##### **Worksheet 3.1a – Prerequisites**

Complete this form if you are concerned students may not have the prerequisite SKAs to be able to reach your learning outcomes.

|  |  |
| --- | --- |
| Course title / term |   |
| Diagnostic assessment (**A2, A9, C7**) |
| Tax./ Category 1 | What SKAs do students need as prerequisites for your course?(Based on Worksheets 1.1 & 1.2) | How will you measure this | If a student does not have this SKA, what will you recommend/do? |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
| Add more: (Use the small ‘+’ in the lower-right side to repeat this section) |
|   |   |   |   |
| Check: |
| Will completion of these assessments show students have the appropriate prerequisite SKAs? Notes:  | [ ] Yes | [ ] No | [ ] Partially  | [ ] N/A |
| What supports are available to help students reach the required SKAs? |
|   |

**Please email us to suggest changes, request unprotected forms, or to consult with us – designgrp.online@gmail.com**

##### **Worksheet 3.1b - Assessment Identification**

Metacognitive and inclusivity theories encourage instructors to assess early and often to provide students with feedback.

Start by determining which outcomes/objectives you will assess. You may not need to access some if others build on them. On the other hand, if you do not assess a more basic skill, you may miss an opportunity to provide remedial material.

For each learning outcome and objective, complete the following form.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course title / term |   | Outcome/Obj |   | Tax/Level |   | Assessment number |   |
| Assessment Methods (**C7**) | Group or Individual | Homework or In-class | Allow re-submission? | When is content taught? | When is assess. due? | How will it be submitted? Format? | Notes |
| Test |   |   |   |   |   |   |   |
| Quiz |   |   |   |   |   |   |   |
| Paper  |   |   |   |   |   |   |   |
| Presentation |   |   |   |   |   |   |   |
| Video |   |   |   |   |   |   |   |
| Reflective journal |   |   |   |   |   |   |   |
| Portfolio piece |   |   |   |   |   |   |   |
| Discussion |   |   |   |   |   |   |   |
| Other (Use the small ‘+’ in the lower-right side to repeat this section) |
|   |   |   |   |   |   |   |   |
| Rubric sections that indicate meets Outcome/Obj. |   |
| Grade that indicates meets Outcome/Obj. |   |

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##### **Worksheet 3.1c – Assessment Summary**

|  |  |
| --- | --- |
| Course title / term |   |
| Assess. # | Outcome # | Tax./ Lvl | Assessment1(Method and format) | # points or % of Grade | Materials needed by instructor2 | Materials needed by students3 | Due Date | Date returned | Discussion date | Resubmit date |
| 1 |   |   |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |
| More (Use the small ‘+’ in the lower-right side to repeat this section) |
|   |   |   |   |   |   |   |   |   |   |   |
| Notes2&3:  |
| Check: |
| Will completion of the assessments show students have accomplishes the outcomes? | [ ] Yes | [ ] No | [ ] Partially  | [ ] N/A |
| Notes:  |
| Syllabus update |
| Information about the assessment added? | Added to calendar? |
|   |   |

**Footnotes**:

|  |
| --- |
| 1. Assessment Type Abbreviations |
| Diagnostic  | D |
| Formative  | F |
| Summative  | S |
| Undecided/unknown | ? |

2 & 3. Materials needed by instructor/student - if special materials/equipment/technologies are needed, are they readily available?

**Please email us to suggest changes, request unprotected forms, or to consult with us – designgrp.online@gmail.com**

##### **Worksheet 3.1d - Assessments, Instructions, and Rubrics Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Course title / number | Click or tap here to enter text. | OK | Needs work |
| Whenever possible, provide students with the outcomes and objectives for the assessment |[ ] [ ]
| Metacognitive and inclusivity theories encourage instructors to assess early and often to provide feedback |[ ] [ ]
| Do the instructions meet SMART criteria? |[ ] [ ]
| * **Specific -** Do you describe an attainable outcome? (e.g., does the outcome match the students' SKAs? Not too long, too stringent?)
 |[ ] [ ]
| * **Measurable -** Can a student’s attempt be measured? (e.g., a tangible result is described)
 |[ ] [ ]
| * **Attainable -** Can the assignment be completed given the existing constraints? (e.g., within the SKAs taught)
 |[ ] [ ]
| * **Relevant -** Is the assignment matched to appropriate outcomes and objectives? (e.g., demonstrates ability to complete the courses objectives)
 |[ ] [ ]
| * **Timely -** Is the assignment presented at the proper time in the instruction AND is there ample time being provided for the student to complete the assignment? (e.g., requiring a project task list after teaching basic project management)
 |[ ] [ ]
| Do formative activities provide you and your students an understanding of their progress toward course outcomes and lead to success in the future assessments? (**B2, C7**, C10) |[ ] [ ]
| Do your assessments provide students with options? (**A4, A8, A9, A10, B1, B3, C7**, C11) |[ ] [ ]
| Are the assessments appropriate for all students? (Worksheet 1.2) 1 |[ ] [ ]
| Do you have a mix of types of assessments? (**C7**) |[ ] [ ]
| Are your assessments active and transformative? (**A2**) |[ ] [ ]
| For projects and major assignments, do you include recommended (or required) steps to complete the task (Sheridan Center for Teaching and Learning)? |[ ] [ ]
| On tests and quizzes, consider adding self-assessment & reflection questions to ask students how they prepared and how they should have prepared |[ ] [ ]
| On tests and quizzes, consider adding questions about how the class is progressing (See CATS category “Techniques for Assessing Learner Reactions to Instruction”) |[ ] [ ]
| Review each assessment and rubric to ensure: |[ ] [ ]
| * The assessments build on each other
 |[ ] [ ]
| * The assessment matches the learning outcomes and objectives
 |[ ] [ ]
| * The assessments are at the appropriate level of Bloom’s taxonomies
 |[ ] [ ]
| Review assessments and assessment materials to ensure they are complete, accurate, & clear. (If you have TAs available, ask them to review and comment) |[ ] [ ]
| * Instructions for each activity and assignment
 |[ ] [ ]
| * Instructions and questions on each quiz
 |[ ] [ ]
| * Instructions and questions on each test
 |[ ] [ ]
| * Rubrics (Consider including guidelines in SMART format)
 |[ ] [ ]
| * Pre-developed feedback (feedback for common mistakes)
 |[ ] [ ]
| Consider setting up an online discussion group specifically to answer questions and discuss assignments |[ ] [ ]
| Notes:  |

**Footnotes**:

1 - Appropriate for all students-consider student demographics such as accessibility, financial limitations, time constraints, and cultural concerns. Providing options can include offering multiple assessments from which students can select, and/or offering various delivery methods for the assessment (posters, illustrations, essays, presentations, portfolios, etc.).

**Please email us to suggest changes, request unprotected forms, or to consult with us – designgrp.online@gmail.com**

##### Worksheet 3.1e - Selecting Student Readings

**Side 1: Options**

|  |  |  |  |
| --- | --- | --- | --- |
| Course title / term |  | If a text has been selected for you, title & edition(s) |  |
|  | Deadline for ordering materials: | Contact person/information: |
| Bookstore |  |  |
| Print/copy center |  |  |
| Library |  |  |
| Other: |  |  |
|  | Outcome / Objective # | **Potential Article / Chapter / Pages**(Include journal/book info so you can locate later) | Aligns to Taxonomy(ies) Levels1 | Appropriate for student reading level2 | Provides appropriate representation of different perspectives3 |
|  |  |  | Yes | No | Yes | No | Diverse images | Diverse experts | Variety of deficit & abundance | Appropriate wording |
| 1. |   |   |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
| 2. |   |   |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
| 3. |   |   |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
| 4. |   |   |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
| More: (Use the small ‘+’ in the lower-right side to repeat this section) |
|   |   |  |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
| Do you want to improve student reading skills? |
| Not needed | Yes, as part of course | Yes, special session with student services | Yes, required articles about reading skills (Title/location) | Yes, include reading skill information/references in syllabus | Will you test students on completing any reading skills sessions/materials?4 |
|[ ] [ ] [ ] [ ] [ ]   |
| Notes: |
|  |

Worksheet 2.3a column explanation

* + - 1. Aligns to Taxonomy(ies) Levels - does reading material match as closely as possible the appropriate taxonomy and level of the outcome? While many readings will be a lower level provided to give students the appropriate background, some may be better at challenging a student to improve their SKAs.
			2. Appropriate for student reading level - if students may be challenged by reading level, consider a different selection OR providing reading skill support.
			3. Provides appropriate representation of different perspectives -- racial, gender, ethnicity, socioeconomic status, sexual orientation, and native language ability. “A major cause of (concern that many textbooks are not inclusive and do not foster equity among students) is the lack of ‘representation’ of different perspectives in textbooks, specifically regarding gender, race, ethnicity, socioeconomic status, sexual orientation, and native language ability” (Reid & Maybee, 2021).
			4. Will you test students on completing any reading skills sessions/materials - If yes, add to assessment plan and calendar.

**Side 2: Final selection**

|  |  |
| --- | --- |
| Course title / term |  |
| Outcome / Objective #5 | **Final reading list**(Use row number from above and add info for students on how/where to access) | Required | Recommended | Acceptable editions | Format6 |  | Student Cost(Include copyright fees)8 | Date to discuss in class | Date materials were ordered  |
|  |  |  |  |  | Online | Print | Where do students get it7 |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
| More: (Use the small ‘+’ in the lower-right side to repeat this section) |
|  |  |[ ] [ ]   |[ ] [ ]    |  |  |  |
| Total cost to students (including copyright fees)  |   |  |
| Syllabus update |
| Course materials list added? | Reading due dates added? |
|   |   |
| Notes: |
|   |

**Worksheet 3.1e column explanation**

* + - 1. **Outcome / Objective #** - ensure alignment of readings to course work by indicating match to outcomes.
			2. **Format**- consider if students have appropriate access to material (including computers, tablets, internet service…).
			3. **Where do students get access?** – Use a code such as P for print shop, B for bookstore, L for library, etc.
			4. **Cost to students** - some print shops/copy centers will include copyright costs in the total cost. Used textbooks may not be available if you require the most current edition or a special edition.

**Please email us to suggest changes, request unprotected forms, or to consult with us – designgrp.online@gmail.com**

##### **Worksheet 3.1f - Multiple Choice & True/False Questions**

If you have an assessment that includes multiple choice or true/false questions, consider completing this form for each question.

|  |  |  |
| --- | --- | --- |
| Course title / term | Assessment #:  | Date: |
|   |   |   |
| *Outcome & Obj. #* | *Tax./ Category* | *Assessment Question #1* | *Assessment Answer Options* | *Answer* | *Rationale and/or feedback* |
|   |   |   |   | True |   |
|   |   |   |   | False |   |
|   |   |   |   | False |   |
|   |   |   |   | False |   |
|   |   |   |   | False |   |
| (Use the small ‘+’ in the lower-right side to repeat the following section) |
| *Outcome & Obj. #* | *Tax./ Category* | *Assessment Question #*  | *Assessment Answer Options* | *Answer* | *Rationale and/or feedback* |
|   |   |   |   | True |   |
|   |   |   |   | False |   |
|   |   |   |   | False |   |
|   |   |   |   | False |   |
|   |   |   |   | False |   |

If you use your LMS for this test, you can randomize the answers. Contact your ET for support.

(For help writing multiple choice questions, see *Designing Multiple-Choice Questions,* 2012)

*Designing Multiple-Choice Questions*. (2012, November 6). Centre for Teaching Excellence, University of Waterloo. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/designing-multiple-choice-questions>.

**Please email us to suggest changes, request unprotected forms, or to consult with us – designgrp.online@gmail.com**

##### **Worksheet 3.1g - Short Answer Question Format**

If you have an assessment that includes short answer questions, consider completing this form for each question.

|  |  |  |
| --- | --- | --- |
| Course title / term | Assessment #:  | Date: |
|   |   |   |
| (Use the small ‘+’ in the lower-right side to repeat the following section) |
| Outcome & Obj. # | Tax./ Category | Assessment Question #  |
|   |   |   |
| Correct answer  | Rationale and/or feedback |
|   |   |
| Incorrect but expected answer | Rationale and/or feedback |
|   |   |
| Incorrect but expected answer | Rationale and/or feedback |
|   |   |
| Incorrect but expected answer | Rationale and/or feedback |
|   |   |
| Incorrect and **unexpected** answer  | Rationale and/or feedback |
|   |   |
| Notes: |
|   |

 (For help writing questions, see Exam Questions: Types, Characteristics, and Suggestions, 2012)

*Exam Questions: Types, Characteristics, and Suggestions*. (2012, November 7). Centre for Teaching Excellence, University of Waterloo. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/exams/questions-types-characteristics-suggestions>.

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