

## Syllabus

### Course Overview

This course on classroom assessment of adults has two overriding purposes. First, to walk you through the process of creating meaningful classroom assessments of student learning and second, to do the same with strategies you can use to assess your own teaching.

The four competencies connected with this course are identify teaching effectiveness, diverse adult learning, assessment as an ongoing process, and graduate level professional communication. Attainment of these competencies will help you transition to scholar practitioner with research based assessment knowledge. The course is project based in that course assignments in Units 3, 5, and 7 comprise a major part of the final project. This allows you to receive feedback for most of your final project before it is due.

Note that the use of the term *hypothetical* appears throughout the assignment language. This is done because you do not need to refer to an actual courseroom. However, you may use your own courseroom or class if it is available to you.

There are two multimedia discussion questions in this course where you will create and present an audiovisual post. As an educational professional it is important that you be able to convey information orally to your learners concerning assessments.

Therefore, during Units 2 and 9, you will post a video presentation. In Unit 2, you will create a one-page visual illustration of how you perceive classroom assessment as it fits into an institution's culture of assessment. In Unit 9, you will record a 3–5 minute PowerPoint presentation identifying the steps of the cyclical nature of assessment, as well as explain how you would implement the steps into your teaching.

Plan ahead to ensure that you have the appropriate hardware for making and posting a video recording. Kaltura software is available to use at no extra cost from Capella University to record the presentations, but feel free to use other software you may have. Refer to [Using Kaltura](#) for more information about this courseroom tool.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate teaching effectiveness in an educational environment.
- 2 Assess diverse adult learning in an educational environment.
- 3 Analyze assessment and learning as an ongoing process.
- 4 Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education.

### Course Prerequisites

Cannot be fulfilled by transfer.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

#### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Barkley, E. F., & Major, C. H. (2016). *Learning assessment techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Gose, B. (2016). *Disability experts debate merits of universal design*. *The Chronicle of Higher Education*, Special Report, n/a.
- Suskie, L. (2018). *Assessing student learning: A common sense guide (3rd ed.)*. San Francisco, CA: Jossey-Bass.

#### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- EasyCalculation.com. (n.d.). [Standard deviation calculator](https://www.easycalculation.com/statistics/standard-deviation.php). Retrieved from <https://www.easycalculation.com/statistics/standard-deviation.php>
- Microsoft. (n.d.). [Microsoft design: Inclusive](https://www.microsoft.com/en-us/design/inclusive?ocid=inclusivethefilm#inclusive-media-video). Retrieved from <https://www.microsoft.com/en-us/design/inclusive?ocid=inclusivethefilm#inclusive-media-video>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

#### Library

The following suggested readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Gilles, J., Detroz, P., & Blais, J. (2010). An international online survey of the practices and perceptions of higher education professors with respect to the assessment of learning in the classroom. *Assessment and Evaluation in Higher Education*, 36(6), 719–733.
- Gregori-Giralt, E., & Menéndez-Varela, J. L. (2015). Validity of the learning portfolio: Analysis of a portfolio proposal for the university. *Instructional Science*, 43(1), 1–17.
- Jackson, D. (2014). Self-assessment of employability skill outcomes among undergraduates and alignment with academic ratings. *Assessment and Evaluation in Higher Education*, 39(1), 53–72.
- Jacquemin, S. J., Smelser, L. K., & Bernot, M. J. (2014). Twitter in the higher education classroom: A student and faculty assessment of use and perception. *Journal of College Science Teaching*, 43(6), 22–27.
- Raes, A., Vanderhoven, E., & Schellens, T. (2015). Increasing anonymity in peer assessment by using classroom response technology within face-to-face higher education. *Studies in Higher Education*, 40(1), 178–193.
- Simpson-Beck, V. (2011). Assessing classroom assessment techniques. *Active Learning in Higher Education*, 12(2), 125–132.

#### External Resource

- Looney, J. (2008). *Teaching, learning and assessment for adults: Improving foundation skills*. Paris, France: OECD Publishing.

#### Optional

### Projects

#### Project >> Classroom Assessment of Adult Learning

##### Project Overview

In order to assimilate the assessment material from both the course and your outside scholarly reading, you will create a final project on Classroom Assessment of Adult Learning. This project will pull both scholarly and practical work together into a useful concrete deliverable that can be used in your own teaching.

The final course project includes revised assignments from Units 3, 5 and 7, along with a new section where learners present data from previously summarized simulated results. You are required to conclude the final project by identifying an implementation plan for the assessment process as it would be used in an actual course.

There are three segments involved in the final project. They are as follows:

- **Section One** consists of revisions of the Units 3, 5 and 7 assignments based on peer and instructor feedback. This section provides the necessary background context (Unit 3—Creating an Appropriate Basis for Assessment) for both the classroom assessment (Unit 5—Creating Assessments of Student Learning) and the learning assessment technique (Unit 7—Creating Learning Assessment Techniques). You have the opportunity to revise and improve all three assignments, resulting in a more polished final project.
- **Section Two** consists of an examination of an assessment cyclical process as well as your own implementation plan. Included in the implementation plan will be an explanation of how summaries from simulated data (Unit 7—Creating Learning Assessment Techniques) will help guide you to make decisions. Completion of this section will provide you with a concrete map for implementing the concepts and strategies learned in this course.
- **Section Three** is an Appendix which includes an annotated bibliography of at least twelve scholarly articles. By identifying and annotating these articles, you will gain insight into the literature on critical issues in classroom assessment.

### Submission Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work is required regarding your assessment and scholarly writing. Your writing needs to be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations need to be formatted according to current [APA Style and Format](#). When appropriate, use APA-formatted headings.
- **Resources:** A minimum of 12 scholarly resources are required. Resources cannot be from the course text or assigned journal articles.
- **Appendix A:** Annotate your resources (12+) into a bibliography format as Appendix A.
- **Font:** Times New Roman, 12 point.

Refer to the Final Project: Classroom Assessment of Adult Learning Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your final assignment to your instructor as a Word document in the assignment area during the final week in Unit 10 Friday at 11:59 p.m. Central time.

**Note:** Your instructor may use the [Writing Feedback Tool](#) to provide feedback on your writing (the abstract criteria is not relevant for this assignment). In the tool, click the linked resources for helpful writing information.

## Unit 1 >> Defining Assessment

### Introduction

Understanding assessment terminology is the first step toward literacy in the classroom assessment of adults. For example, the verb assess is actually derived from a Latin verb, *assidere*. This term means to sit beside. Keeping this in mind, classroom assessment can be thought of as classroom instructors observing the actual learning processes and then responding to those observations with the goal of improved learning and teaching.

The discussions in Unit 1 ask you to consider your own definition of assessment, substantiated from the literature, within the context of adult learning. From there, you will go further to consider not just the definition, but also the process of classroom assessment of adults.

### Learning Activities

#### u01s1 - Studies

## Readings

Use [Assessing Student Learning: A Common Sense Guide](#) to complete the following:

- Read Chapter 1, "What Is Assessment?," on pages 7–13.
- Read Chapter 2, "The Many Settings for Student Learning and Assessment," on pages 15–22.
- Read Chapter 3, "What Are Effective Assessment Practices?," on pages 23–35.

Use [Learning Assessment Techniques: A Handbook for College Faculty](#) to complete the following:

- Read "Introduction: Conceptual Framework," on pages 1–10.

## Capella Resources

In general, the following Campus and Library resources may be of help to you in this course:

- [Introduction to the Writing Center](#).
  - [Grammar Handbook](#).
  - [APA Guide](#).
  - [APA Style and Format](#).
  - [The Annotated Bibliography](#).
  - [Academic Integrity and Honesty](#).
  - [Capella Writing Feedback Tool](#). (This tool contains many resources that an instructor may recommend to improve your written communication.)
- [Forming a Search Strategy](#).
- [Capella University Library](#).
  - [Skill Development Tutorials](#).
  - [Advanced Library Skills](#).
  - [How Do I Find Peer-Reviewed Articles?](#)

- [Smarthinking Tutoring](#). (A Web-based tutoring service, Smarthinking offers free custom critiques of your papers, as well as real-time chats with online tutors. Plan ahead as the turnaround time for feedback from Smarthinking can be 24–48 hours.)
- [Technical Support](#).

## Audiovisual Media

Use the Internet to view the following:

- [Microsoft Design: Inclusive](#).
  - This video concerns the concept of universal design.
  - Run time: 21:15 minutes.

## Multimedia

- Listen to [Classroom Assessment in Education](#), Dr. Cheryl Bullock's welcome message about this course.

## Suggested – Reading

You may find the following helpful in understanding this unit's topics:

- Read Gilles, Detroz, and Blais's 2011 article, "An International Online Survey of the Practices and Perceptions of Higher Education Professors With Respect to the Assessment of Learning in the Classroom," from *Assessment and Evaluation in Higher Education*, volume 36, issue 6, pages 719–733.

## Suggested – Multimedia

- View [Principles of Andragogy](#) for an overview of adult learning.

### u01s2 - Preparation

Take some time this week to prepare for your assignment due in Unit 3, Creating an Appropriate Basis for Assessment. You will create background information for your final assessment project. By identifying a learner audience and content subject that applies to your professional area of interest. View the assignment directions in Unit 3 and the Unit 3 scoring guide for more information.

### u01s3 - Using Kaltura

In this course, you will use Kaltura or another software of your choice to create an audiovisual presentation in the second discussion in Unit 2.

In preparation for using Kaltura in this course, complete the following:

- Refer to [Using Kaltura](#) for directions on recording and submitting your recording in the courseroom using Kaltura.
- If you have not already done so, set up and test your headset, using the installation instructions provided by the manufacturer. Then practice using it to ensure the audio quality is sufficient.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

To make your recorded information available to all learners, please plan to post a transcript of your audio in the second discussion of Unit 2.

### u01d1 - Defining Classroom Assessment

Provide a definition of classroom assessment as it relates to adults. Articulate your definition using both scholarly literature and at least one example.

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

## Response Guidelines

Respond to two other learners commenting on how their definition differed from your definition of classroom assessment.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

### u01d2 - Classroom Assessment as a Process

In this discussion explain why assessment should be considered more of a process than an entity. How does the relationship of instruction and learning fit into this process?

## Response Guidelines

Respond to at least one other learner by comparing and contrasting your post to their post regarding how learning and instruction relate.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

## Unit 2 >> Universal Design for Learning and Culture of Assessment

### Introduction

Universal design for learning (UDL) takes the concept of assessment accommodation to a higher level. Within UDL are principles that apply to all components of the process of assessment. The Venn diagram illustrated in this unit's Studies shows that learning objectives, course material, and class activities all need to be considered within the process of assessment.

In this unit, you will investigate, from both a scholarly and a practical perspective, how UDL fits into the process of classroom assessment for adults.

The second topic in this unit is that of institutional culture with regard to assessment. This is important to study, because meaningful classroom assessment is a first step toward establishing an institutional culture of assessment.

### Learning Activities

#### u02s1 - Studies

## Readings

Use [Assessing Student Learning: A Common Sense Guide](#) to complete the following:

- Read Chapter 4, "Learning Goals: Articulating What You Most Want Students to Learn," on pages 39–61.
- Read Chapter 5, "Designing Curricula to Help Students Learn What's Important," on pages 63–84.

Use [Learning Assessment Techniques: A Handbook for College Faculty](#) to complete the following:

- Read Chapter 1, "Clarifying What You Want Students to Learn," on pages 11–23.
- Read Chapter 2, "Determining Your Purpose for Assessing Student Learning," on pages 24–29.

Use the Capella University Library to complete the following:

- Read Gose's 2016 article, "[Disability Experts Debate Merits of Universal Design](#)," from *The Chronicle of Higher Education*.

Use the Internet to complete the following:

- View [Standard Deviation Calculator](#) from EasyCalculation.com.
  - This is a resource you can use to calculate the standard deviation of your assessment results.

## Discussion Preparation

In this unit's second discussion, you will explain your one-page visual illustration of how you perceive classroom assessment as it fits into an institution's culture of assessment. Prepare to use Kaltura or similar software to explain your post. To make your recorded information available to all learners, please post a transcript of your audio in this unit's second discussion.

- Refer to the [Using Kaltura](#) tutorial for directions on recording and submitting your recording in the courseroom using Kaltura.
- **Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@capella.edu](mailto:DisabilityServices@capella.edu) to request accommodations.
- Before you begin, use your headset with a microphone to record yourself talking to your audience for a minute or two. The purpose is to check the sound quality and your ability to record; you do not want to detect recording errors after you begin.

## Multimedia

- View the Venn diagram [Components of Assessment Planning](#).
  - This diagram shows that learning objectives, course material, and classroom activities must all play into the development of a valid classroom assessment.
- View the [APA Module](#).
  - This module will enable you to learn more about APA style and formatting, which must be used for your assignments throughout this course.
  - For additional information, visit [APA Style and Format](#) in the Writing Center.

## Suggested – Reading

You may find the following helpful in understanding this unit's topics:

- Read Looney's 2008 text, *Teaching, Learning and Assessment for Adults: Improving Foundation Skills*, from OECD Publishing.

### u02s2 - Preparation

Read the requirements for the Unit 3 assignment, Creating an Appropriate Basis for Assessment. Begin to think about the hypothetical audience you will identify in this assignment.

### u02d1 - Universal Design for Learning

How do the principles of universal design for learning (UDL) impact the classroom assessment of adult learners?

## Response Guidelines

Respond to two other learners with a realistic example of how their discussion of UDL could be implemented in an actual classroom assessment.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u02d2 - Classroom Assessment Within a Culture

For this discussion, refer to the Studies area as well as scholarly literature on institutional cultures of assessment and complete the following:

- Create a visual illustration of how you perceive classroom assessment as it fits into an institution's culture of assessment. You may use, for example, a cyclical presentation.
- Using your one page illustration, create a three-minute audiovisual Kaltura (or similar software) presentation that explains your visual illustration. Share the presentation with your peers in the discussion area, and include a transcript of your presentation.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

## Response Guidelines

Watch at least four audiovisual presentations from your peers. For your response, post questions to two other learners regarding their presentation.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Kaltura](#)

### Unit 3 >> Planning for Assessment

#### Introduction

The process of assessment requires planning. Assessment planning should be guided by what the learners are expected to learn and by what they have been taught. These expectations should be consistent with both the learning environment and the instructional objectives.

You will post a draft of your first assignment in discussion two of this unit. This will allow you to receive peer feedback on your assignment prior to formal submission. Ultimately, the feedback that you receive from both your peers and instructor will allow you to make revisions to this assignment when you incorporate it into your final course project.

#### Learning Activities

##### u03s1 - Studies

## Readings

Use [Assessing Student Learning: A Common Sense Guide](#) to complete the following:

- Read Chapter 6, "How Will Your Evidence of Student Learning Be Used?," on pages 85–92.
- Read Chapter 7, "Planning Assessments in Academic Programs," on pages 93–103.
- Read Chapter 8, "Planning Assessments in General Education, Co-curricula, and Other Settings," on pages 105–114.

## Multimedia

- View [The Cognitive, Psychomotor, and Affective Domains](#) to learn more about the definition and assessment of the domains.
- View a video overview of [Standard Deviation](#).

## Suggested – Multimedia

- Listen to [Tests, Inferences, Assessment](#), in which Dr. W. James Popham discusses tests, accountability, and ways that curricular goals and assessment are interrelated.
- View [Creating Goals for the Assessment of Learning Outcomes](#), an introduction and practice regarding SMART (specific, measurable, attainable, realistic, and time-bound) goals.

### u03d1 - Planning for Assessment

For this discussion, explain the various stages involved in planning a classroom assessment.

## Response Guidelines

Respond to two other learners by providing at least one concrete example of how you would implement one of their stages in an actual learning environment.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u03d2 - Draft Feedback for Unit 3 Assignment

By this Saturday at noon, post a draft of your first assignment in order to receive feedback from a peer prior to final submission at the close of Unit 3.

Include areas where you would like certain feedback or ask your peers a question if appropriate.

## Response Guidelines

Review other learners' discussion posts and respond to at least two learners with your feedback. Be sure to ask questions if you need clarification on their posts. Please choose a peer who has not received feedback, so that everyone receives a response.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u03a1 - Creating an Appropriate Basis for Assessment

The final project for this course will include the assignments in Units 3, 5 and 7. This week, you will create background information for your final assessment project. This information leads into the following two assignments, so it is essential to identify a learner audience and content subject that applies to your professional area of interest.

As a higher education instructor, it is important to create classroom assessments that comply with the principles of universal design for learning. Additionally, assessments need to be aligned with both the subject matter and the target learner's academic level.

For this assignment, create the necessary background information needed to ensure there is compliance and alignment for a hypothetical assessment by completing the following:

- Identify a hypothetical, diverse group of adult learners.
  - Identify how many learners are in this group.
  - Identify what makes the group diverse (for example, English as a second language and hearing impaired learners).
  - Explain the reasons the learners have for attending the hypothetical class.
- Analyze scholarly literature regarding universal design for learning.
  - Analyze peer reviewed articles on universal design for learning.
  - Apply universal learning to your diverse group of learners.
  - Analyze how to apply the principles of universal design for learning to your defined specific audience of learners.
- Explain the academic subject content to be used for an assessment.
  - Identify a content subject appropriate for the adult learner audience for an assessment.
    - Explain the content: Nursing education, IT education, mathematics, GED, et cetera.
  - Write three to five learning objectives for the chosen subject content.
- Analyze scholarly literature regarding universal design for learning for both summative and formative learning.
  - Apply universal learning within the context of both summative and formative learning assessments.
    - Explain appropriate times during a term when formative and summative assessments differ and when they should be planned.

### Submission Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work is required regarding your assessment and scholarly writing. Your writing needs to be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations need to be formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.
- **Resources:** A minimum of three scholarly resources are required. Resources cannot be from the course text or assigned journal articles.
- **Font:** Times New Roman, 12 point.

Refer to the Creating an Appropriate Basis for Assessment scoring guide to ensure that you meet the grading criteria for this assignment.

Submit your assignment to your instructor as a Word document in the assignment area by Sunday, 11:59 p.m. Central time.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing (the abstract criteria is not relevant for this assignment). In the tool, click the linked resources for helpful writing information.

Course Resources

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

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[APA Guide](#)

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[Capella University Library](#)

## Unit 4 >> Strategies for Resource and Time Management

### Introduction

You will identify resource needs for effective classroom assessment in this unit. While the resource requirements for classroom assessments are varied, instructor time is typically at the top of the required resource list. Simply put, assessment requires faculty member time input in order to provide valuable output in the form of valid classroom assessments.

However, faculty members are often time constrained. Consequently, you will identify and present strategies to help maximize assessment impact while minimizing resources such as faculty member time during this unit.

## Learning Activities

### u04s1 - Studies

## Readings

Use [\*Assessing Student Learning: A Common Sense Guide\*](#) to complete the following:

- Read Chapter 15, "Designing Rubrics to Plan and Assess Assignments," on pages 189–203.
- Read Chapter 16, "Creating Effective Assignments," on pages 205–214.
- Read Chapter 17, "Writing Multiple-Choice and Other Objective Tests," on pages 215–234.
- Read Chapter 23, "Summarizing and Storing Evidence of Student Learning," on pages 305–317.
- Read Chapter 24, "Analyzing Evidence of Student Learning," on pages 319–330.

## Multimedia

- Complete the interactive media [Norm-Referenced Versus Criterion-Referenced Assessment](#).

## Suggested – Reading

You may find the following helpful in understanding this unit's topics:

- Read Jackson's 2014 article, "Self-Assessment of Employability Skill Outcomes Among Undergraduates and Alignment With Academic Ratings," in *Assessment and Evaluation in Higher Education*, volume 39, issue 1, pages 53–72.

### u04s2 - Preparation

Read the requirements for the Unit 5 assignment, *Creating Assessments of Student Learning*.

Begin to create an academic assessment of learning appropriate for your diverse hypothetical audience identified in assignment one. Refer to the *Creating Assessments of Student Learning* scoring guide in order to comprehend the grading requirements for the assignment.

### u04d1 - Creating, Grading, and Using Results

Creating, grading, and then using results from classroom assessments can be time consuming for faculty members.

Explain two valid techniques that faculty members can use to maximize assessment value while minimizing time spent.

## Response Guidelines

Respond to at least one other learner commenting on their strategy.

## u04d2 - Peer Assessment and Self-Assessment

Use your course materials as well as the scholarly literature to provide examples of how both peer assessment and learner self-assessment can fit into the process of classroom assessment.

### Response Guidelines

Respond to two learners for this discussion. Provide each learner with at least one concrete illustration of how you would implement one of their examples (either peer or learner self-assessment) in an actual learning environment.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 5 >> Assessment of Student Learning

### Introduction

Assessments of student learning are both a common and an acceptable way to measure what students have learned in the classroom. These assessments typically have two broad categories of items: selection type and supply type. Multiple-choice and true-or-false questions are the most common selection type items. You will learn about and create selection items that are both valid and able to measure higher order thinking skills.

Supply type items ask learners to provide the answer rather than make some type of a choice from an available selection. These item types include short-answer, restricted-response, and extended-response essay. You will learn strategies and techniques to effectively create supply type items in this unit.

You will post a draft of your second assignment in discussion one of this unit. This will allow you to receive peer feedback on your assignment prior to formal submission. Ultimately, the feedback that you receive from both your peers and instructor will allow you to make revisions on this assignment when you incorporate it into your final course project.

### Learning Activities

#### u05s1 - Studies

### Readings

Use [\*Assessing Student Learning: A Common Sense Guide\*](#) to complete the following:

- Read Chapter 9, "Guiding and Coordinating Assessment Efforts," on pages 117–125.
- Read Chapter 10, "Helping Everyone Learn What to Do," on pages 127–137.
- Read Chapter 11, "Supporting Assessment Efforts," on pages 139–147.
- Read Chapter 13, "Collaborating on Assessment," on pages 165–173.
- Read Chapter 14, "Valuing Assessment and the People Who Contribute," on pages 175–186.

### Suggested – Reading

You may find the following helpful in understanding this unit's topics:

- Read Gregori-Giralt and Menéndez-Varela's 2015 article, "Validity of the learning portfolio: Analysis of a portfolio proposal for the university," from *Instructional Science*, volume 43, issue 1, pages 1–17.

## Suggested – Multimedia

- View [Interactive Grading Rubric](#) to learn about formative rubric development.

### u05d1 - Draft Feedback for Unit 5 Assignment

By this Thursday at midnight Central time, post a draft of your second assignment in order to receive feedback from a peer prior to final submission in Unit 5.

Include areas where you would like certain feedback or ask your peers a question if appropriate.

## Response Guidelines

Choose one peer and provide constructive edits to their draft. Please choose a peer who does not have a comment so everyone receives feedback.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u05a1 - Creating Assessments of Student Learning

As an instructor, it is important to create appropriate and effective academic assessments of learning that align with learning objectives as well as are appropriate for the learner audience.

For this assignment please complete the following:

- Incorporate the knowledge you acquired from your studies concerning quality academic assessments of learning and assess a minimum of three scholarly articles on the topic of creating student assessments of learning.
- Create an appropriate academic assessment of learning and include the following:
  - Construct appropriate assessment items that adhere to best practices in both adult learning theory and universal design for learning.
  - At a minimum, include the following in your assessment for adult diverse learners and the identified content area:
    - Create 10 multiple choice items.
    - Create 5 true-or-false items.
    - Create 2 short answer items.
    - Create 1 interpretive exercise.
- Design clear instructions for the assessment of student learning at the appropriate level for both the learner and administrator.
  - Create instructions for the learner as to how to take the assessment.
  - Create instructions for the administrator as to how to appropriately administer the assessment.
- Create a rubric for the assessment of student learning.
  - Identify best practices for creating a rubric.
  - Synthesize adult learning theories, best practices, and peer reviewed literature on rubrics.
- Generate simulated results (include a variety of scores) for the group of hypothetically identified diverse adults (from assignment one) for the assessment of student learning for just the multiple choice items.
  - Calculate the mean, mode, and standard deviation for each hypothetical learner's multiple choice section of the assessment.

## Submission Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work is required regarding your assessment and scholarly writing. Your writing needs to be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations need to be formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.

- **Resources:** A minimum of three scholarly resources are required. Resources cannot be from the course text or assigned journal articles.
- **Font:** Times New Roman, 12 point.

Refer to the Creating an Appropriate Basis for Assessment Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your assignment to your instructor as a Word document in the assignment area by Sunday, 11:59 p.m. Central time.

**Note:** Your instructor may use the Writing Feedback Tool to provide feedback on your writing (the abstract criteria is not relevant for this assignment). In the tool, click the linked resources for helpful writing information.

Course Resources

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

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[APA Guide](#)

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[Capella University Library](#)

## Unit 6 >> Grading and Rubrics

### Introduction

Done well, grading provides a mechanism for you as an instructor to motivate learners and to communicate learner achievement status. The process of grading, however, often misses the mark for both, because instructors are not adequately trained in the best practices of interpreting assessments and assigning grades. For example, many instructors have never received training on basic concepts covered in this unit such as item discrimination.

Instructors need to understand their own philosophy with regard to grading. You will consider and create a personal grading philosophy in this unit.

### Learning Activities

#### u06s1 - Studies

## Readings

Use *Learning Assessment Techniques: A Handbook for College Faculty* to complete the following:

- Read Chapter 4, "Implementing a Learning Assessment Technique," on pages 43–51.
- Read Chapter 5, "Analyzing and Reporting What Students Have Learned," on pages 52–66.

## Suggested – Multimedia

- View various assessment methods in [Assessing Reliability](#).
- Complete [Interview with Natasha Jankowski](#) to learn the importance of analyzing assessment results and how the results contribute to successful educational experiences.

#### u06s2 - Preparation

Take the time to research the requirements for the next assignment in Unit 7, on Creating Learning Assessment Techniques.

Refer to the Creating Learning Assessment Techniques scoring guide to clarify all expected components.

### **u06d1 - Grading Philosophy**

Use your studies and scholarly literature to research and identify your grading philosophy.

One train of thought is that the amount of learner effort should be considered when grading learners' academic work.

For this discussion, explain how grading for effort aligns with your philosophy of grading.

### **Response Guidelines**

Respond to at least one other learner comparing and contrasting your grading philosophy with theirs.

Course Resources

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Graduate Discussion Participation Scoring Guide

### **u06d2 - Item Discrimination**

The concept of item discrimination in classroom assessment is important.

Discuss this concept and pull from both the scholarly literature and course resources to explain why an instructor should be interested in the concept of item discrimination within the context of classroom assessments.

### **Response Guidelines**

Respond to at least one other post, commenting on that learner's explanation.

Course Resources

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Graduate Discussion Participation Scoring Guide

## **Unit 7 >> Learning Assessment Techniques**

### **Introduction**

Learning assessment techniques are presented and discussed in this unit as ways to assess learning across academic disciplines. These techniques differ from the assessment of student learning covered earlier in the course in that they tend to be more informal and designed to help you as an instructor monitor your own teaching.

You will post a draft of your third assignment in discussion one of this unit. This will allow you to receive peer feedback on your assignment prior to formal submission. Ultimately, the feedback that you receive from both your peers and instructor will allow you to make revisions on this assignment when you incorporate it into your final course project.

### **Learning Activities**

#### **u07s1 - Studies**

## Readings

Use *Learning Assessment Techniques: A Handbook for College Faculty* to complete the following:

- Read Chapter 6, "Closing the Loop," on pages 67–69.
- Read Chapter 7, "Teaching and Assessing for the Foundational Knowledge Domain," on pages 73–133.

## Suggested – Reading

- Read Simpson-Beck's 2011 article, "Assessing Classroom Assessment Techniques," from *Active Learning in Higher Education*, volume 12, issue 2, pages 125–132.

## Suggested – Multimedia

- View [Characteristics and Attributes of Effective Teaching](#).

### u07d1 - Draft Feedback for Unit 7 Assignment

By this Thursday at midnight, post a draft of your third assignment in the discussion area in order to receive feedback from a peer prior to your final submission in Unit 7.

Include areas where you would like certain feedback or ask your peers a question if appropriate.

## Response Guidelines

Choose one peer and provide constructive edits to that learner's draft. Choose a peer who does not have a comment so everyone receives feedback.

Submit your Unit 7 discussion response by Saturday at noon, Central time.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u07a1 - Creating Learning Assessment Techniques

As an instructor, it is important to create appropriate and effective learning assessment techniques to monitor both the classroom environment as well as teaching effectiveness.

For this assignment, incorporate the knowledge you acquired from your studies and scholarly literature concerning the purpose and use of results from learning assessment techniques and complete the following:

- Create one appropriate learning assessment technique.
  - Identify the purpose of the learning assessment technique.
  - Construct appropriate assessment items by following both best practices of universal design for learning and adult learning theories.
  - Explain how the results from the learning assessment technique can be used to monitor the classroom environment or teaching effectiveness.
- Design clear instructions for the learning assessment technique at the appropriate level for both the learner and administrator.
  - Create instructions for the learner as to how to take the assessment.
  - Create instructions for the administrator as to how to appropriately administer the assessment.

## Submission Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work is required regarding your assessment and scholarly writing. Your writing needs to be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations need to be formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.
- **Resources:** A minimum of three scholarly resources are required. Resources cannot be from the course text or assigned journal articles.
- **Font:** Times New Roman, 12 point.

Refer to the Creating Learning Assessment Techniques Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your assignment to your instructor as a Word document in the assignment area by Sunday, 11:59 p.m. Central time.

**Note:** Your instructor may use the Writing Feedback Tool to provide feedback on your writing (the abstract criteria is not relevant for this assignment). In the tool, click the linked resources for helpful writing information.

Course Resources

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

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[APA Guide](#)

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[Capella University Library](#)

## Unit 8 >> Assessments of Different Domains

### Introduction

Traditionally, there have been three domains of learning covered by assessment: cognitive, affective, and kinesthetic. However, more recent scholarly thought on this topic has expanded these categories in varied ways. For example, you will encounter learning domains categorized in this unit as foundational, application, integration, and caring.

You will access course materials and scholarly literature to contrast the more traditional as well as the more progressive concepts of domains of learning that can and should be assessed.

### Learning Activities

#### u08s1 - Studies

## Readings

Use *Learning Assessment Techniques: A Handbook for College Faculty* to complete the following:

- Read Chapter 8, "Teaching and Assessing for the Application Learning Domain," on pages 73–201.
- Read Chapter 9, "Teaching and Assessing for the Integration Domain," on pages 202–260.
- Read Chapter 10, "Teaching and Assessing for the Human Dimension Domain," on pages 261–311.
- Read Chapter 11, "Teaching and Assessing for the Caring Domain," on pages 312–357.
- Read part of Chapter 12, "Teaching and Assessing for the Learning How to Learn Domain," on pages 358–360.

## Suggested – Reading

You may find the following helpful in understanding this unit's topics:

- Read Simpson-Beck's 2011 article, "Assessing Classroom Assessment Techniques," from *Active Learning in Higher Education*, volume 12, issue 2, pages 125–132.

#### u08s2 - Preparation

1. Take time this week to prepare for the second discussion of Unit 9 PowerPoint presentation recording that explains how the various steps within the cyclical nature of assessment will impact your teaching.
  - Again, you will use Kaltura or another software of your choice to post your audiovisual presentation. Refer to the [Using Kaltura](#) tutorial for directions on recording and submitting your recording in the courseroom using Kaltura.
  - **Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.
2. Start work on the last assignment, which is part of your final project due in Unit 10. Refer to the Unit 10 directions and the Final Project: Classroom Assessment of Adult Learning scoring guide for further requirements. You need to address the following:
  - Integrate current scholarly research on universal design for learning to revise a student assessment of learning and a learning assessment technique.
  - Incorporate new learning of adult learning theories and domains of learning into the revisions of previous components.
  - Develop a cyclical assessment process that enhances previous work.
  - Propose an implementation plan explaining change based on an assessment process.
3. During the second discussion of Unit 10, you will submit a draft of your final project for peer feedback by Wednesday at noon. Respond to a peer by Thursday at midnight and then submit your final project by Friday at 11:59 Central time. Therefore, allocate your time accordingly this week to meet these future deadlines during Unit 10.

#### u08d1 - Researching Domains of Learning

Research your studies and scholarly literature on domains of learning.

Discuss the concept of domains of learning within the context of classroom assessment.

### Response Guidelines

Respond to at least one other learner comparing and contrasting your concept of domains of learning.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u08d2 - Current Trends in Learning Domains

How has scholarly discussion changed over the past five years with regard to learning domains?

### Response Guidelines

Respond to at least one other learner by sharing what surprised you about a current trend.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 9 >> The Cyclical Nature of Assessment

### Introduction

Previously, we have examined that classroom assessment has various stages that must each be carefully planned. This allows classroom assessment to be more of a process than an entity.

In Unit 9, you will specifically examine the ongoing and cyclical nature of the classroom assessment process. You will illustrate from a personal perspective what you would teach, how you would teach it, how you would assess what you taught, and finally, how you would revise your assessment process based on the results from the assessments administered.

### Learning Activities

#### u09s1 - Studies

### Readings

Use [\*Assessing Student Learning: A Common Sense Guide\*](#) to complete the following:

- Read Chapter 18, "Assembling Evidence of Student Learning into Portfolios," on pages 235–243.
- Read Chapter 19, "Selecting Published Instruments," on pages 245–257.
- Read Chapter 20, "Other Assessment Tools," on pages 259–272.
- Read Chapter 21, "Assessing the Hard-to-Assess," on pages 273–284.
- Read Chapter 25, "Sharing Evidence of Student Learning," on pages 333–353.
- Read Chapter 26, "Using Evidence of Student Learning to Inform Important Decisions," on pages 355–365.

### Suggested – Reading

You may find the following helpful in understanding this unit's topics:

- Read Raes, Vanderhoven, and Schellens's 2015 article, "Increasing Anonymity in Peer Assessment by Using Classroom Response Technology Within Face-to-Face Higher Education," from *Studies in Higher Education*, volume 40, issue 1, pages 178–193.

### Suggested – Multimedia

- Complete [\*What Teachers Need to Know About Teaching and Learning Survey\*](#) to check your teaching and learning knowledge.

#### u09s2 - Preparation

Continue to complete the requirements for your final project due in Unit 10. In essence, you need to address the following:

- Integrate current scholarly research on universal design for learning to revise a student assessment of learning and a learning assessment technique.
- Incorporate new learning of adult learning theories and domains of learning into the revisions of previous components.
- Develop a cyclical assessment process that enhances previous work.
- Propose an implementation plan explaining change based on an assessment process.

Refer to the Unit 10 assignment directions and the Final Project: Classroom Assessment of Adult Learning scoring guide to verify all components are met.

During the second discussion of Unit 10, you will submit a draft of your final project for peer feedback by Wednesday at noon, respond to a peer by Thursday midnight and then submit your final project by Friday at 11:59 Central time. Therefore, allocate your time accordingly this week to meet these future deadlines.

## u09d1 - Cyclical Nature of Assessment

Create a PowerPoint presentation that explains the various steps within the cyclical nature of assessment. Include speaker's notes.

### Response Guidelines

Respond to at least one other learner with your reaction to their initial post.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u09d2 - Presenting the Cycle of Assessment

As education leaders, we want to constantly refine our presentation speaking skills.

For this discussion, use your PowerPoint presentation created in this unit's first discussion on the various steps within the cyclical nature of assessment and add how each will impact your teaching. Integrate the PowerPoint presentation into a 3–5 minute Kaltura (or similar software) presentation with audio. Please post your video PowerPoint with a script in the notes so that all learners are able to fully participate in this discussion.

Include the following in your presentation:

- An example of how each step in your cyclical nature PowerPoint would be implemented in an actual classroom.
- A summary of how this plan would impact your teaching.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

### Response Guidelines

Watch the presentations of at least two peers and comment on at least one. This discussion gives you an opportunity to learn from viewing your peers and share helpful feedback with them regarding their cyclical nature of assessment presentation.

Consider this feedback in order to incorporate it into your Unit 10 project conclusion section where you discuss the assessment cyclical process and an implementation plan for assessment.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Kaltura](#)

## Unit 10 >> Using Assessment Results to Improve Teaching

### Introduction

In this last unit, you will examine something too often overlooked by instructors; how to use the results from classroom assessments.

The results of classroom assessments can provide guidance to the learner as well as to the instructor. For example, learners make evaluations on what they have mastered and what content they still find confusing based on the grades they received. Instructors can make decisions about what is being taught well and what should be refined to add clarity to the classroom assessments for future learners.

You will create a learning assessment technique integral to the cyclical nature of assessment for this course. Your posted technique will collect responses from your peers and those responses will be used by the course instructor to make informed decisions that will impact future learners in the course.

Also, you will post a draft of your course project in discussion two of this unit. This will allow you to receive peer feedback on your project prior to formal submission by Friday night.

## Learning Activities

### u10s1 - Studies

## Readings

Use [Learning Assessment Techniques: A Handbook for College Faculty](#) to complete the following:

- Read the Conclusion and Examples 44–50 on pages 361–405.

## Multimedia

View [APA Manual: 6th Edition](#) to learn about key aspects to APA formatting.

- Refer to the [APA Style and Format](#) section of the Writing Center for additional information.

## Suggested – Reading

You may find the following helpful in understanding this unit's topics:

- Read Jacquemin, Smelser, and Bernot's 2014 article, "Twitter in the Higher Education Classroom: A Student and Faculty Assessment of Use and Perception," from *Journal of College Science Teaching*, volume 43, issue 6, pages 22–27.

## Suggested – Multimedia

View [Key Concepts of Assessment](#) to look at various attributes connected with qualities of effective assessments.

### u10d1 - Collecting Learner Feedback

Create a learning assessment technique to collect information from your peers about this course.

The peer responses to your technique will be used by your course instructor to monitor the learning environment and make appropriate changes for next term.

## Response Guidelines

Provide your answers to at least one other peer's learning assessment technique. Please choose someone who has not received a response so all learners' techniques will be addressed.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[How Do I Find Peer-Reviewed Articles?](#)

## u10d2 - Draft Feedback for the Final Project

By this Wednesday at noon, post a draft (even if partially complete) of your final project in order to receive feedback from a peer prior to final submission.

Identify areas where you would like someone to respond to you with comments or edits, or ask a question.

## Response Guidelines

By Thursday at midnight, choose one peer and provide constructive edits to their draft. Please choose a peer who does not have a comment so everyone receives feedback.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u10a1 - Final Project: Classroom Assessment of Adult Learning

Classroom assessment should be viewed as a process rather than an entity. Your final project reflects this principle by including assessments of for both teaching and learning, as well as presenting a feasible assessment plan with implementation. The project brings together the first three course assignments as well as incorporates an assessment implementation plan.

Create the final course project assignment by completing the following:

- Revise your assignments from Units 3, 4 and 7 based on peer and instructor feedback.
- Pull the previous assignments together into a cohesive document that also examines information from the following:
  - Universal design for learning by annotating a minimum of three recent scholarly articles.
  - Student assessment of learning by annotating a minimum of three recent scholarly articles.
  - Classroom assessment techniques by annotating a minimum of three recent scholarly articles.
  - Adult learning or domains of learning by annotating a minimum of three recent scholarly articles.
- Assess and integrate the pertinent information from the annotations into the final paper.
- Create a conclusion section that includes an examination of the assessment cyclical process as well as an implementation plan for assessment.
  - Present and use the data from the summarized simulated results from your Unit 5 assignment to identify areas where both the course material and the actual assessment should be modified for future use.
- Create a conclusion section that includes a discussion of the assessment cyclical process as well as an implementation plan for assessment.
  - Use the data from the summarized simulated results to identify areas where both the course material and the actual assessment should be modified for future use.
- Include at least 12 completed annotations as Appendix A to the project.

## Submission Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work is required regarding your assessment and scholarly writing. Your writing needs to be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations need to be formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.
- **Resources:** A minimum of 12 scholarly resources are required. Resources cannot be from the course text or assigned journal articles.
- **Appendix A:** Annotate your resources (12+) into a bibliography format as Appendix A.
- **Font:** Times New Roman, 12 point.

Refer to the Final Project: Classroom Assessment of Adult Learning Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your assignment to your instructor as a Word document in the assignment area by **Friday**, 11:59 p.m. Central time.

**Note:** Your instructor may use the Writing Feedback Tool to provide feedback on your writing (the abstract criteria is not relevant for this assignment). In the tool, click the linked resources for helpful writing information.

Course Resources

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

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[APA Guide](#)

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[Capella University Library](#)

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[The Annotated Bibliography](#)

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[The Writing Process](#)