**Introduction**

Just as doctors deliver treatments in consultation with medical data about patients, educators deliver meaningful learning experiences in consultation with assessment data about students. There are four steps to consider for this assessment worksheet:

**Step 1**

Complete the Student Learning Outcomes worksheet so you articulate the long-term impact you hope your course will have on students: the “Big Dream” for your course! As part of this worksheet, make sure you have identified what students would need to learn in order for this “Big Dream” to be achieved, that is, the student learning outcomes for your course. And last, but certainly not least, consider how to craft the outcomes with the three M’s as guideposts.

**Step 2**

Review the Data Menu (pages 1-2 of this worksheet) below to identify what evidence of learning speaks to you, which of course will depend upon the “Big Dream” for your course.

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| **Data Menu** |
| **Pivot Now (Formative Assessment)**  | **Purpose**  |
| * *Before the Term Begins*: [Stress Test](https://otl.du.edu/mitigating-increasing-inequity-as-we-move-online/) (Leutenegger, 2020)
* *End of Class*: [Minute Paper](https://provost.tufts.edu/celt/files/MinutePaper.pdf) (Tufts University Center for the Enhancement of Learning & Teaching)
* *End of Class:* [Critical Incident Questionnaire](https://static1.squarespace.com/static/5738a0ccd51cd47f81977fe8/t/5750e567f699bbceac6e97f5/1464919400130/CIQ.pdf) (Brookfield, 2008)
* [Midterm Student Feedback](https://teaching.berkeley.edu/sites/default/files/sample_midterm_evals.pdf) (Tollefson, 2005)
 | These types of data help professors pivot in-the-moment so you can make shifts and changes midstream, instead of waiting for end-of-course evaluations. This type of information helps you make adjustments *in situ* so you respond to students in timely and supportive ways.  |

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| **Pivot in the Future (Summative Assessment)**  | **Purpose**  |
| * Exams
* Observations
* Papers
* Performances
* Portfolios
* Presentations
* Any other activity or assignment
 | These types of assignments provide data to help you see how and what students are learning *in relation* to the course student learning outcomes. Summative assessments help department make curricular adjustments. If you are teaching a course required for curricula in a major, you are in a “sweet spot” to think about assessment for your course + assessment for your program. Please contact the Director of Academic Assessment to explore how to design assignments that simultaneously support your teaching and program assessment.  |

**Step 3**

Let’s take a moment to pause and reflect upon your philosophical approaches to assessment. If this step resonates with you, consider including an explicit statement about assessment in your syllabus. You might decide to adapt the text below, or you might harness these words as an invitation to speak with students about assessment. In this way, students can understand what your intentions are and why you ask them to do certain tasks and activities.

In this class, we will work collaboratively to create space for everybody to learn, regardless of student, teaching apprentice, or professor roles. With its commitment to quality education, the University uses assessment as a tool for professors to design and deliver inclusive learning environments. Some assessments help professors learn how to make teaching pivots in the moment so they can immediately respond to your needs. Other assessments help students learn how to engage more deeply with the course content. Some assessments feel less like completing an assignment or less like taking a test, but seem more like engaging in an activity. Some assessments are graded, other assessments are not graded, but all assessments — whether they are minute papers or exams or responses to a discussion prompt — are designed for robust learning.

**Step 4**

Create a road map (page 3 of this worksheet) that aligns the following content areas inspired by Pitts (2020) and Sponsler (2020). Use this space to experiment with a roadmap for assessment, teaching, and learning.

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| **Major Course Learning Outcomes/****Desired Results** | **Evidence of Learning/****Assessment** | **Learning Activities** | **Modalities** |
| See Student Learning Outcomes Sheet | Data Menu(pp. 1-2 of this worksheet)  | See Pivot-Ready Alignment Table | See Pivot-Ready Alignment Table |
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For more information, please contact the

Director of Academic Assessment at christina.paguyo@du.edu.

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