

Learning Assessment Technique

Foundation Knowledge		
The Learning Outcome	The Process	The Learning Artifact
<p>Knowledge of central facts, key terms, important theories, and key contributors in the subject area. Also, learning relevant historical knowledge, clears up misconceptions, and students learn about themselves and their knowledge of the topic.</p>	<p>First Day Final (LAT 1):</p> <ul style="list-style-type: none"> • Instructor develops a test similar to the final exam. Students are asked to take the test on the first day of class and to identify which questions they found easiest and which ones they most difficult. • At the end of the semester, the instructor administers the real exam. • The instructor can use the results to compare to the pre-exam and to show how much progress the students have made. 	<p>The first day and last day final exams.</p>
<p>Develop knowledge of central facts, key terms, theories, and key contributors of the subject. Also, gives clarity about misconceptions and will share historical knowledge about the subject area by gauging levels of knowledge, preparedness, and confidence of the students.</p>	<p>Background Knowledge Probe (LAT 2):</p> <ul style="list-style-type: none"> • Instructor develops a simple questionnaire that includes specific questions about the content of the unit/chapter, course, and questions about student’s level of confidence in their responses. • This activity allows the instructor to gauge the breadth and depth of students’ foundational knowledge about a topic, unit, or of the course. • It also allows the instructor to get an idea of the students’ level of confidence in their responses. 	<p>Completed questionnaire given at the beginning or end of a new class/chapter/unit/.</p>
<p>Assists in student’s knowledge of central facts, key terms, and theories, also distinguishing between facts and opinions in the subject area by improving retention and recalling class material, preparing students for class, and gauging class readiness to move onto another subject.</p>	<p>Entry and Exit Tickets (LAT 3):</p> <ul style="list-style-type: none"> • Entry tickets are assigned material that students bring completed to class or complete during the first five minutes of class. Exit tickets are assignments that the students do before leaving class (the last five minutes of class) or as homework. • The tickets usually consist of a question or prompt that requires a short response. The question or prompt is designed to probe students’ understanding of essential facts and concepts covered in class or in an assignment. • Instructor should decide beforehand if the tickets will be anonymous. Non anonymous tickets are a useful way to track attendance. 	<p>Exit and/or entry tickets.</p>

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<p>Knowledge of important theories, distinguishing between facts and opinion, and information about misconceptions through assigned readings which most important information emphasized.</p>	<p>Guided Reading Notes (LAT 4):</p> <ul style="list-style-type: none"> • Instructor prepares a “Guided Reading Notes” handout. This handout is essentially a copy of notes summarizing the essential information from an assigned activity but with blanks throughout. The assigned activity could be a video, a lecture, or a reading. • Instructor asks students to fill in the blanks while completing the assigned activity. • Instructor can return the notes to the students after being graded as a study guide. 	<p>Completed Guided Reading Notes.</p>
<p>Knowledge of central facts, key terms, prevalent theories, and interpreting key ideas from the subject area into own words through techniques which encourage individual accountability, but also interdependence among classmates</p>	<p>Team Tests (LAT 9):</p> <ul style="list-style-type: none"> • Instructor divides the students into small groups of 4-6. • Instructor gives the group members time to prepare for the exam in class, and encourages them to study outside of class as well as. • Students sit the exam first individually. • After the individual tests have been turned in, the instructor asks the group members to get together and to answer the same questions again. Groups need to reach a consensus on the answers. • Instructor grades the tests and reviews correct test answers afterwards by either posting them online or by holding a lecture covering the correct responses. 	<p>Test scores from the individual and group tests.</p>

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Application of Learning		
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<p>Knowledge of relevant theories, distinguishing between facts and opinions, and clarity on misconceptions by assessing information already known about the topic and forming new connections.</p>	<p>Prediction Guide (LAT 11):</p> <ul style="list-style-type: none"> • Instructor develops a “Prediction Guide” handout which is essentially a set of questions that revolve around the major points students should gain from a learning activity. • The students are then asked to answer the questions/ make predictions before being introduced to the content. • After introducing the new material/content, instructor gives students time to reevaluate their predictions/answers in light of the new information they gathered from the lesson. • Instructor collects the Prediction Guide to evaluate progress. 	<p>Students’ completed notes.</p>
<p>Reading, analytical, and critical thinking skills by creating critical readers, learning to evaluate an author’s reasoning and evidence that support writings.</p>	<p>Fact or Opinion (LAT 12):</p> <ul style="list-style-type: none"> • Instructor finds a course related article containing a sizeable amount of facts and opinions. • Instructor decides how to present the text (LMS, email, library etc.). • Instructor creates a handout that comprises a list of statements of all the facts and all the opinions in the article in a random order • Students read the article, and organize the statements under either a column named “Facts” or the one called “Opinions” • To make this activity more challenging, Instructor can ask students to read the article, extract the facts on their own, and then to reread the article and to identify where opinions were explicitly or covertly inserted. • Instructor collects the assignments to grade. 	<p>List of facts and opinions from the article.</p>

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<p>Develop students' reading, writing, analytical and research skills through learning how to interpret, paraphrase, synthesize, and cite quotations from an assigned reading.</p>	<p>Quotation Commentaries (LAT 13):</p> <ul style="list-style-type: none"> • Instructor hands out a list of quotations. These could come from a recent assignment, a lecture slides, or a reading. • Instructor asks students to respond individually to one or more of the following prompts: paraphrase (students rewrite the quotation using their own words), interpret (explain the meaning; why does it matter?), comment (Do the students agree or disagree, and what is the reasoning behind their agreement or disagreement), and cite (APA citation). 	<p>Students' responses/ written analysis of the quotations.</p>
<p>Students develop analytical, critical thinking, and problem-solving skills by working through problem-solving techniques and recognizing successful and unsuccessful methods</p>	<p>Think-Aloud Problem-Solving Protocols (TAPPS) (LAT 17):</p> <ul style="list-style-type: none"> • Instructor prepares several course-related problems for students to solve in a designated/limited time frame. • Instructors solves the problem themselves to: A) check the difficulty level, and B) to make notes of the steps needed to complete the task. • The problem should be designed so students must identify the problem, analyze it, identify solutions, choose a solution, and evaluate the outcomes. • Instructor assigns the problem to be solved in pairs. Students are instructed to either play the role of the "listener" or the "solver". • Instructor provides handout that has the problem set to the students and one student begins solving the problem while their partner(s) record their problem-solving process. Students take turn till all problems have been solved. 	<p>Partner records of problem-solving methods.</p>
<p>This Learning Assessment Technique gives students the opportunity to summarize and synthesize the course learning outcomes through the act of creation. As they construct their digital project, students construct their knowledge of the topics.</p>	<p>Digital Projects (LAT 20):</p> <ul style="list-style-type: none"> • Instructor determines the topic, content, examples of appropriate tools, and the design parameters of the project. • Instructor asks students to design a digital presentation that reflects their understanding of a topic covered in class (e.g. a visual representation of the evolution of clothing in a design class). It's a good idea for the instructor to have a model project made up to use as an example. • Instructor divides the project into small portion and set up deadlines or checkpoints for each part. These could be: submitting a topic, developing an outline, creating a storyboard, completing a first draft, and getting feedback. • Students present their work to the whole class. • The project can be assessed using the rubric. Peer evaluation can also be used to ensure that students are focusing on the presentation. 	<p>Digital Projects.</p>

Barkley, E. F., & Major, C. H. (2015). *Learning assessment techniques: A handbook for college faculty*. John Wiley & Sons.

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	<ul style="list-style-type: none">• The final grade could be a weighted average of the instructor's score and the sum of peer evaluation scores.• Some tools that could be used are: Educreations, Explain everything, Google Slides, Office Mix, Prezi, Microsoft Sway, Creative Book Builder, Moovly, etc.	
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Integration		
The Learning Outcome	The Process	The Learning Artifact
<p>Gives students the ability to differentiate related topics and classify information in the subject area. Also the ability to compare and contrast different aspects of topics and connect the concepts of course with other concepts.</p>	<p>Knowledge Grid (LAT 21)</p> <ul style="list-style-type: none"> • This activity is a sorting activity where students are given a list of concepts and are asked to arrange them into their appropriate categories. • Prior to class, instructor chooses a list of topics/ categories that organize the chapter/unit/course etc. The instructor creates a worksheet consisting of a grid, with the top columns and side rows displaying the superordinate concepts. • Students are broken up into groups of 2-4 and receive a blank grid. • The students are given a mixed-up list of terms to organize into the grid. • The students fill in the cells by coming to a consensus on which items/terms belong where. • Instructor can have the completed grids turned in and graded. 	<p>Knowledge Grid Handouts completed and turned in.</p>
<p>The ability to distinguish between, compare, and connect different and related concepts. The ability to synthesize course related information and to think holistically by logical and sequential thinking, also assists in remembering and planning.</p>	<p>Sequence Chains (LAT 22):</p> <ul style="list-style-type: none"> • Instructor chooses a topic that lends itself to sequential organization and decides whether she/he will generate the list of events to be organized, or if students will come up with the list themselves. • Instructor creates and presents a sample sequence of what is expected to give a clear illustration of the projects. • Students are broken up into small groups of 2-3 and given a time limit to organize their sequence chains. • Instructors can decide if they want more specific actions done to the sequence chains, such as explaining the relationship between items. • The activity concludes with a class discussion using the sequence chains. • 	<p>Sequence Chains.</p>
<p>The ability to differentiate topics, but also compare and contrast the aspects of topics, and think</p>	<p>Concept Maps (LAT 23):</p> <ul style="list-style-type: none"> • Students work in small groups to draw a diagram that represents their understanding of a concept, a process or the main ideas of the lecture. 	<p>Concept Maps.</p>

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<p>holistically to create a bigger picture assignment from smaller parts.</p>	<ul style="list-style-type: none"> • It may be helpful to brainstorm ideas first as a larger group, and then have students organize the brainstormed ideas into a meaningful graphic (the instructor may or may not provide the graphic shape). • Instructor needs to consider how they will handle the shared writing space, perhaps as handouts, flipcharts on the wall, or computer/mobile apps like Simple Minds, bubbl.us or Popplet. • can come up with a rubric to assess/grade the concept maps. 	
<p>Ability to think holistically, synthesize information, and to connect course concepts and information into everyday life by deepening understanding.</p>	<p>Contemporary Issues Journal (LAT 24):</p> <ul style="list-style-type: none"> • Instructor assigns students to look for news or recent real-world events related to the current coursework and then analyze and make connections between the two. • Instructor then has students write these entries in a journal of their own to turn in at the end of the course. 	<p>Completed journals and journal entries.</p>
<p>Ability to think holistically, synthesize information, and connect concepts by identifying the key points of a unit or assignment, evaluating, and deepening understanding.</p>	<p>Dyadic Essay (LAT 25):</p> <ul style="list-style-type: none"> • Instructor assigns each student to write an essay question and a model answer for their question. • Instructor then asks students to pair up and exchange papers with their partners. The pairs answer the questions and then compare the answers to the model answer. • Instructor will then have students discuss responses and finish with peer evaluations at the conclusion of the activity. 	<p>Students' essay questions, model responses, partners' essay responses, and evaluations of partners' essay response.</p>
<p>Ability to differentiate, compare, and connect concepts in the course. Ability to think holistically and to synthesize information by giving course material real-life applications and allowing students to make connections.</p>	<p>Case Study (LAT 27):</p> <ul style="list-style-type: none"> • Instructor will assign a “case” or a real-life example related to course content or containing course related material. • Instructor can either choose real cases or fabricated cases. It is most helpful when there is sufficient context of the situations and the problem that was developed. Instructor then has students come up with a solution. • Instructor can have a rubric be made to assess responses. 	<p>Case Study analyses.</p>

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Caring		
The Learning Outcome	The Process	The Learning Artifact
<p>Motivation to learn, openness to new ideas, and appreciation of diverse perspectives of the subject. Willingness to engage, accountability for course behavior, and informed concern about current social issues through critical thinking, persuasive speaking, and listening skills.</p>	<p>Stand Where You Stand (LAT 37):</p> <ul style="list-style-type: none"> • Instructor designates each corner as one of four different opinions: Strongly agree, Agree, Disagree, or Strongly disagree. • Instructor assigns readings of differing opinions usually on a controversial topic. • Instructor announces a statement that obviously represents one of the issues and the students move to a corner corresponding to how they feel regarding the statement. • Instructor will then ask the students to explain their reasoning and if other students feel persuaded or dissuaded from their original opinions, they can move corners as the activity goes. 	<p>Visual indicator of students' opinions.</p>
<p>Motivation, openness, and an appreciation of diverse perspectives in relation to the subject area. informed concern about relevant social issues, and intention to make informed ethical choices by researching and persuasive skills.</p>	<p>Issue Awareness Ad (LAT 39):</p> <ul style="list-style-type: none"> • Instructor develops a list of current course-related issue they want students to create Ads about. • Instructor provides students with a handout detailing the parameters of topic selection the type of ad they want to present (newspaper, video, poster, etc.), and a rubric for how they will be evaluated. • Instructor can decide if time will be given in class or if it is an “out of class” assignment. • Students research the topic, find persuasive tools to create their advertisement. • Ads are collected at the end of the assignment. 	<p>A variety of advertisements produced by students.</p>
<p>Motivation, commitment to excellent work, informed concern about a relevant current social issue, and intention to make ethical choices</p>	<p>Proclamations (LAT 40):</p> <ul style="list-style-type: none"> • Instructor decides on a local issue, asks the class to come up with several issues, or lets each student decide themselves. • Instructor decides the audience for the presentation. 	<p>Written and presented proclamations.</p>

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<p>through identifying and analyzing local problems and persuasive writing.</p>	<ul style="list-style-type: none"> • Instructor announces the assignment to the class and gives students time to research, analyze, and come up with solutions to the issue. • The goal is for students to deliver a persuasive speech to the intended audience that conveys the urgency of the situation and includes strategies for solving the problem. • Instructor collects and grades the written speeches. 	
<p>Motivation to learn and openness to ideas and diverse perspectives in subject area, informed concern about relevant current social issues, and intention to make ethical choices.</p>	<p>Debate (LAT 42):</p> <ul style="list-style-type: none"> • Instructor assigns students a controversial topic to study both sides of the argument. • Instructor then has students give oral arguments back and forth with a team that is presenting an opposing stance on the topic. • Instructor can limit the amount of arguments that can be presented by both sides (no limitation, 5 arguments each side, etc.). • Instructor concludes activity with a class discussion emphasizing the key issues. 	<p>Debate (recording and reviewing or notes taken during the debate).</p>
<p>Understanding perspectives, appreciation of important contribution, level of openness to new ideas, and informed concern about relevant social issues. Commitment to participate in active citizenry with informed perspectives and appreciation of other cultures through critical thinking and writing with a specific intended audience in mind.</p>	<p>Briefing Paper (LAT 43):</p> <ul style="list-style-type: none"> • Instructor chooses a relevant, recent issue for students to research in either groups or as individuals. • Students are asked to write a summary that includes all of the core issues presented by the problem and some solutions to the problem. • Instructors can require that students list the pros and cons of each given solution. • The papers should have a final decision as to what the call to action is. • Instructor can consider to have each student share their solutions with the class. 	<p>The final paper.</p>

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Learning How to Learn		
The Learning Outcome	The Process	The Learning Artifact
Ability to set goals and follow directions, study skills and strategies, and capacity for lifelong learning are brought by synthesizing and organizing information to prepare for tests.	<p>Study Outlines (LAT 44):</p> <ul style="list-style-type: none"> • Instructor announces the assignment as an outline of notes to prepare for the next test. • Instructor will decide if students will have the notes be bullet-pointed, key topics, or full sentences. • Instructor should also decide how long students will have to prepare the study outline, and if the notes can be used on the test. • Instructor collects the study outline to award points for completion, but returns outlines within an appropriate amount of time to study for the test. 	Study Outlines.
Study skills and strategies and the ability to self-monitor progress, self-assess performance by identifying what qualifies as exemplary work. Also builds the capacity for lifelong learning.	<p>Student Generated Rubrics (LAT 45):</p> <ul style="list-style-type: none"> • The instructor provides students with three different examples of model submissions for a particular assignment. • Students work in small groups to look through the exemplary examples of work, find commonalities, and create a rubric that highlights the most important qualities of the model assignments. • Instructor should consolidate the different rubrics into one final rubric to use to grade future assignments turned in. • In a variation of this activity. students could also be given the rubric, and asked to assess three model assignments (although different quality levels of submission might work best). The website: http://rubistar.4teachers.org/ may be helpful to create rubrics. 	Student Generated Rubrics.
Self-knowledge, study skills and strategies, and the ability to self-monitor progress by using test preparation, study skills. Gives teacher insight into student understanding.	<p>Invent the Quiz (LAT 46):</p> <ul style="list-style-type: none"> • At the end of a unit, chapter, section, instructor asks students to come up with a few potential test questions along with possible answers and to turn them in as an assignment. • Instructor should specify the types of questions (fill in the blank, multiple choice, etc.). • Instructor can use some of these questions on the following test. 	Potential test questions and answers.

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<p>Study skills, ability to self-monitor progress, self-assess performance, create a plan, and capacity for lifelong learning by using a multiphase formative self-assessment.</p>	<p>Multiple-Task Mastery Checklist (LAT 49):</p> <ul style="list-style-type: none"> • Instructor uses this as a multistage formative assessment activity that provides structure for projects. • Instructor identifies a significant project for students to work on, breaks the project into smaller parts, and gives students a list of project activities that need to be sequentially completed. • Instructor assign the project so the students will have to identify the tasks at hand, master the tasks in the series one-by-one before they are able to move to the next one • As students turn in the portions of the project, the instructor can assess for completeness, quality, etc. 	<p>Checklist of the project.</p>
<p>Knowledge about self-learning, capacity for lifelong learning in the field by identifying resources and information about individuals' learning processes.</p>	<p>Personal Learning Environment (LAT 50): A Personal Learning Environment (PLE) is a set of resources (people, physical, and or digital) that an individual use to gain knowledge. This activity allows instructors to help students develop an awareness of their own Personal Learning Environments (PLE).</p> <ul style="list-style-type: none"> • Instructor announces and explains the concept of a Personal Learning Environment in class • Instructor develops his/her own model PLE to use as an example • Instructor asks students to brainstorm their go-to resources • Students create a network of tools that they use as a source of learning and knowledge construction. • Students submit their PLE through an LMS, email, or hard copy. • Instructor can make a rubric to grade the PLEs based on content, purposiveness, organization, etc. 	<p>The Personal Learning Environment networks created by students.</p>

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Human Dimension		
The Learning Outcome	The Process	The Learning Artifact
Empathy and respect for others, interpersonal skills, self-confidence, and the ability to work with others and for students to think for themselves.	Free Discussion (LAT 30): <ul style="list-style-type: none"> • Instructor assigns students to quickly form small groups and answer several questions or prompts related to course material. Discussions are informal, but the students will be graded on their participation. • Instructor will then tell the groups to choose a spokesperson to share the most important information with the class. 	Records of students' interactions, and can use a rubric or video recording.
Empathy and respect for others and a commitment to upholding values by recognizing valued attributes and real-life use of the field of study.	Nominations (LAT 31): <ul style="list-style-type: none"> • Instructor chooses an award that is prominent in the field. Students research outstanding candidates in the field and then write a nomination for the award. • Instructor should set the parameters for the award nominations and make a handout of the guidelines and a scoring rubric. • Instructor collects the assignment and can then provide the class with a list of all the nominees and their qualifications. 	The nomination profiles submitted by students.
Empathy and respect for others, interpersonal skills, the capacity to make wise decisions and think for themselves, and a commitment to uphold values.	Editorial Review (LAT 32): <ul style="list-style-type: none"> • Instructor assigns students to evaluate several articles and books to publish, acting as editors for a publication related to the course. • Instructor can either assign a list or students can find their own materials to evaluate. When students have decided on the materials, they must then write to the authors explaining why the publication did or did not meet the criteria for publication. The written evaluation and feedback are turned in to be evaluated. 	Evaluations, selection list, and/or letters to authors.
Empathy and respect for others the capacity to make decisions and think for themselves, and commitment to uphold values by bringing ethics into a discussion where decisions are weighed in a self-thinking model.	Ethical Dilemma (LAT 35): <ul style="list-style-type: none"> • Instructor presents an ethical dilemma/scenario that is course-related to the class. The dilemma should have at least two, if not more, alternative responses for the students to choose from. • Instructor will then assign students to summarize the dilemma/scenario, explicitly define the ethical problems, write an essay explaining what their plan of action would be, and the steps it entails to make optimal ethical choice for the stakeholders. In addition, any consequences that come with the solution should be explained. 	Students' responses to the ethical dilemma.