

# Creating Aligned Outcomes & Measures



Why are you attending  
this workshop today?

**Questions?**

**Struggles?**

**Confirmation?**

**Starting new?**



# Backwards Assessment Design



**Identify learning outcome to be assessed**



**Select assessment technique that will accurately and appropriately measure the outcome**



**Apply the selected assessment technique**



**Analyze the results of assessment**



**Share results with students and provide feedback**



**Respond to the results**

# The Importance of Teaching Within Assessment

- First: Outcomes
- **Second: Teaching**
- Third: Assess
- Fourth: Revisit pedagogy and student performance

**The quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.**

# Student Learning Outcomes

**Starting the Alignment Process**

# SLO Verbs: What Students Do

Cite Associate Compare Describe Discuss Contrast Outline  
Predict Report Restate Translate Summarize Count Define  
Identify Choose Match Recite Repeat Tell Write Select  
Explain Apply Classify Determine Illustrate Choose Interpret  
Restructure Solve Use Develop Analyze Appraise Differentiate  
Distinguish Categorize Examine Inspect Question Summarize  
Infer Assemble Compose Create Formulate Design Integrate  
Organize Propose Synthesize Adapt Assess Critique Evaluate  
Conclude Criticize Defend Revise Disprove

Contextual  
learning:  
How and  
what  
students  
learn

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Assessment strategies must be compatible with the desired level of learning

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Will students demonstrate learning within specific content and/or demonstrate progression within the content?

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What is the actual, highest-level learning expected?

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What are the most effective ways for students to master these learning outcomes?



## Combining Learning Levels & Verbs

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**Knowledge:** List the components of ...

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**Comprehension:** Discuss the 3 factors of...

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**Application:** Determine which theory best fits ...

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**Analysis:** Provide reasoning for ...

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**Synthesis:** Summarize the pros and cons of...

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**Evaluation:** Provide a rationale for your thoughts based on the literature...





# Assessment Measures

# Selecting an Assessment Tool

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Use of the appropriate assessment tool requires consideration of the purpose of assessment

- Why are you assessing?
- What do you want to assess?
- When will you assess?
- Which student population's performance will you be assessing?
- What questions do you want it to answer?
- **What assessment method will answer these questions?**

# Elements to Consider

To improve learning, students need to receive appropriate and focused feedback **EARLY AND OFTEN.**

- **Formative:** ongoing, periodic assessment of learning – “assessment for learning”
- **Summative:** end-point assessment – “assessment of learning”
- **Traditional:** “assessment as learning”
- **Alternative:** assessment of processes students use for learning: performance-based; reflective writing; portfolios, etc.



# Types of Assessment Tools

**Quizzes and Exams:** snapshots in time of recall ability and memory


**Portfolios:** longitudinal record of work and progress

**Papers:** ability to communicate in writing; analyze and solve problems; integrate ideas and information

**Speeches:** ability to communicate verbally, demonstrate learning and potentially teach content

**PowerPoint:** Apply and visualize what has been learned; cumulative understanding from a unit, specific concept or the semester

**Projects:** Higher ordered thinking evidence



## Good Alignment of Outcomes & Measures

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**Level of learning** is aligned (application and application)

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**Targeted SLO** has a specific measure (writing skill with a rubric regarding the writing skill expected)

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**Broad SLO** (“effective communication”) is defined and measured in more than one way for students to evidence

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**Teaching language and materials** are consistent with the outcomes and measures

# Poor Alignment of Measures

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Assessment measurement tools provide incomplete mechanisms to address proposed SLOs (ex: rubric dimensions not aligned to assignment)



Broad SLOs with specific assessment measurements OR targeted SLOs with broad measurements (higher ordered outcome with a recall test item or a specific skill attainment outcome with a course grade)



The assessment measure does not measure the outcome adequately (Understanding and applying a theory are two different levels of thinking)

# Reflection

Should course outcomes, test questions, or assignments be revised?



How did my assessment help my students' learning process and help my instruction?



Does the assessment support the development of standards and competencies? Do your outcomes align with these?

# Discussion & Questions

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