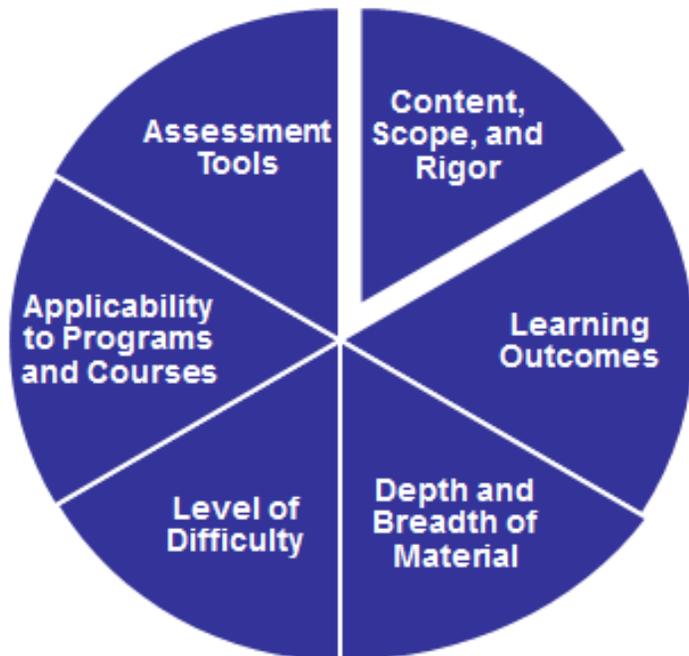


The Complexities of Assessment

<p>What is the student going to learn? As the instructor, what is it you want the student to be able to do or know when completed? (Objective or Competency)</p>	<p>How is the student going to learn it? What does the student have to do in order to meet each of the objectives? (Resources and Strategies)</p>	<p>How are you, the instructor, going to know that student learned it? What is the specific assessment or task that the student is going to complete to demonstrate learning? (Evidence)</p>
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SCOPE: Describes the expectations and breadth of what is to be covered in a given content area and the overall instructional goals including content, skills, and knowledge needed. Breadth and depth of content is current and consistent with higher education foci. Measurable, cumulative, and supportive evidence are present.



LEARNING AND ASSESSMENT: Student learning outcomes clearly align with course objectives and assessments. Measurable understanding of content and/or application of knowledge, through assessment, promotes multiple and varied complex opportunities to demonstrate evidence of learning.



- ✓ Delineated plan and grading scale
- ✓ Defined rubrics
- ✓ Identified learning expectations
- ✓ Monitored and measured learning
- ✓ Validated and inspected learning