

## Creating Appropriate Assessment Tools

1. **The assessment method/measure should fit the SLO.** You probably already have assignments that address the SLOs for your course. Ensure the assignment you use to assess fits the verbs in your SLO. For example:

If your SLO is:	The assessment method/measure should include:
<b>Formulate</b> and <b>communicate</b> persuasive arguments for particular audiences for specific outcomes. (English 5)	Analysis of student papers in which they formulate and communicate persuasive arguments.
<b>Solve</b> algebraic equations and inequalities. (Math 200A)	Analysis of selected test questions in which students solve algebraic equations and inequalities.
<b>Critically analyze</b> political information and news. (Political Science 1)	Evaluation of written current events analyses produced by students.
<b>Demonstrate</b> safe use of electrical tools and instruments for proper wiring and troubleshooting equipment and controls (ECT 11)	Observations of laboratory skills and adhering to safety guidelines.
<b>Construct</b> and <b>deliver</b> a clear, well-organized verbal presentation (Communication 1A)	Evaluation of student-prepared speeches.
<b>Create</b> photo stories and <b>provide documentation</b> in the form of captions and a written statement. (Photojournalism)	Evaluation of photo stories submitted by students.

2. When you assess SLOs, you'll need to create something to **collect information** on how well your students performed. A rubric or a set of scoring guidelines will be needed. You may already have a rubric you use to grade the assignment you are using as your assessment tool. Depending on your SLO, you may only use part of your grading rubric to assess the specific SLO.
  - As part of the scoring guidelines, you need to define what it is you're looking for. What constitutes "excellent" performance? Define it. (Define other levels too: good, average, needs work, etc.) This helps students to understand what you're looking for, and it helps you to be consistent, fair, and efficient in your grading.

If your SLO is:	The assessment method/measure should include:	The scoring guideline/rubric should include things like:
Formulate and communicate persuasive arguments for particular audiences for specific outcomes. (English 5)	Analysis of student papers in which they formulate and communicate persuasive arguments.	Persuasiveness of argument (excellent, good, OK, weak, nonexistent) Support for position taken (excellent, good, OK, weak, nonexistent) Appropriate for audience (very appropriate, somewhat appropriate, inappropriate) Clear (very clear, mostly clear, not very clear, unintelligible) Free of grammatical errors (no errors, very few errors, significant errors, many errors)

If your SLO is:	The assessment method/measure should include:	The scoring guideline/rubric should include things like:
Solve algebraic equations and inequalities. (Math 200A)	Analysis of selected test questions in which students solve algebraic equations and inequalities.	<ul style="list-style-type: none"> <li>-problem was solved correctly with no errors</li> <li>-correct except for minor errors</li> <li>-significant errors but right idea</li> <li>-major errors but they knew something</li> <li>-no idea how to do problem</li> </ul>
Critically analyze political information and news. (Political Science 1)	Evaluation of written current events analyses produced by students.	<ul style="list-style-type: none"> <li>Analysis is thorough</li> <li>Analysis is insightful</li> <li>Analysis ties together things learned in class with current events</li> </ul>
Demonstrate safe use of electrical tools and instruments for proper wiring and troubleshooting equipment and controls (ECT 11)	<ul style="list-style-type: none"> <li>Analysis of test questions on safe use of electrical tools and instruments.</li> <li>Observations of laboratory skills and adhering to safety guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Test questions answered correctly (correct, mostly correct, significant errors)</li> <li>Observations of safety practices: <ul style="list-style-type: none"> <li>-Always follows safety guidelines</li> <li>-Minor violations</li> <li>-Significant violations</li> </ul> </li> </ul>
Construct and deliver a clear, well-organized verbal presentation (Communication 1A)	Evaluation of student-prepared speeches.	<ul style="list-style-type: none"> <li>Presentation is clear</li> <li>Presentation is well-organized</li> <li>Presentation is interesting</li> <li>Good use of visual aids</li> <li>Delivery includes vivid language, vocal variety, excellent eye contact, use of gestures and space, etc.</li> </ul>
Create photo stories and provide documentation in the form of captions and a written statement. (Photojournalism)	Evaluation of photo stories submitted by students.	<ul style="list-style-type: none"> <li>Aesthetic quality of photographs chosen</li> <li>Documentation is appropriate to photographs</li> <li>Photo story is compelling</li> </ul>

3. To report on assessment information, you'll need to **tally how students performed** on the assignment. In this way, you can identify any weak points or strong points for the entire class. This information can then be used to plan improvements to the class or program. Report the results in curriqunet Meta.
4. After you tally your assessment results, **reflect** on them. **Talk about them** with other instructors. What did you learn? What are some ideas for ways to help students perform better? Report any ideas and plans for improvements in curriqunet Meta.