




The A Word

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Learning Objectives

-  Explain why assessment of training is important.
-  Identify three techniques to quickly assess learning in a training session.
-  Find additional resources for assessing learning.

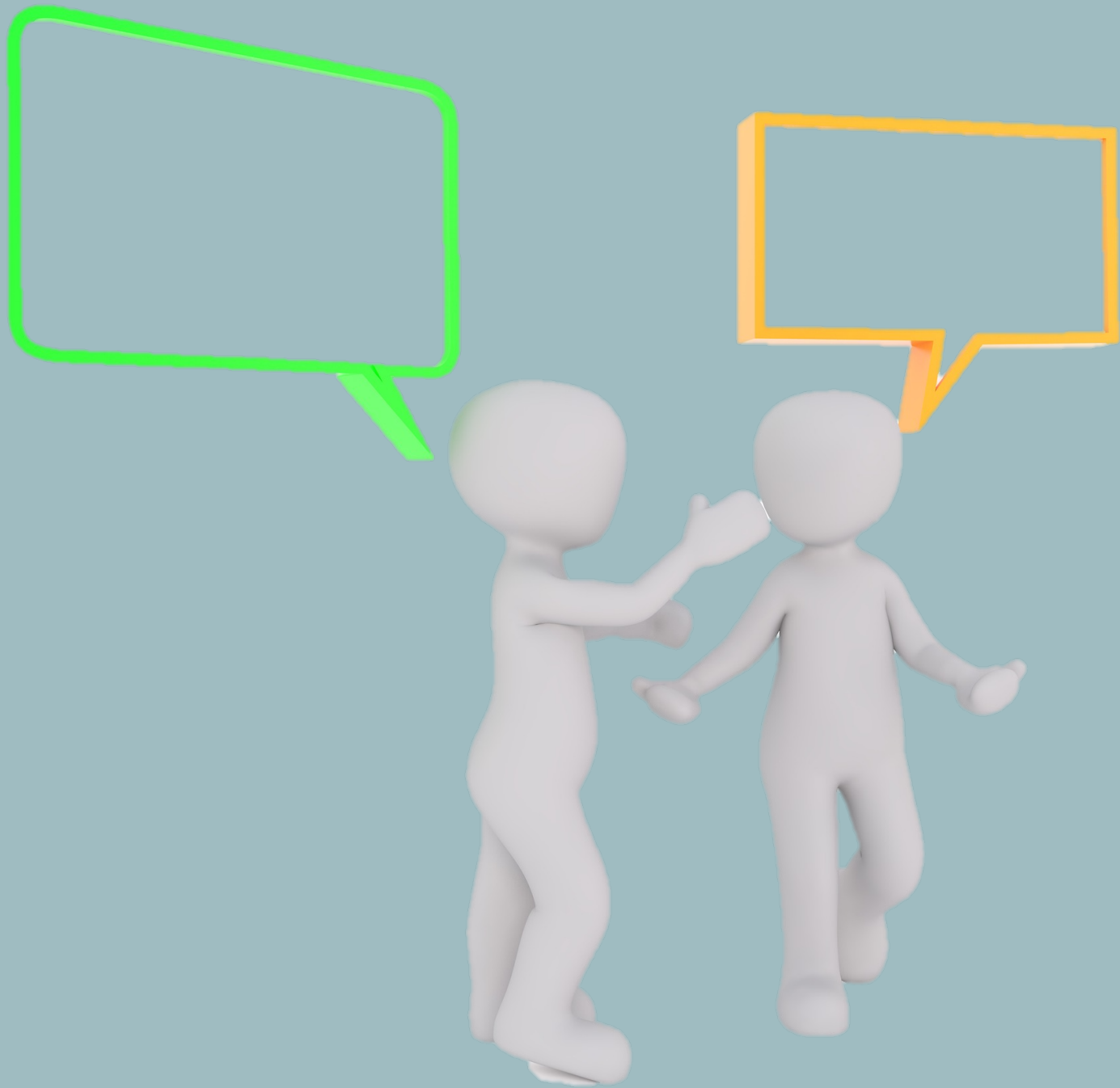
Assessment is...



1:00

Assessment is...





**Pair
and
Share**

Annual academic assessment cycle as viewed from the School level of organization or College One (GE)

Key

The legend shows four categories represented by different bar patterns: a white bar for 'No', a light blue bar for 'Yes', a dark blue bar for 'No', and a hatched bar for 'Yes'.

Feedback & Support

Movement of Reports & Requests

Changes to resource allocation in support of assessment of student learning

Changes to curriculum,
pedagogy, assessment
practices, co-curricular
support

Undergraduate Programs
(FAO lead)

Annual PLO Reports

- Feedback on quality of assessment practices
- Overall findings of PLO report assessment

Dean's Summary & Annual PLO Reports

- **PROC Annual Report**
- **Feedback on quality of program assessment practices**



PROC

- Feedback on quality of assessment practices
- Overall findings of PLO report assessment

**Annual
PLO
Reports**

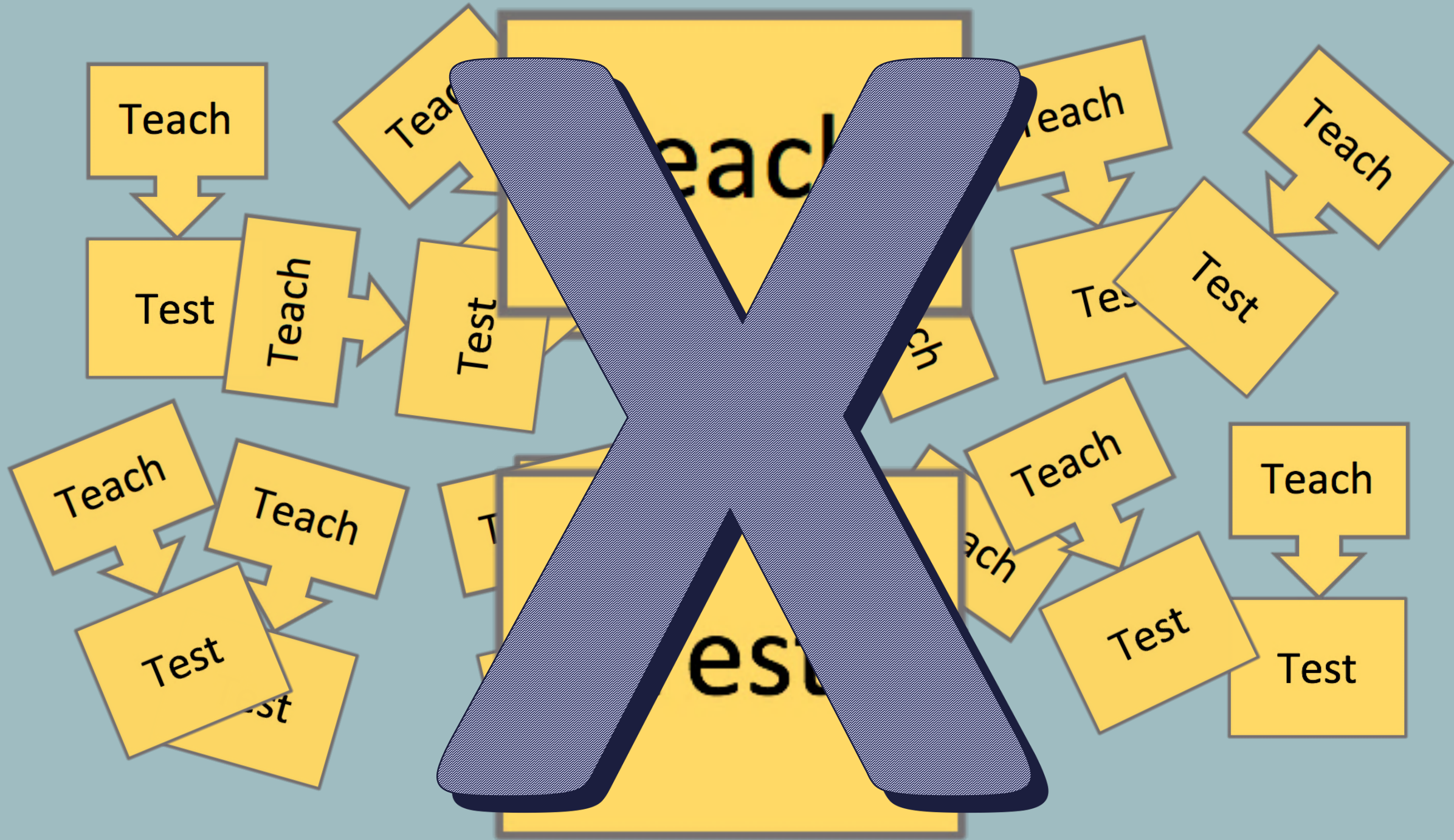
**Committee for
Review of PLO
Reports**



**School-based
Assessment
Specialist**

**Coordinator for
Institutional
Assessment**

**Budget
Committee**



2

**Summative
Assessment**

**Formative
Assessment**

Summative Assessment

Evaluates student learning according to a benchmark.



Program

(NCLEX, LSAT)



Course

(Final exam, project)



Standardized

(STAAR, ACT, SAT)



Topic

(Test, paper, survey)

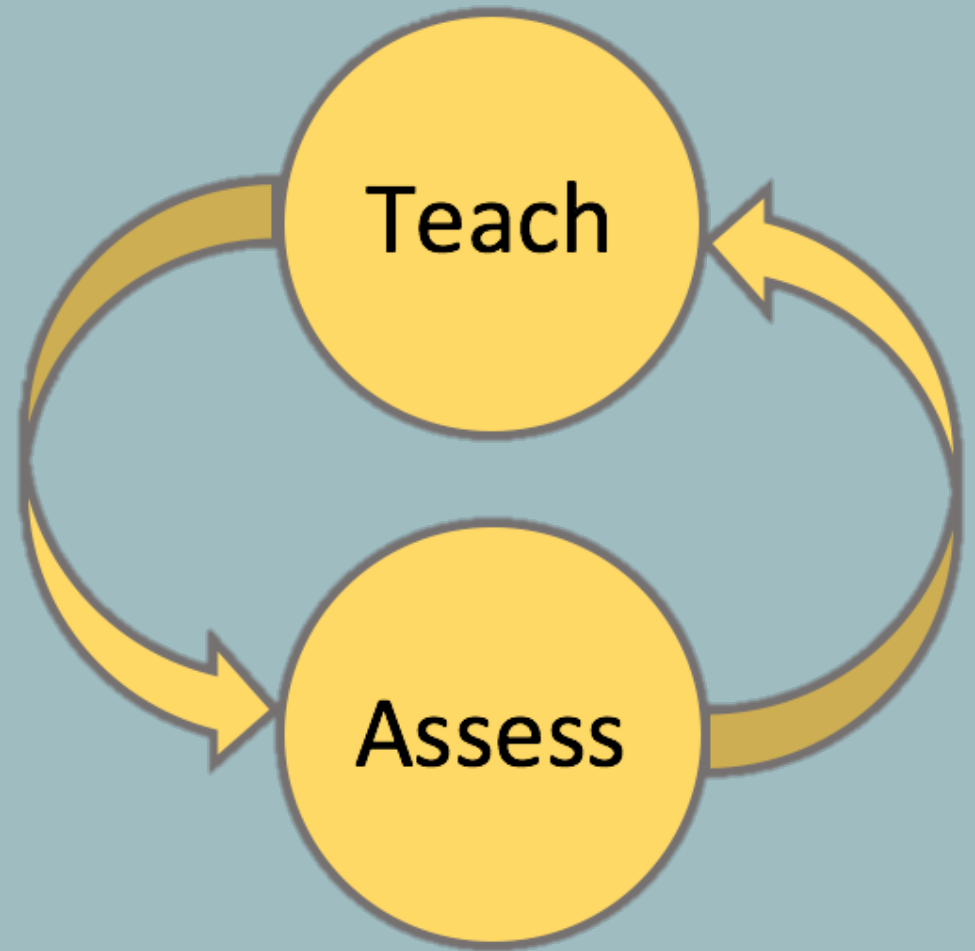


Proof of Training

(Quiz, module)

Formative Assessment

The frequent, interactive checking of learner progress and understanding in order to identify learning needs and adjust teaching appropriately.



A



Formative

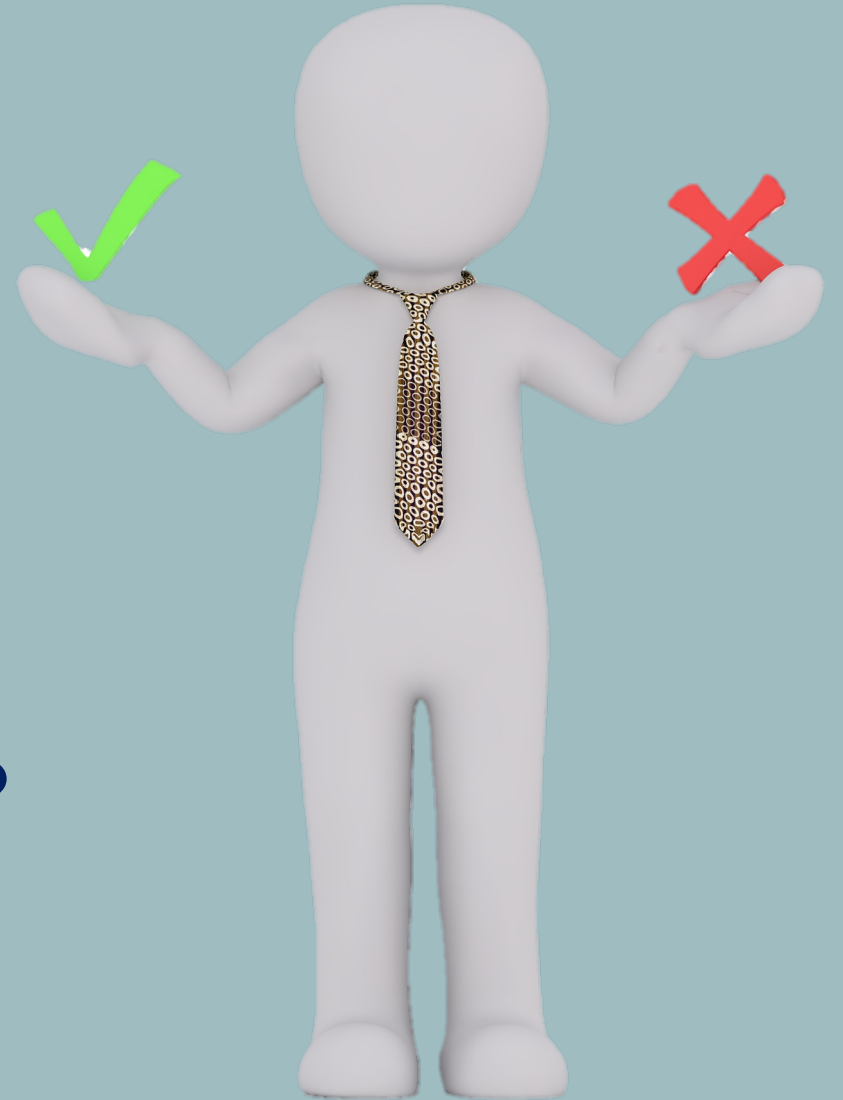


B

Summative

Poll

- Do you send surveys to participants after a training session?
- Do you ask them what they learned?
- What do you do with the results?
- What should you do with the results?



Why is formative assessment important?



Provides immediate feedback to the learner.

Engages learners in the process.

Allows trainer to address misconceptions right away.

Provides immediate feedback to trainer.

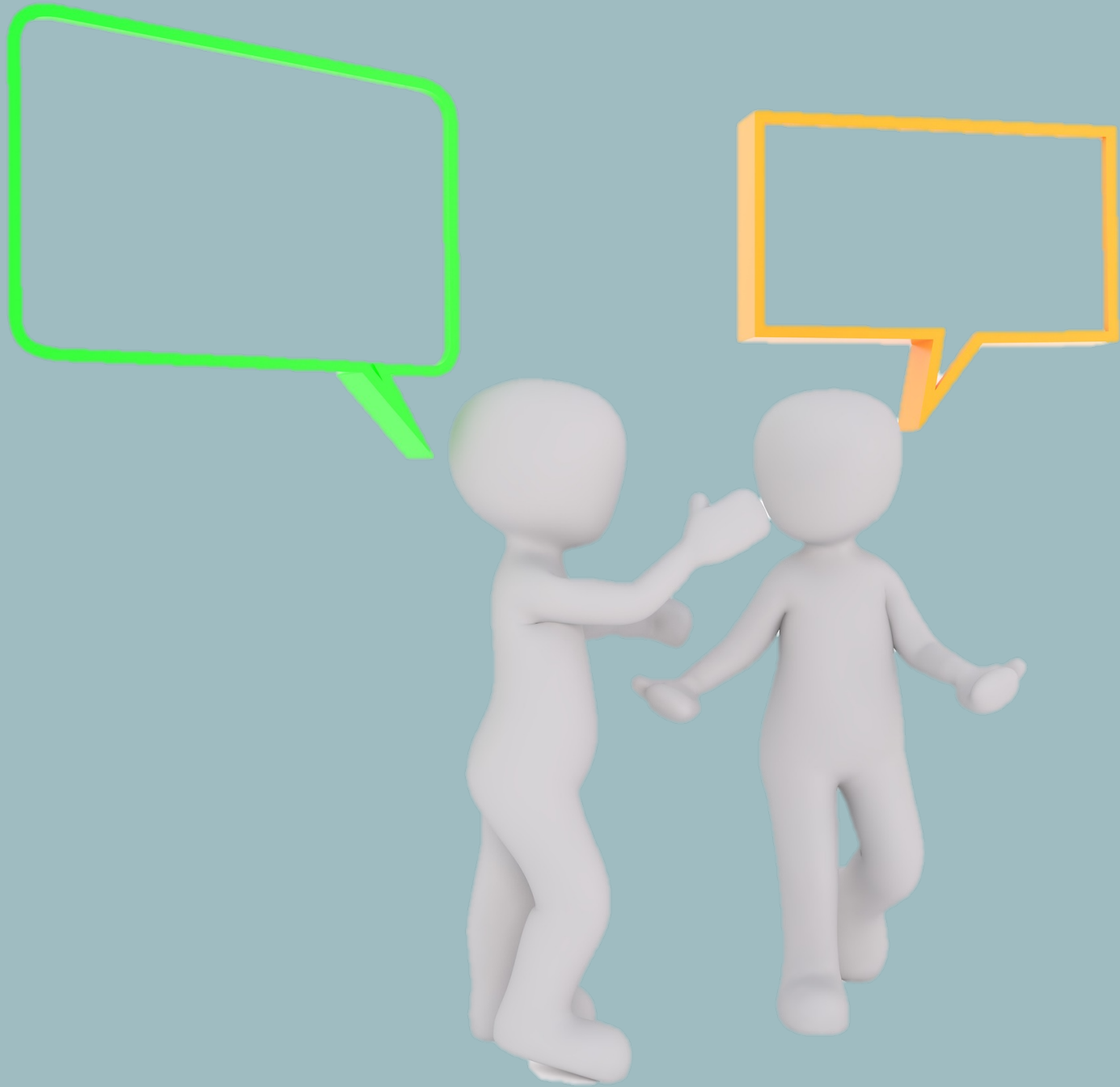
Assessment is...



1:00

Assessment is...





**Did your
definition
change?**

What we used...



Sentence Prompt



Think-Pair-Share



Poll

Additional Activities

- **Minute Paper** - What was the most important thing you learned today? What questions do you still have? What do you still not understand?
- **Who, What, When, Where, Why, How** - 1-sentence summary answering these questions.
- **Concept Map** – Brainstorm topic connections.
- **Jigsaw** – Split into groups; each group discusses a specific topic/chapter/element. Split into new groups so that one person in each group can “teach” the topic just learned/discussed to the others in the group.
- **Paper Pass** – Write down a question you have and pass to your neighbor, next one answers the question (if they can) or indicates they do not know. Keep passing to end of row or end of group or whatever makes sense for your room.

More Resources

- Angelo, T.A. & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass.
- Shank, P. (2017, July 26). *Science of Learning 101: Why Learning Should be Hard*. Association for Talent Development. Retrieved from <https://www.td.org/Publications/Blogs/Science-of-Learning-Blog/2017/07/Science-of-Learning-101-Why-Learning-Should-Be-Hard>
- Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide*. San Francisco: Jossey-Bass.
- *50 CATs by Angelo and Cross*. Posted by University of California-San Diego. Retrieved from http://vcsa.ucsd.edu/files/assessment/resources/50_cats.pdf
- Wehlburg, C. (2002). *Classroom Assessment Techniques (CATS)*. Reprinted by Tomorrow's Professor, Stanford University. Retrieved from <https://tomprof.stanford.edu/posting/467>.



Questions?

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