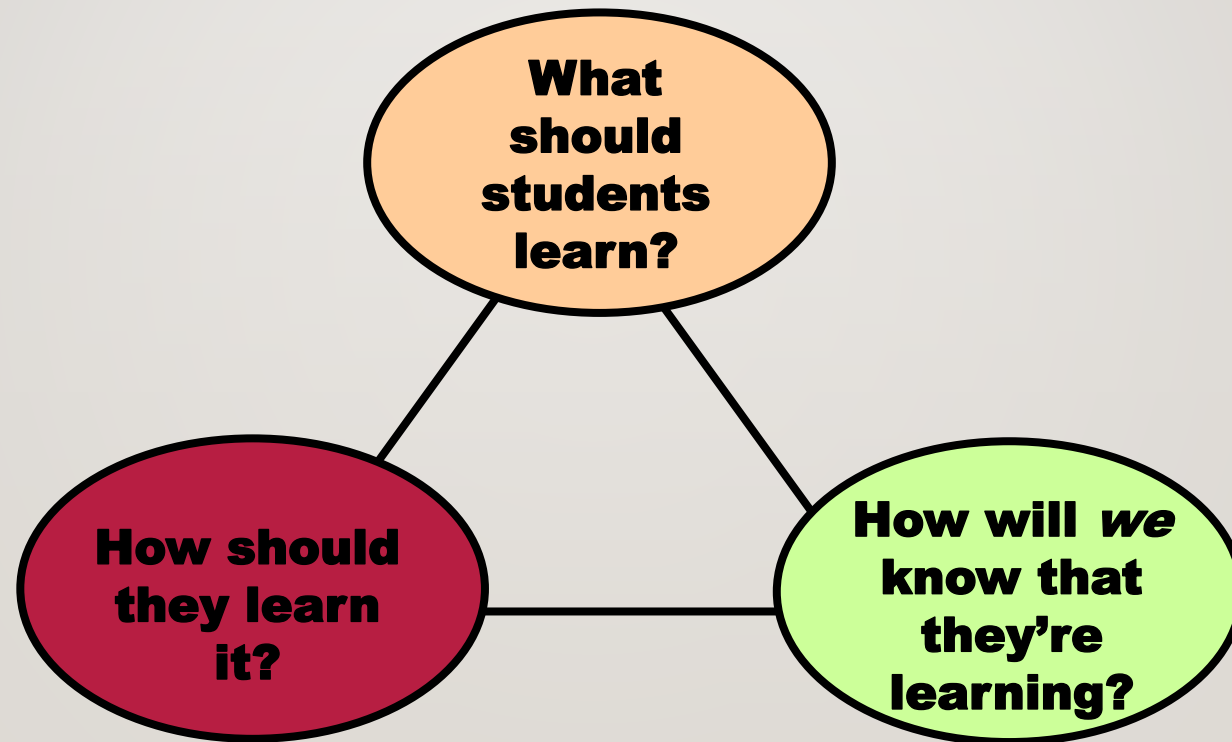


**OFFICE OF ASSESSMENT & APR
CENTER FOR TEACHING AND LEARNING**

**ONLINE
CLASSROOM
ASSESSMENT**

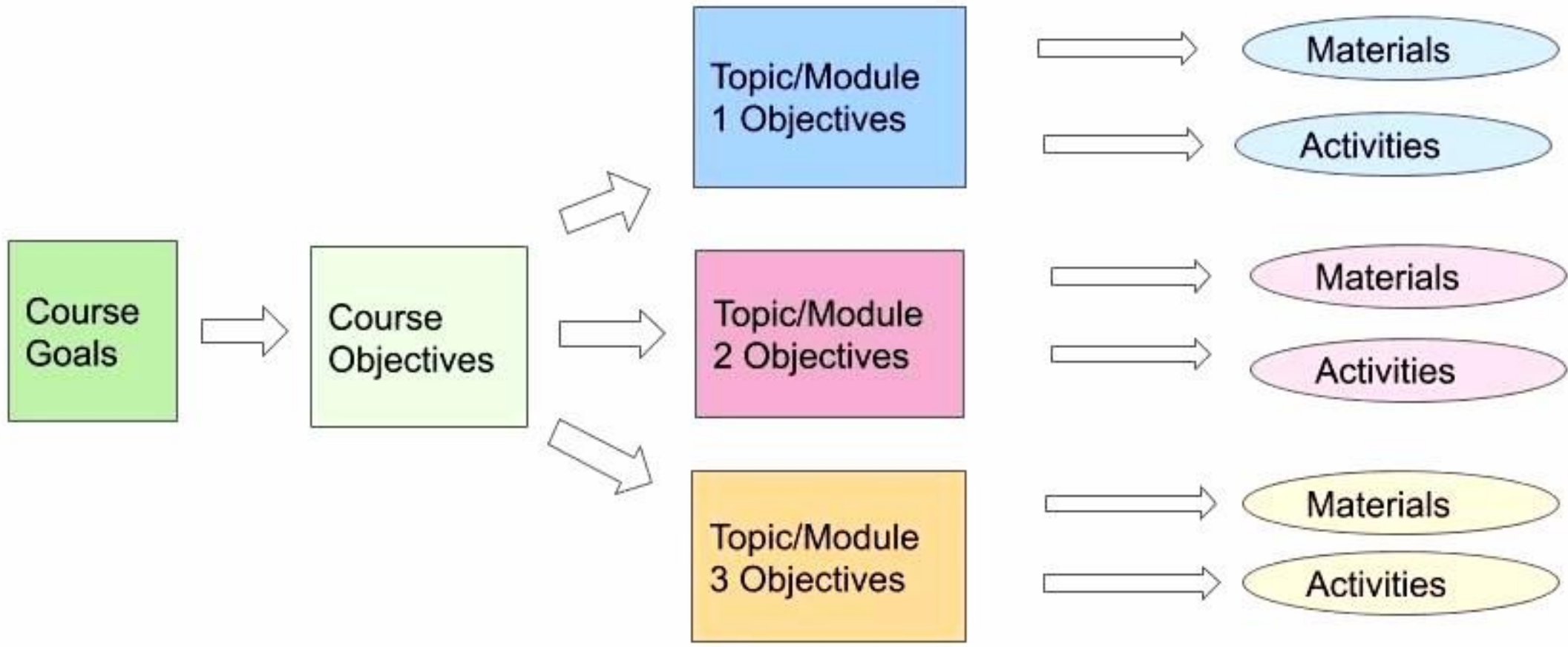


POWERFUL ASSESSMENT



BACKWARDS DESIGN

- 1. Goals and outcomes**
- 2. Assessments**
- 3. Curriculum and materials**
- 4. How to deliver (learning activities)**



Process of Mapping a Course

Biomechanics

Study of human movement.

By means of mechanical principles

Or physics (Newton's 3 Laws of Motion)

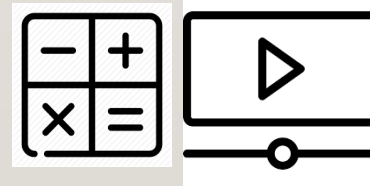
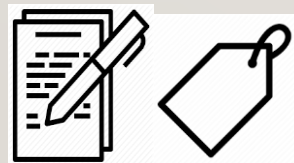
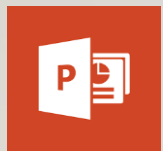
Course Goals	Learning Objectives	Formative Assessments	Summative Assessments
Course Goal 1: Upon successful completion of the course, students will <u>know</u> basic terminology related to A) human anatomy and B) mechanical principles.	1a. Upon completion of the course, students will be able to <u>identify and label</u> musculoskeletal components in the upper and lower extremities.	Active learning activities (worksheets, labeling, discussions) Exit tickets/Reflections	Exam 3
	1b. Upon completion of the course, students will be able to <u>define</u> mechanical terminology and principles.	Quizzes	Exams 1 & 2
	1c. Upon completion of the course, students will be able to <u>quantify</u> mechanical measures.	Problems to know Video solution views Exit tickets/Reflections Quizzes	Exams 1, 2, & 4
	1d. Upon completion of the course, students will be able to <u>apply</u> mechanical principles by calculating mechanical measures through problem solving.	Problems to know Video solution views Exit tickets/Reflections Quizzes	Exams 1, 2, & 4
Course Goal 2: Upon successful completion of the course, students will better <u>understand</u> human movement using anatomy and mechanical principles.	2a. Upon successful completion of the course, students will be able to <u>explain</u> various types of movement using their knowledge of anatomy and mechanical theories learned in class.	Baseball Bat Article – Guided reading activity PBS Family Who Walks on All Fours – Gallery Walk Activity	Exam 3
	2b. Upon successful completion of the course, students will be able to <u>analyze and evaluate</u> movement based on calculated empirical evidence obtained using kinematic and kinetic methodologies.	Vertical Jump Lab Giant Swing Lab Gait Lab	Exam 4
Course Goal 3: Upon successful completion of the course, students will better <u>understand</u> how to generally think and reason with numbers (numeracy).	3a. Upon successful completion of the course, students will be able to <u>describe</u> and illustrate phenomena using numbers.	Evaluation of posture Evaluation of gait	Exams 1, 2, 3, & 4
	3b. Upon successful completion of the course, students will be able to <u>hypothesize, test, and assess</u> using numbers.	Evaluation of posture Evaluation of gait	Exams 1, 2, 3, & 4

1a. Upon completion of the course, students will be able to identify and label musculoskeletal components in the upper and lower extremities.

1b. Upon completion of the course, students will be able to define mechanical terminology and principles.

1c. Upon completion of the course, students will be able to quantify mechanical measures.

1d. Upon completion of the course, students will be able to apply mechanical principles by calculating mechanical measures through problem solving.



SOCIALIZE INTO COURSES

- Use **METACOGNITION**
- Bring **ATTENTION** to help students understand the level of attention required (cues)
- **EMBED** assessments into the syllabus, class discussion, lectures, curriculum, LMS
- **SCHEDULE** check ins to ensure communication about the content & learners' progress

SUMMATIVE & FORMATIVE ASSESSMENT

- ***Align*** teaching and assessment (When to use)
- **Allow learners to think, digest, and *do***
- ***What are the points in your course where students always have difficulty with the same concepts or ideas, every time you teach the course?*** Offer one alternative method of presenting that information, engaging learners, or increasing their choices on assessments.

FORMATIVE ASSESSMENT STRATEGIES

- **Polling: Equates to i-clickers (Zoom feature)**
 - **Discussion blogs**
 - **Peer reviews/responses**
 - **Reflections**
-
- **Guide instruction and learning**
 - **Gauge misconceptions, gaps & confusion**

SUPPLIED RESPONSE ITEMS

- **Quizzes**
- **Exams**
- **True/False**
- **Multiple Choice**

CONSTRUCTED RESPONSE ASSESSMENTS

- **Rubrics**
- **Short answer**
- **Essay**
- **Completion items**
- **Problem solving items**
- **Portfolios: Power point, Sway, Adobe Spark**

ADDRESSING ACADEMIC INTEGRITY CONCERNS

Create **open note** assessments

Create **higher ordered thinking** assessments

Time limits

Different **versions** of assessments/alternative

Student **choice** of assessments

Weight supplied response assessments differently

ALTERNATIVE ASSESSMENTS

- **The role of student choice**
- **Large forums**
- **Quantitative reasoning assessment**

- [Alternative Assessment Guide](#)

ONLINE ASSESSMENT BEST PRACTICES

- Use methods that provide the best evidence of student learning **aligned** to your learning objectives
- Change the **stakes** of your assessments/balance is key
- Design assignments that ask students to **examine, summarize and/or apply** course concepts
- **Minimize** opportunities for academic dishonesty
- Do not overhaul...**one assessment** at a time

UNM ONLINE COURSE PEER REVIEWS

Are the purposes, policies, and performance expectations clearly outlined in the materials reviewed? If you were a student in the course, would you understand what is expected of you? Evidence in: syllabus, course map, assignments, and introduction to a module.

ONLINE COURSE PEER REVIEWS

- **Are the main learning objectives clearly defined and communicated for the course as a whole or within modules that you reviewed?**
- **Is there a clear connection between assignments and learning outcomes of the course?**

ONLINE CLASSROOM ASSESSMENT RESOURCES

<https://cdl.unm.edu/instru-spprt/research.html>

<https://www.chronicle.com/article/7-ways-to-assess-students-online-and-minimize-cheating>

NILOA

AALHE

HLC

THANK YOU!

