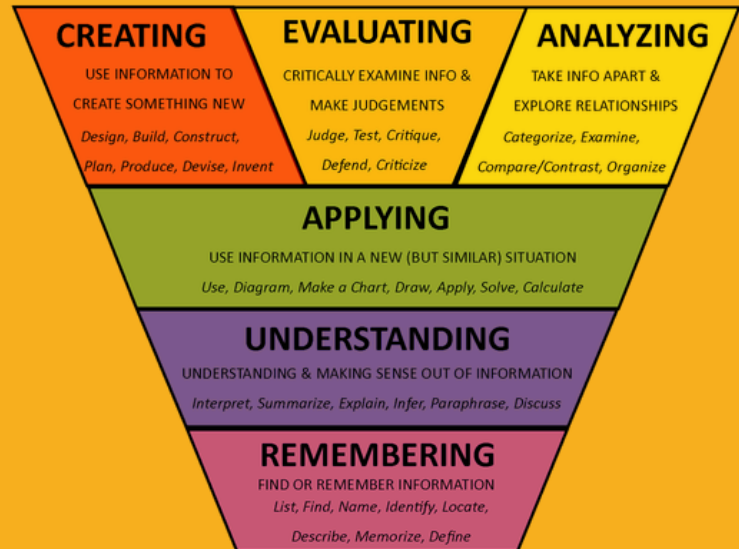
- Assessments should provide an indication of students' achievement of learning outcomes
  - regardless of the type of assessment (i.e., direct, indirect, quantitative, or qualitative)
- Authentic assessments are based upon 'real-world' relevance and designed to actively engage students in their learning by using 'real-life' situations/problems
  - students problem solve connecting what they know and what they learned in class
- Authentic assessments include: reflective exercises, self-evaluations in tandem with peer assessments, collaborative projects, semantic mapping, and e-portfolios



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## BLOOM'S TAXONOMY

- Use Bloom's taxonomy to formulate assessments linked to learning outcomes and according to the level of learning expected



## FORMATIVE ASSESSMENT

- monitors students' learning and provides ongoing, constructive feedback
- identifies strengths and weaknesses so students can target their efforts accordingly
- helps professors recognize where students are struggling so they can address these gaps in students' learning in a timely manner
- generally low stakes, i.e., they contribute little - if anything, to students' grades
- should be short (i.e., 3 Qs on a quiz; a short answer, etc.)
- stepping stones to meeting learning outcomes

## SUMMATIVE ASSESMENT

- evaluates students' learning at the end of an instructional unit/module
- often higher stakes, i.e., contributes substantively to students' final grades
- should not come as a surprise - when done well follows logically from formative assessments - which ideally allow students to practice demonstrating what they know and have learned in class

## ONLINE ASSESSMENT IDEAS

1. create a written assignment (term paper or otherwise) which involves submission of multiple drafts to which professors provide constructive and progressive feedback to each version
2. oral presentations - individual or group, complete with visuals
3. student evaluations of other's work
4. group and team projects related to specified learning outcomes
5. service learning assignments that require interactions with individuals, the community or business/ industry and reflective writing

Resources:

Bloom's Taxonomy. (2018, July 4). Retrieved from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/blooms-taxonomy>

Carnegie Mellon University. (n.d.). Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University. Retrieved from <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

Conrad, D., & Openo, J. (2018). Assessment Strategies for Online Learning: Engagement and Authenticity. doi: 10.15215/aupress/9781771992329.01