Building Assessments into Course Design

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Multiple kinds of assessments, and for multiple purposes.

* For you (learning as a journey)
	+ Knowledge/skills/disposition acquisition
	+ Knowledge/skills/disposition baseline
	+ Student-specific follow-up
	+ Troubleshooting problems
	+ Adjustments for future activities and assignments
	+ Student’s attitudes, values, goals
	+ Student’s interests
* For the student (learning how to learn)
	+ Troubleshooting problems
	+ The Bigger Picture
	+ Metacognitive awareness of learning (classroom/study habits that work or don’t)
* For all (learning as shared/social activity)
	+ Create conversation about the course (for whatever reason)
	+ Know one another as people, not just for our role

An important consideration is timing. *When* should we do assessments that target the above?

Review: Backward Design: Learning Objectives/Student Learning Outcomes

* For the course
* Student-centric
* Specific, graded assignments
* Bloom’s Revised Taxonomy
* With a rubric

Non-Content Content

For this workshop: Focus on one major graded assignment. What are/should be the activities leading up to or following the primary assignment to create or enhance the “conversation”? In short, how do we:

* Make sure students are ready and prepared to do well?
* Get students to assess their own readiness and then their performance?
* Follow up in productive ways?
* Non-Content Content (“You should know this/have this skill before you get here.” Or, “That’s not my job.”)
	+ Study skills
	+ Research skills
	+ Library skills
	+ Writing ability
	+ Ability to work in groups
	+ Ability to schedule long-term projects
	+ Public speaking
	+ Desire to succeed
	+ Grit