



Renewing Assessment Plans

UNM Office Of Assessment



Meaningful Assessment Plans

- What are the questions I want answered (learning, growth, behavioral change, misconceptions, and gaps?)
- Result of your programming/teaching
- Are you obtaining the data/information you want?
- How has student learning improved/changed?
- What makes our programming unique?
- Define outcomes/goals first, then assessments, then programming/curriculum



Backwards Design

1. Goals and outcomes

2. Assessments

3. Curriculum and materials

4. How to deliver (learning activities)

Outcome Design

- ▶ How does the outcome fit into your program goals/ UNM's learning goals (K, S, R)?
- ▶ Behaviors:
 - ▶ Which behaviors are important to measure?
 - ▶ What will I know what my students are learning?
 - ▶ How will I know what my students are learning?
 - ▶ Ex: Communication, critical thinking, research skills, basic knowledge, theoretical orientations, application of information, etc.





Outcome Language

Assess student learning
(not graduation or
participation)

WHO is responsible?
WHO is demonstrating
the behavior?

What thinking/learning
LEVEL do you want
represented in the
outcome?

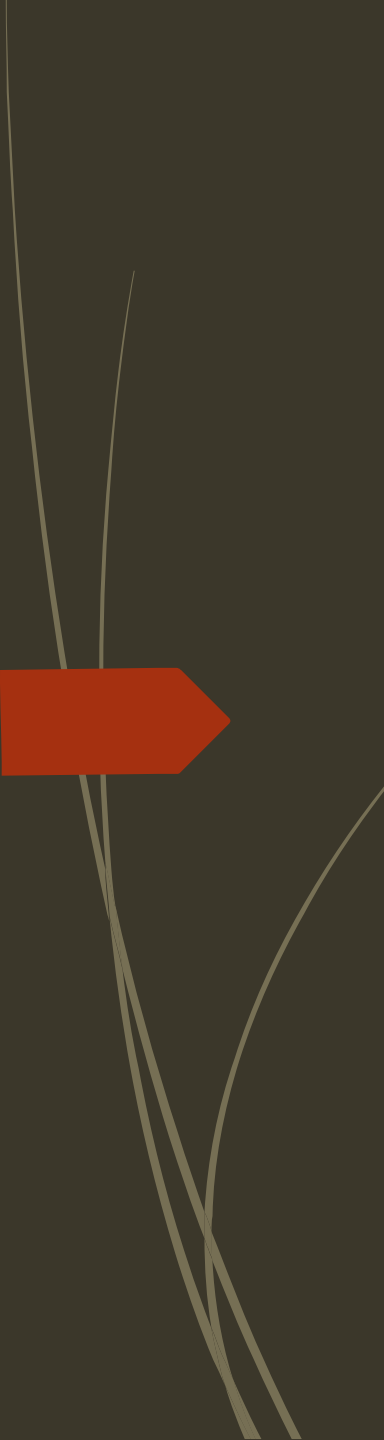
Broad/abstract
language = sustainable;
harder to measure
something specific

Less is More: Stay away
from measuring more
than one behavior in
each outcome

“To teach students to
take ownership &
responsibility for
successful completion
of their academic
goals”

Sample outcomes

- Students will **identify** an issue or problem relevant today.
- Students will solve mathematical computations using **critical thinking**.
- Students will effectively **communicate** in a secondary language.
- Students will **compare and contrast** the differences between...
- Students will **evaluate** the current literary work on ...
- Students will **articulate** the importance of water sustainability using valid sources.
- Students will be able to **illustrate** Newton's Law.
- Students will **understand** the basics of music appreciation.



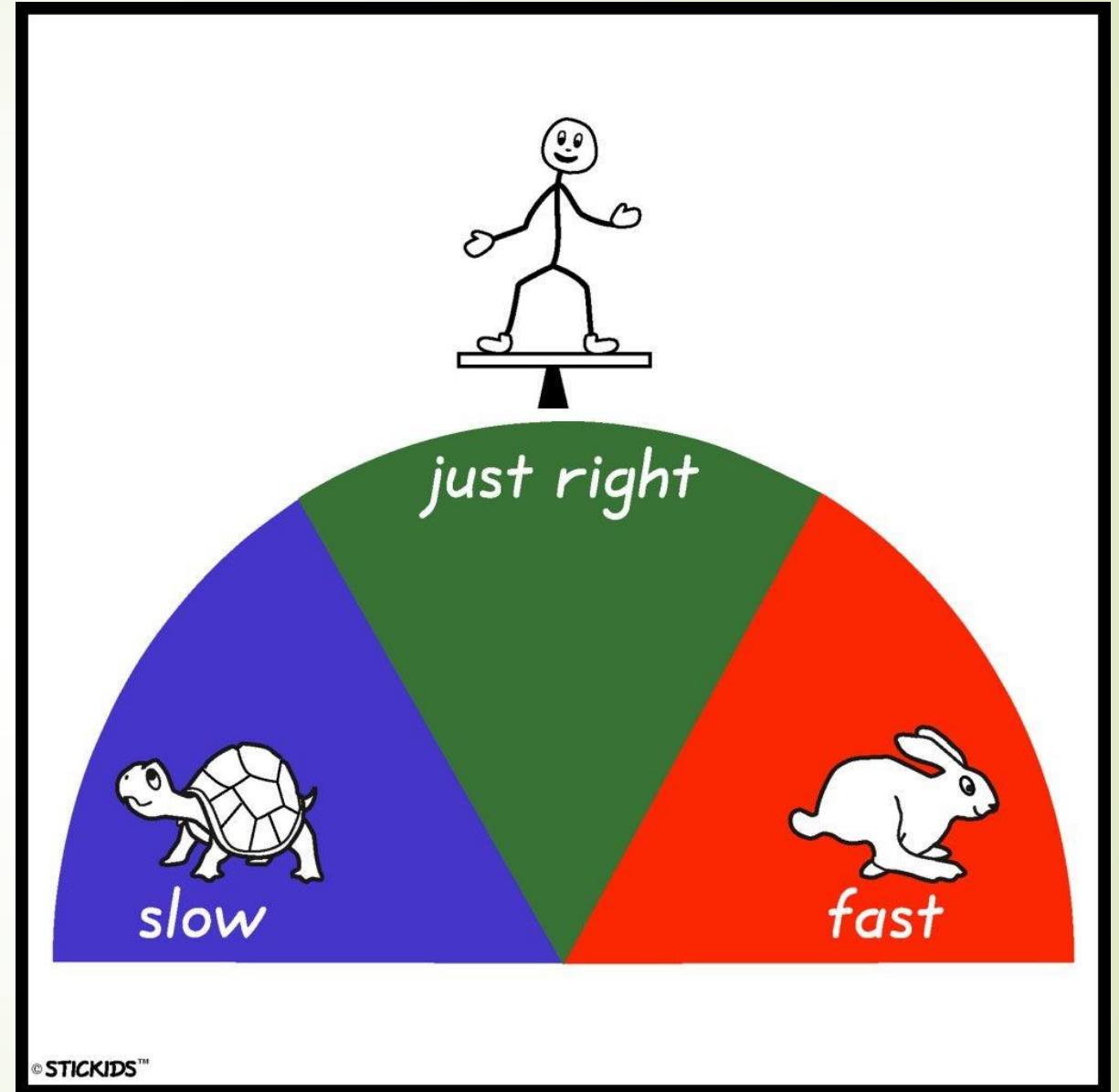
More Outcome Design

- Purpose:
 - Prevention/Intervention
 - Evidence growth (Gain a skill?, Evidence deeper knowledge?)
 - Meet a goal/standard?
 - Provide feedback
 - Learn about your student population

Outcome & Measure Alignment

In what ways can my students demonstrate, articulate, or evidence particular learning behaviors...
and when?

Formative vs. Summative assessments





Planning measures

Design learning for **PRACTICAL APPLICATION** in multiple contexts

Have students **REFLECT** on their prior knowledge and what they are learning now

Have students bring **QUESTIONS** to class about their reading/work

Be **TRANSPARENT** about assessment: Share rubrics, expectations and purpose of the learning.

Have students ask **THEMSELVES**: How do I know I have learned this adequately?



Sample Assessment Measures

- **Reflections**
- **Quizzes/exams**
- **Portfolios**
- **Surveys**
- **Rubrics**
- **Papers**
- **Homework**
- **Products**
- **Discussion Blogs**

Analysis that provides results that can be useful in the decision-making process – or otherwise returns useful results.

- ▶ **Answers questions**
- ▶ **Meets goals/outcomes**
- ▶ **Illuminates next steps, strengths, limitations**
- ▶ **Leads to recommendations**

Meaningful Analysis Plan



Results Use: How is this information of value?

- Curriculum
- Instruction
- Course Design
- Measures/assignments
- Communication
- Changes in assessment

Time to Plan!

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Drop-in hours: Fridays on Zoom at 9am

Work with your CARC Chair/Assessment Expert