

PD Day Assessment Afternoon Session Agenda

10.20.21

1. Introduction 15 min

- Why are we here?
 - Assessment is part of the work for all units on campus, and in this session we'll focus on **instructional faculty and creating assessment tools**
 - We assess to determine if students are learning what we are trying to teach, to discover the strong and weak points in student learning, and to create action plans to address learning gaps
 - The goal is to continuously improve student learning
 - By assessing student learning, you are assessing your curriculum, keeping it relevant and helping to ensure student success
 - For perspectives on assessment: <https://laney.edu/assessment/elevator-pitches-for-assessment/>
 - Documents for this workshop: <https://laney.edu/assessment/professional-development-documents/>
 - Outcome for this workshop: **Participants will be able to create an appropriate assessment tool for an SLO**
 - Meet our presenters: Rebecca Bailey, Cheli Fossum, Tiffany Wu, Steve Zetlan
- What does "[getting it done](#)" look like? (brief overview, Rebecca, 5 min)
- The [way an SLO is written suggests its assessment method](#) (Cheli, 5 min)

2. Quick Examples from successful assessments 20 min

- Steve (5 min)
- Cheli (10 min)
- Rebecca (5 min)

3. Easy example of creating a new assignment to assess, 15 min, led by Steve

- Interactive brainstorming - what methods/tools can be used to assess this outcome? What categories would our assessment tool have?
- Rebecca will keep an eye on chat for audience examples/questions

4. Complex example of using an existing assignment/rubric to assess, 20 min, led by Tiffany

- Interactive brainstorming – what methods/tools can be used to assess this outcome? (5 min)
- What does the real assignment look like? (3 min)
- Interactive brainstorming – what categories would the assessment tool have? (10 min)
- What does the real rubric look like? (3 min)
- Rebecca will keep an eye on chat for audience examples/questions

5. Audience SLOs 15 min

- Put your outcome in the chat, we'll brainstorm ideas for tools/rubrics

6. Wrap up and advice 5 min

- Start with simple tools, keep it manageable
- Add ideas for next time, experience may lead you in more complex directions
- Build the assessment from the ground up, or take a project/assignment you already use and whittle it down to essentials for use with assessment
- You can still grade student work based on a complex rubric – assessment is different from, though related to, grading <https://laney.edu/assessment/wp-content/uploads/sites/165/2017/10/Whats-the-Difference-Between-Grading-and-Outcomes-Assessment.pdf>