

## Let's Talk

What tests have you taken that stood out to you? What made them memorable?





What emotions  
were connected  
to that event?





**Our elearning  
shouldn't do this.**





# TODAY'S GOAL

**At the end of this session**  
you should

**KNOW**  
the importance  
of aligning  
outcomes &  
assessments

**DO**  
and be able to  
create  
authentic  
assessments

**Know and Do**



# Clarification

LET'S CLEAR UP SOME OF THE FUZZY TERMINOLOGY DIFFERENCES



Assessment

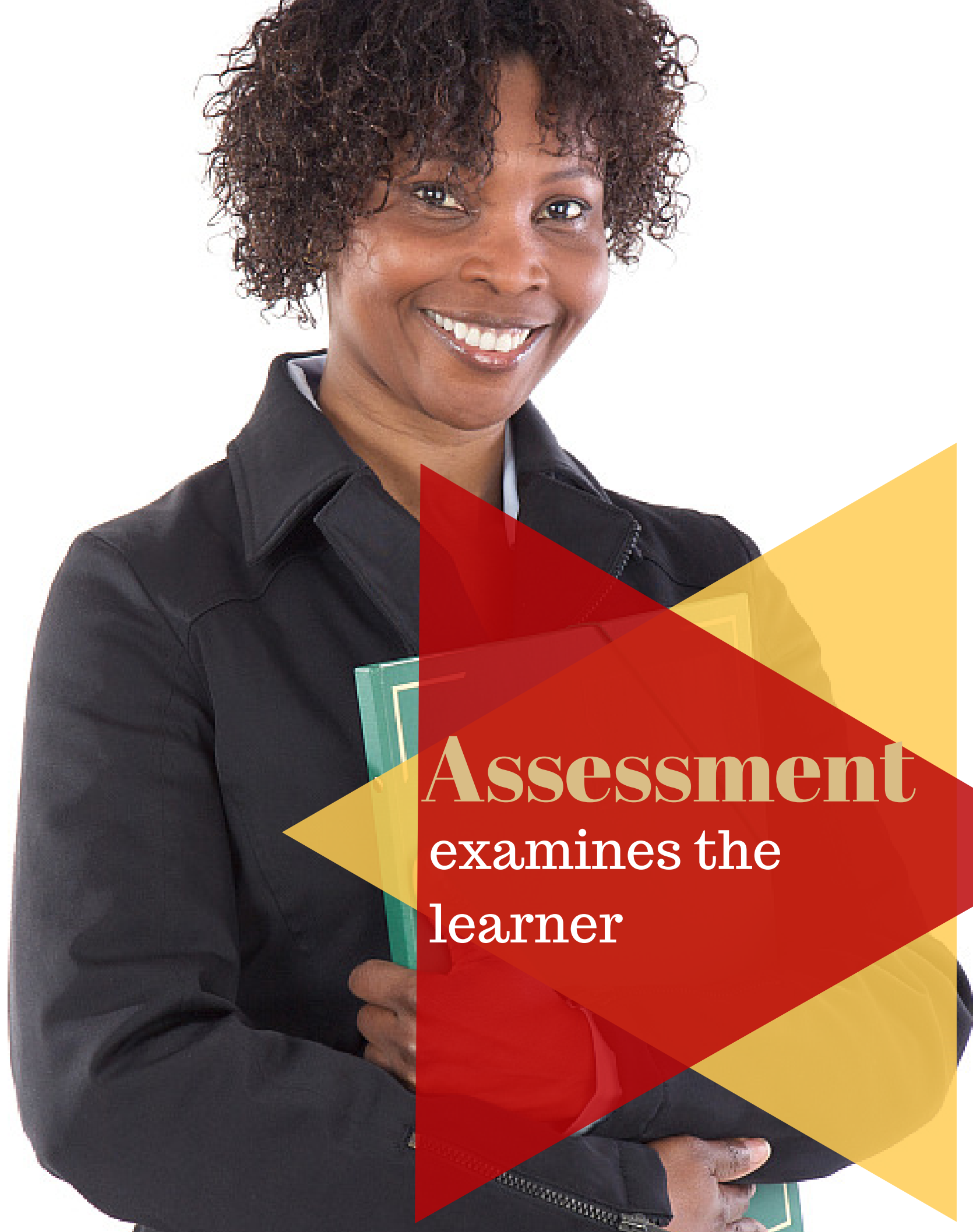


Survey

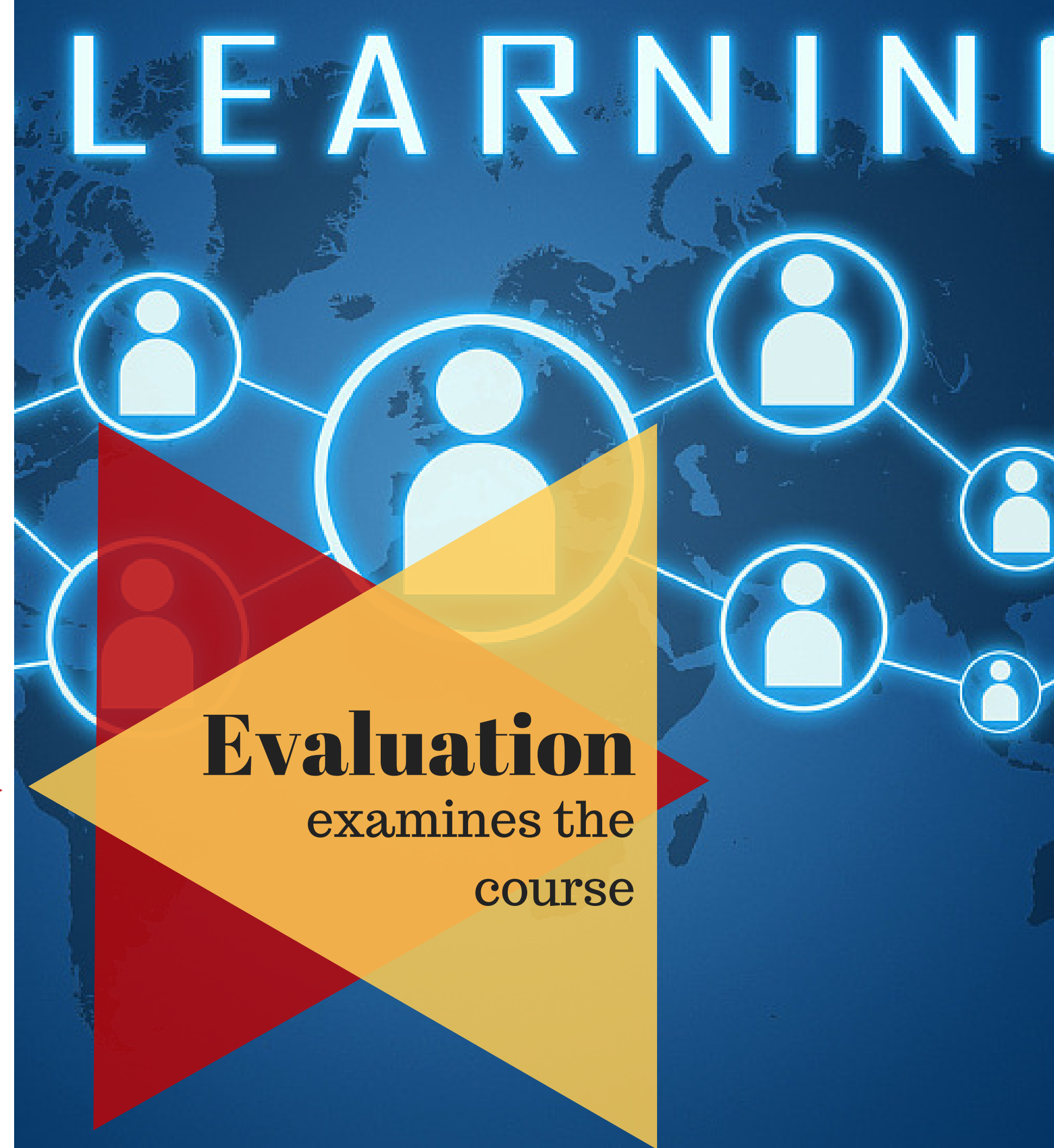


Evaluation





**Assessment**  
examines the  
learner



**Evaluation**  
examines the  
course





# Kirkpatrick Levels

**ASSESSMENT**

**EVALUATION**

**Level 2**

Did they learn it?

**Knowledge**

**Level 3**

Can they do it?

**Behavior**

**Level 1**

Did they like it?

**Reaction**

**Level 4**

Was it worth it?

**ROI/ROE**



**Inquiring minds  
want to know.....**





# LET'S TAKE A POLL!

When do you  
usually create  
your assessments?

- a) First thing in my design process
- b) Early in the design process
- c) Midway through the design process
- d) Near the end of the design process
- e) At the end of content development



**Why do we assess  
learners??**



# To measure learning, right?

Thank you, Captain Obvious.

Captain Obvious is a trademark of hotels.com







Which ribbon section is used for creating a page break in Word 2010?  
*(Check all that apply)*

- ☐ Home: Clipboard
- ☐ Insert: Pages
- ☐ Page Layout: Page Setup
- ☐ Page Layout: Arrange
- ☐ Insert: Illustrations

**What's wrong with this question?**



Assessment  
should measure  
learner  
**PERFORMANCE**  
or a close  
simulation of it




**So why do we keep  
testing vocabulary??**



**We forget  
the goal.**





A photograph of a workspace on a wooden desk. On the left, a portion of a silver laptop is visible, showing the keyboard and trackpad. To its right is an open, blank notebook with a light-colored cover and a grid pattern on the pages. A black pen lies diagonally across the right page of the notebook. The background is a blurred wooden surface.

Objective 1  
Objective 2  
Objective 3

**Why do we write  
objectives?**



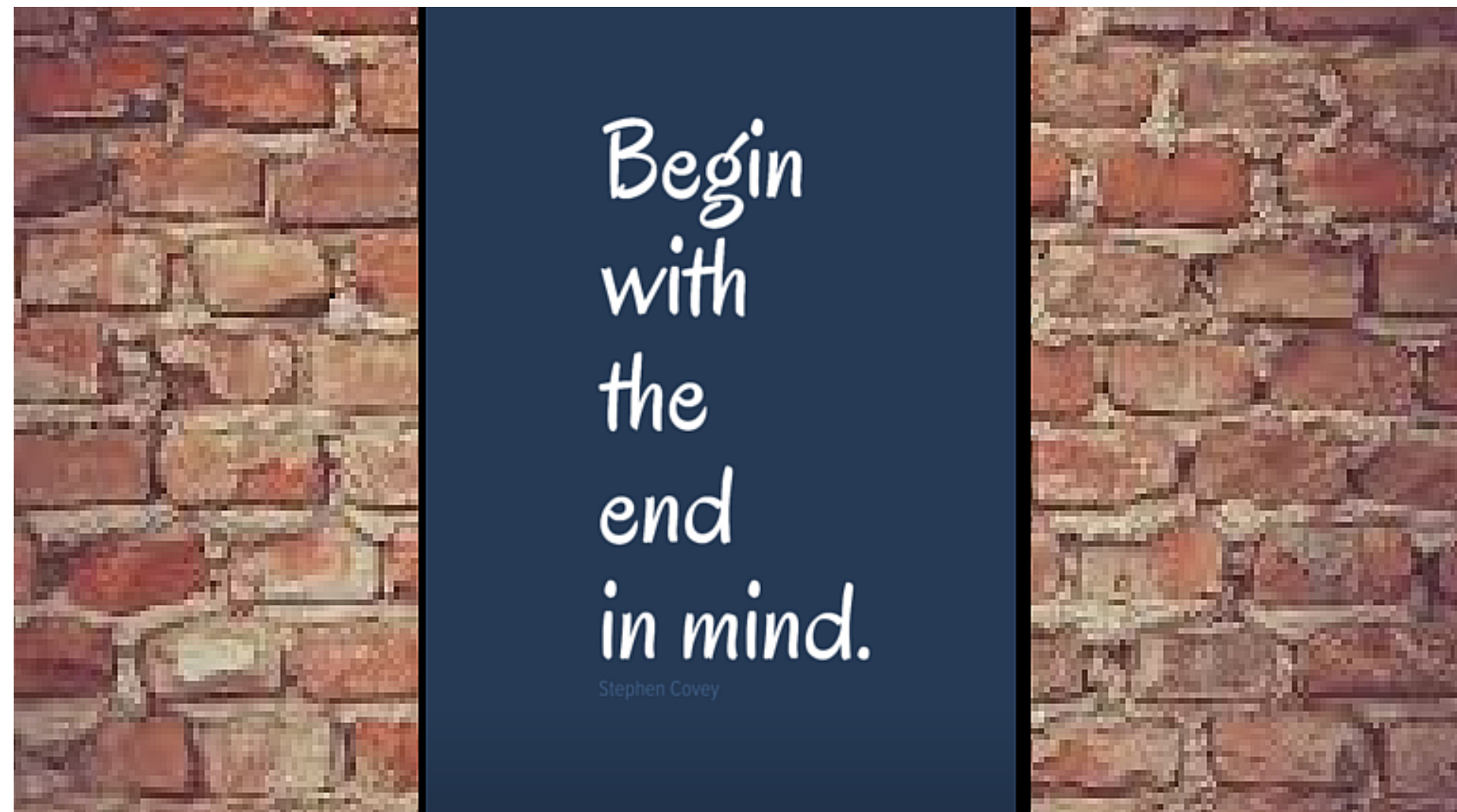
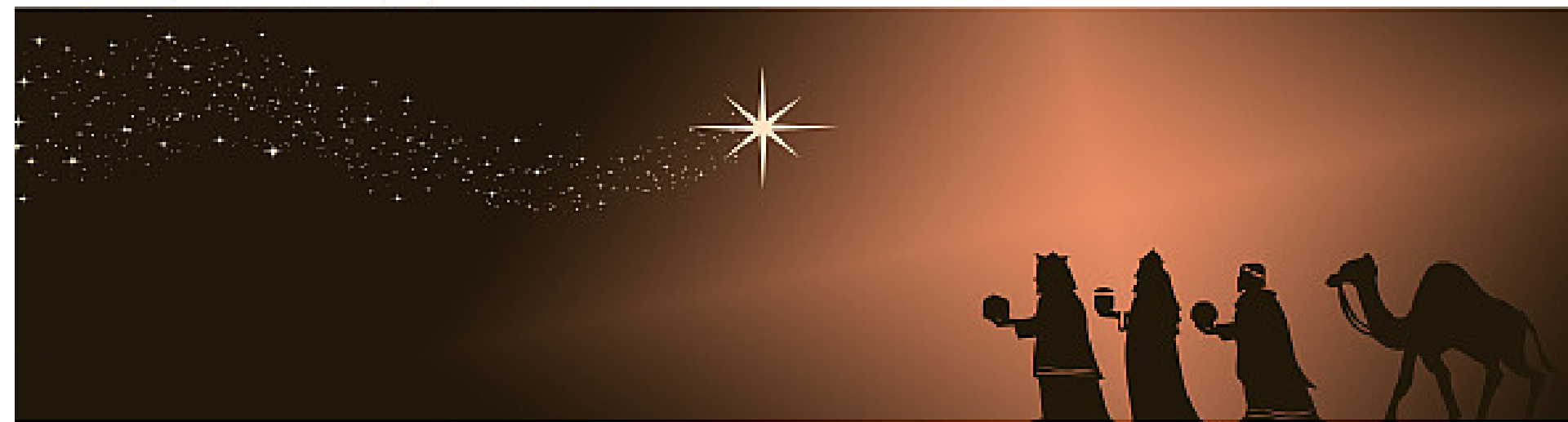
# Let's Take a Poll

## Do you write objectives?

- a) Yes! I write them before doing anything else.
- b) Yes! I write them and they guide everything about my course design.
- c) Yes! I write them so I can put them on the first slide for the learner to know what's coming up.
- d) No. I used to but stopped. No one reads them anyway.
- e) No. They come from my SME.
- f) Yes and no. They come from my SME and I refine them.
- g) What's an objective?



**Objectives**







In the end  
what do you  
want your  
learner to  
**KNOW**  
and  
**DO?**

That's the goal.  
Measure THAT!

Learner should  
KNOW\_\_\_\_\_ and  
DO \_\_\_\_\_

**Course Goal**

Outcome 1

Outcome 2

Outcome 3

Outcome 4

**Add components of that goal**



# OUTCOMES



**Focus on the  
Learner**

**End State  
Results**

WIFFM?

# OBJECTIVES

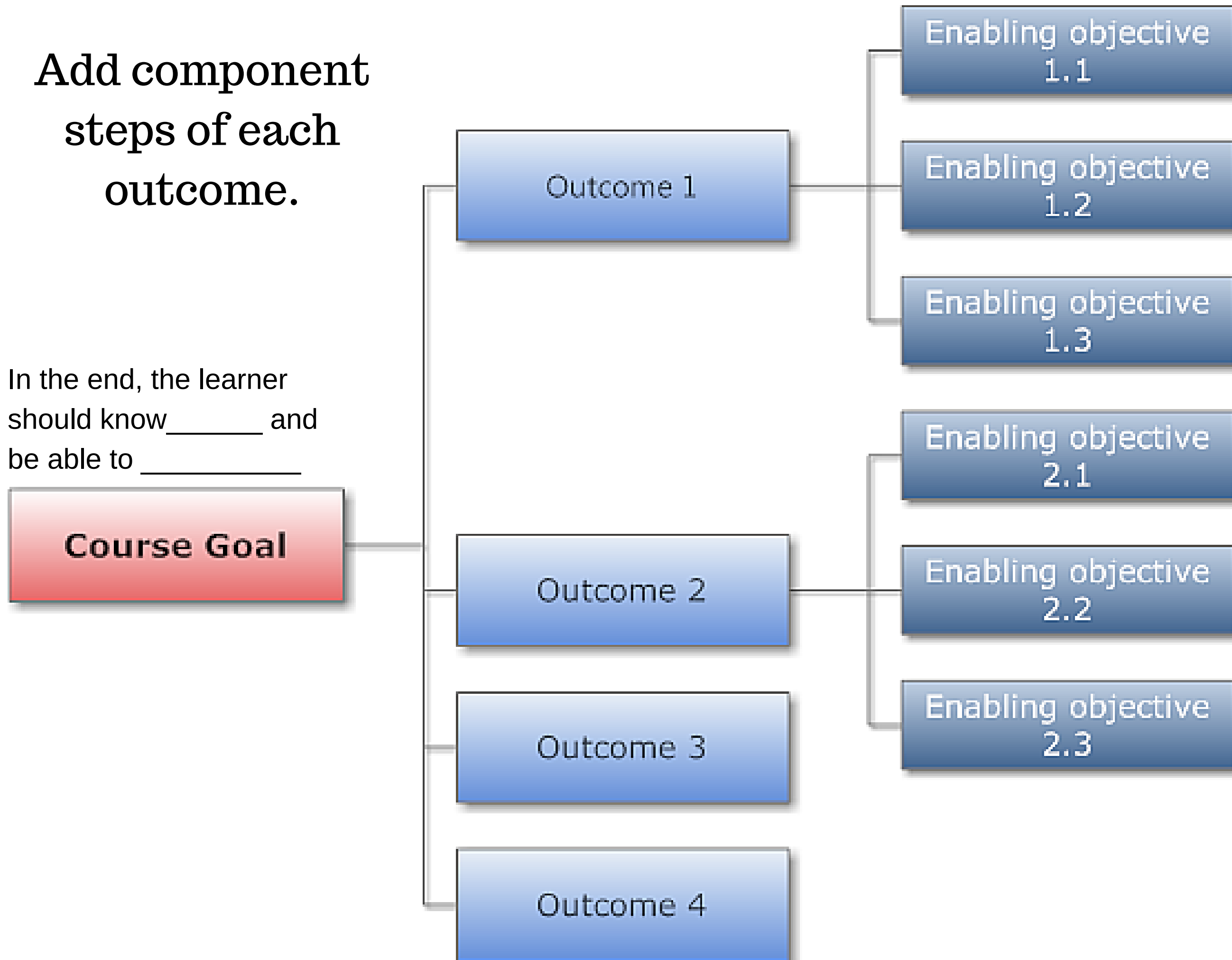


**Focus on  
Teacher/Designer**

**Lesson Plans  
How we get there**

Add component  
steps of each  
outcome.

In the end, the learner  
should know\_\_\_\_\_ and  
be able to \_\_\_\_\_







How do you  
know they  
know?



**ASSESSMENT!**



# How do they know that they know?

Feedback  
Self measures  
Progress checks  
Reviews





How do you  
know  
that they  
know that  
they know?



?????

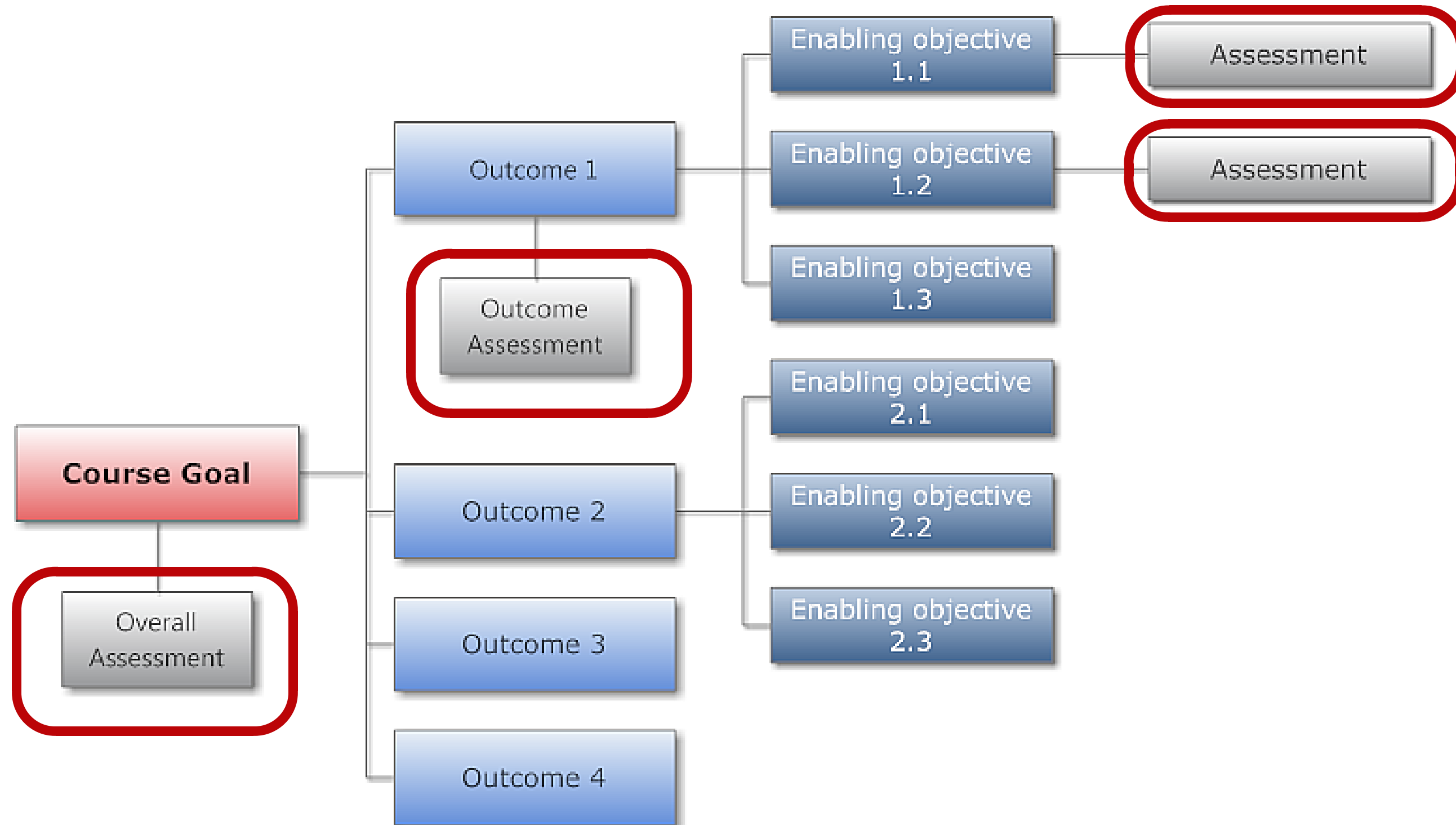


Eureka!



No sweat

# Assess each component

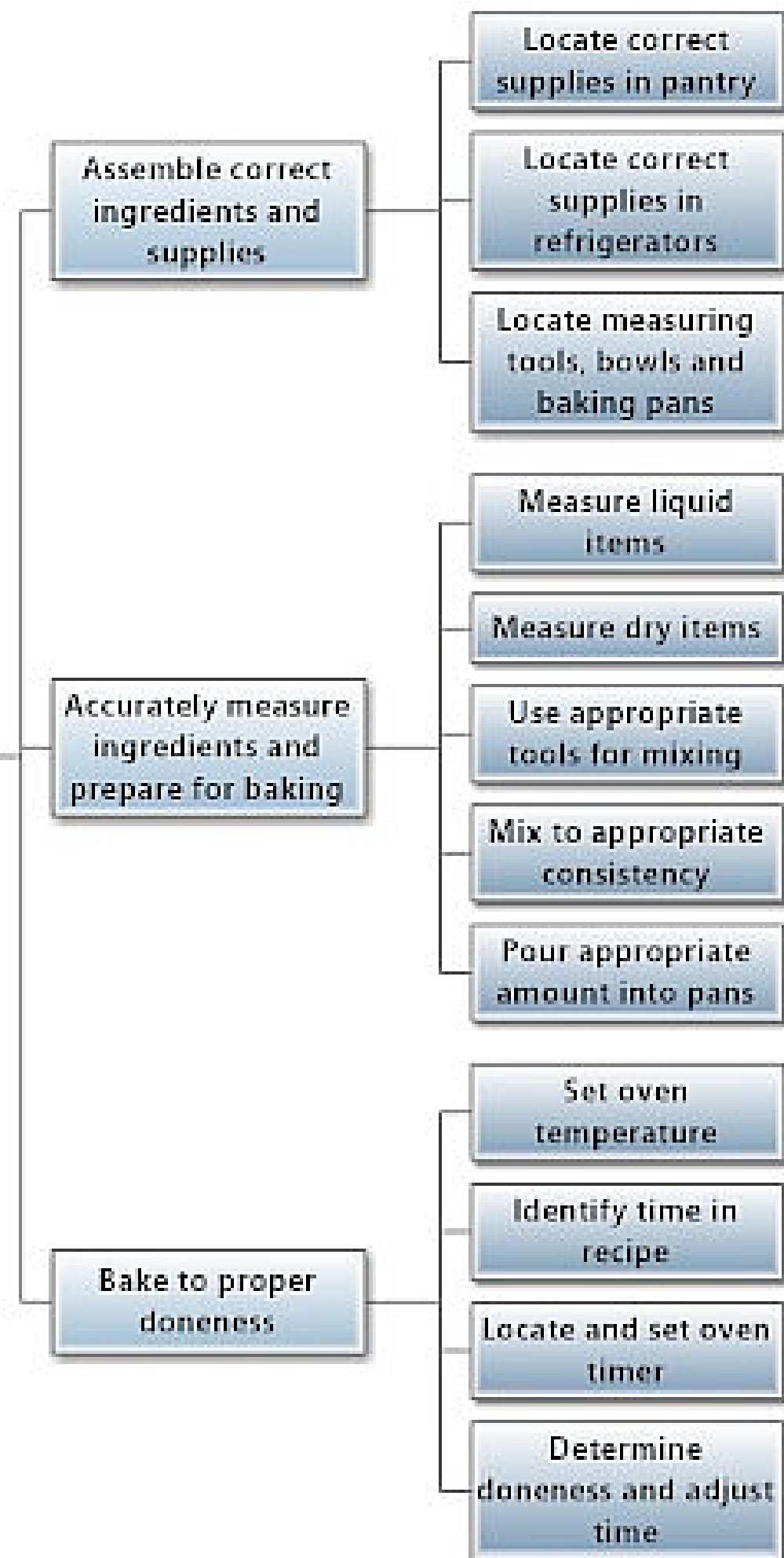




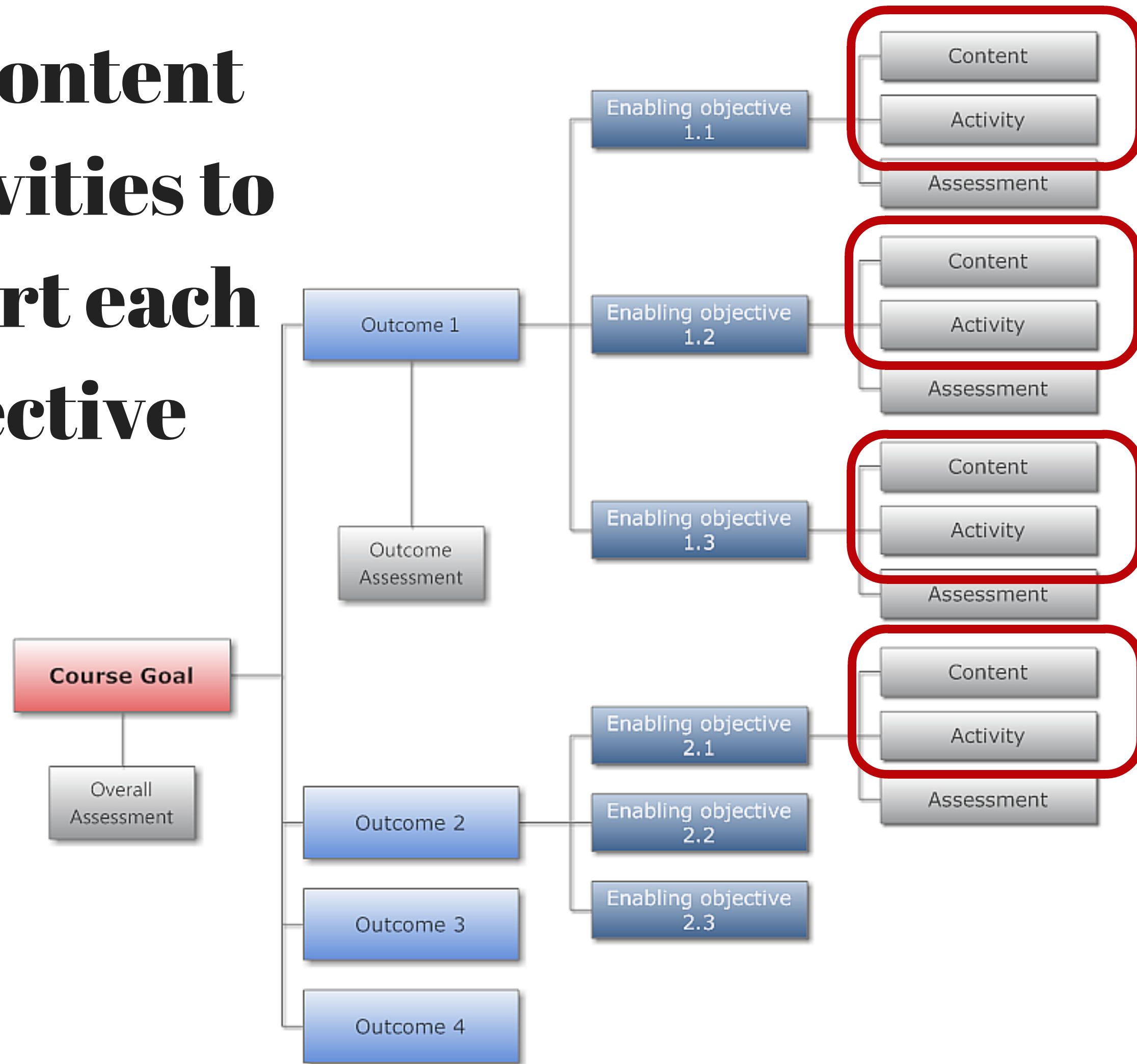
# Baking Blueberry Muffins



Learner will be able to select, assemble and measure ingredients to bake blueberry muffins



# Add content & activities to support each objective







# Diagnostic

## Pretest

How much do you know  
before we start?

# Formative

## In Process

How is the learning going?  
May need course correction

# Formative



# Summative

## Final Exam

Do you meet the goal of  
the learning?



## Think Summary

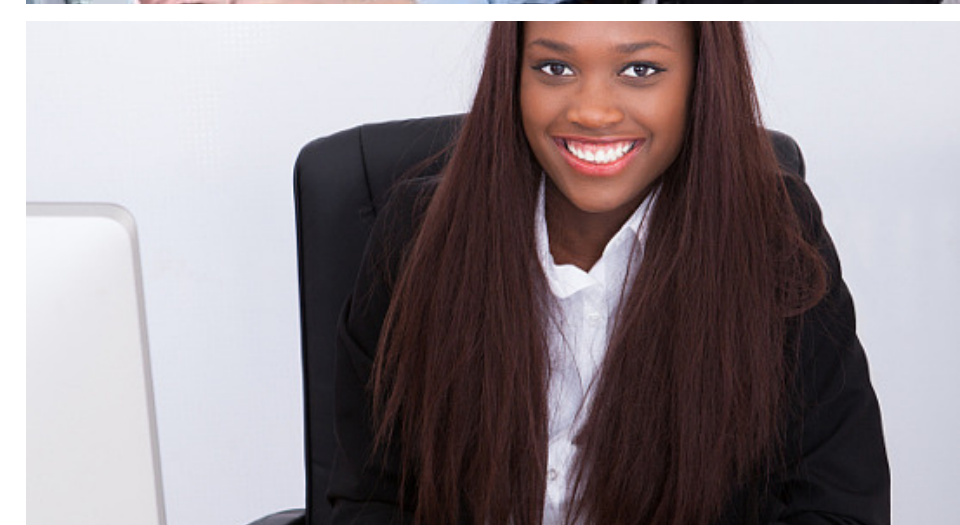
Do you know it?  
Can you do it?



# Assessment should measure learner **PERFORMANCE**

or a close simulation of it

HOW DO WE DO THAT?







# *Authentic Assessment*

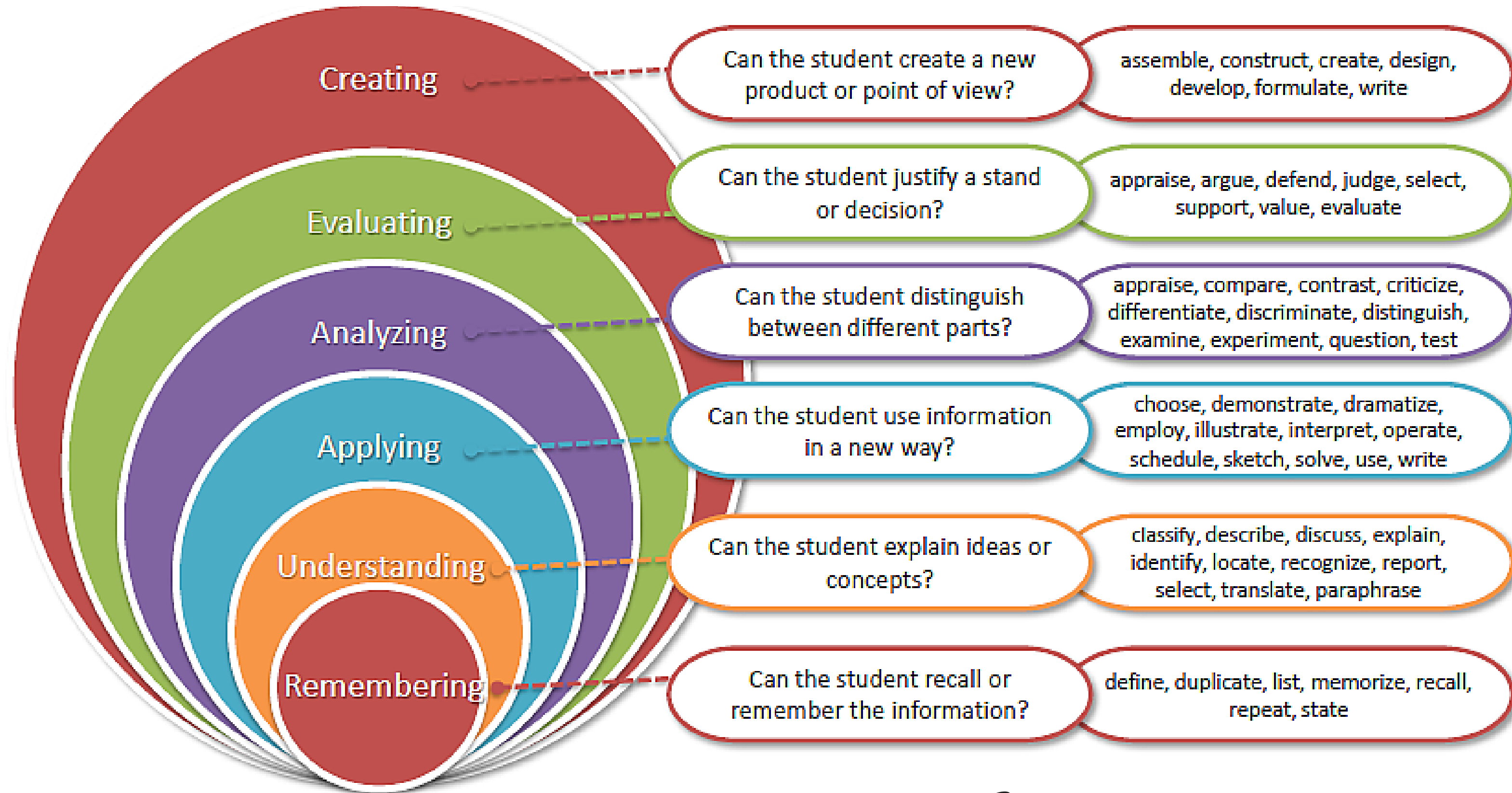
.....  
*only the best will do*

EXAMINES  
LEARNER ABILITY  
IN REAL WORLD  
CONTEXT

PROMOTES  
BETTER **TRANSFER**  
BACK TO THE JOB



# BLOOM'S TAXONOMY



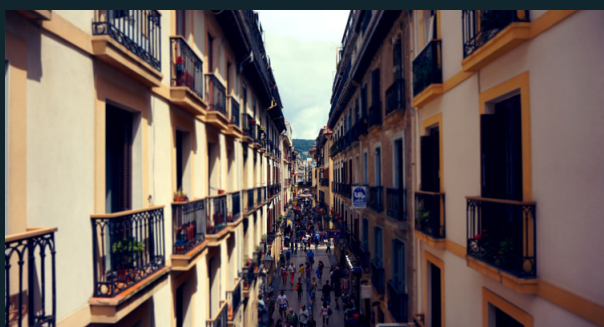
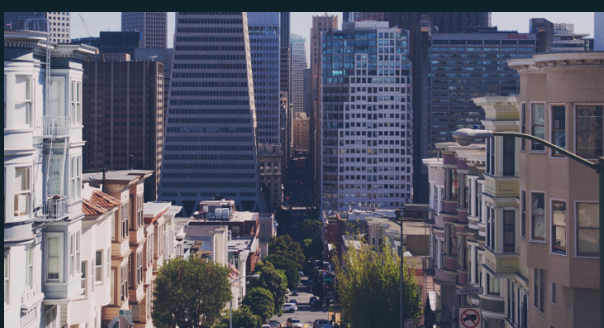
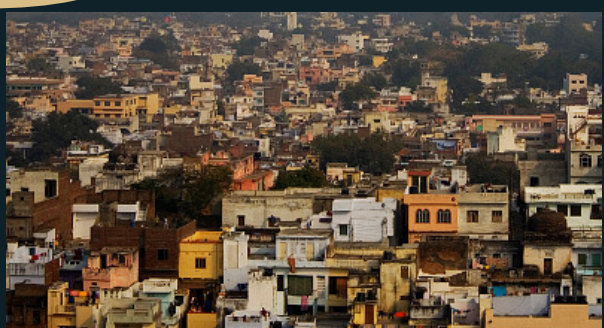
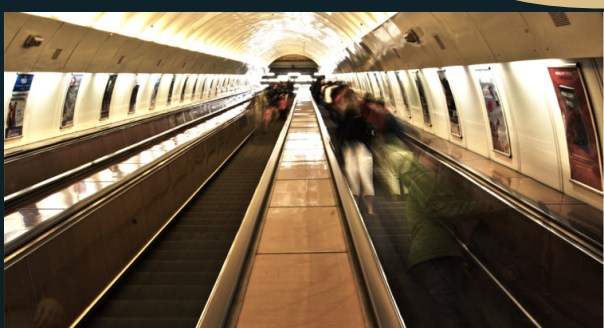
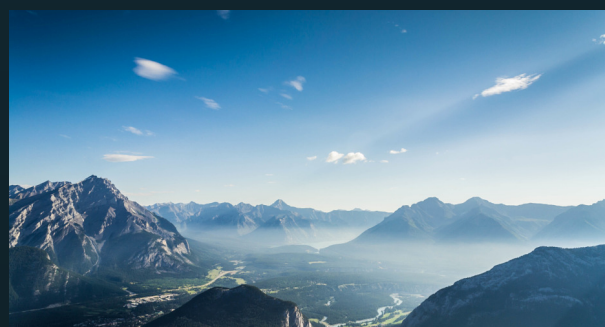
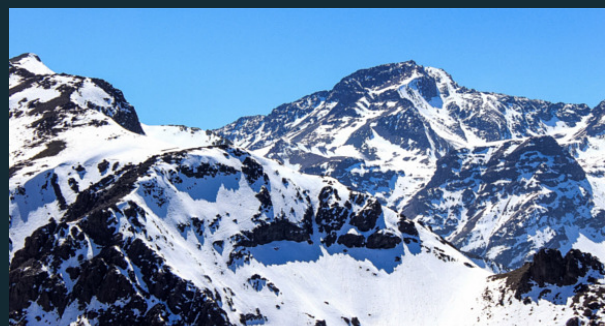
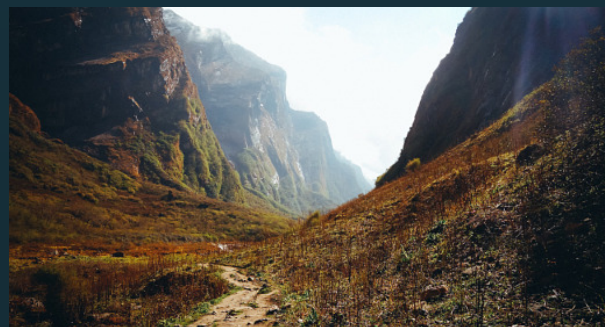
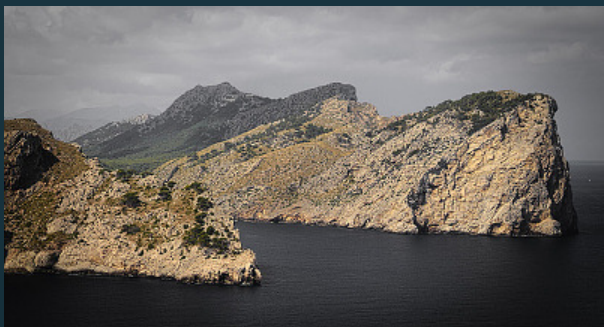
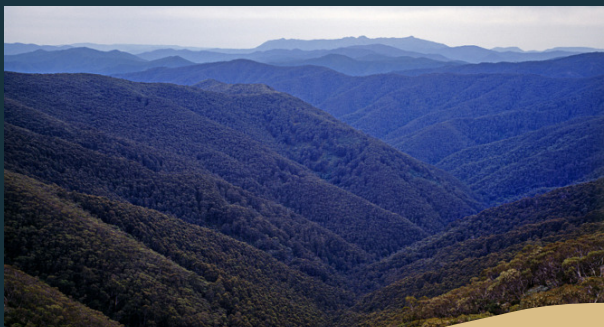
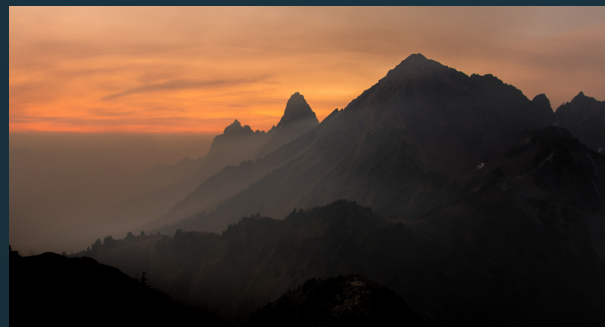
*Aim for higher order thinking*



*Always ask*

**"What do you want  
the learner to  
KNOW and DO?"**





*Authentic  
Assessment*

.....

*Only the best will do*



# How do we ensure quality?

- Quality of understanding
- Quality of performance/product



## **Ask:**

Does the assessment provide **evidence** that enables us to arrive at accurate conclusions about what students have learned?

# How do we ensure validity?

- Validity says the assessment measures what it says it does.

## Ask:

- Could the task be performed well without understanding?
- Could the task be performed poorly in spite of understanding?





A close-up photograph of a red brick wall with white mortar joints, used as a background for the text.

**Tasks for Completion**

A close-up photograph of a red brick wall with white mortar joints, used as a background for the text.

**Learner Response**

# COMPONENTS OF ASSESSMENT

<http://files.eric.ed.gov/fulltext/ED435630.pdf>

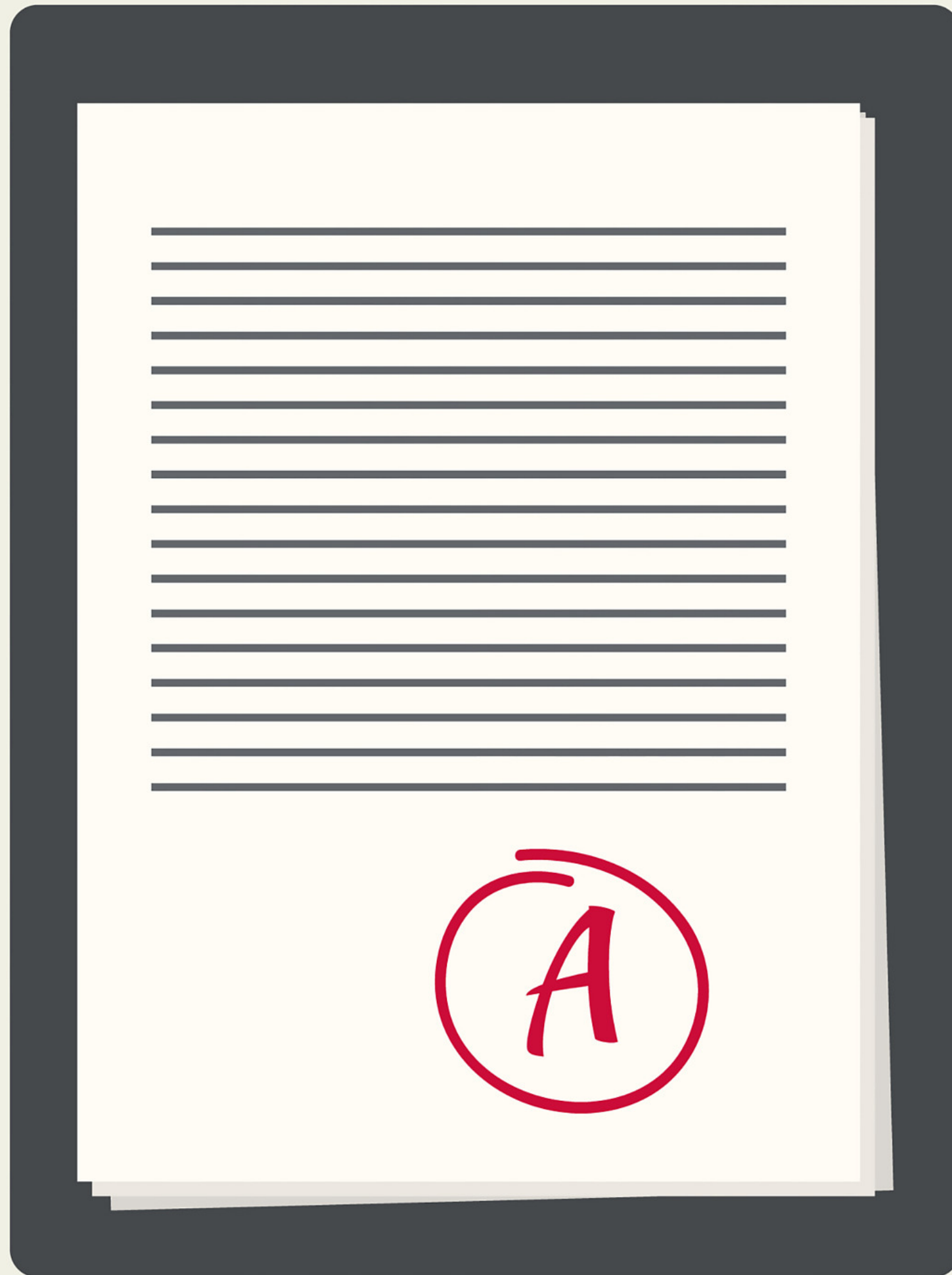
A close-up photograph of a red brick wall with white mortar joints, used as a background for the text.

**Rules for Scoring**

A close-up photograph of a red brick wall with white mortar joints, used as a background for the text.

**Interpretation  
of Response**





A

B

C

D

F

**How do we  
determine  
proficiency?**

Share your  
method with  
your neighbors.



# Leverage Rubrics

Rating Scale



Aspects to  
examine.  
One item per row!



	Excellent	Very Good	Good	Fair	Poor
Criterion 1	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 2	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 3	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description




# Rubrics

“Rubrics make assessing student work quick and efficient, and they help teachers justify [the] grades that they assign to students. At their very best, rubrics are also teaching tools that support student learning and the development of sophisticated thinking skills. When used correctly, they serve the purposes of learning as well as of evaluation and accountability.”

Andrade, H.G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5). p. 13-18



# Rubric Sample – Blueberry Muffins

	Excellent	Good	Fair	Poor
<b>Flavor</b> 	<b>4</b> Blueberry, sweet cake, spices; nice balance	<b>3</b> Blueberry, sweet cake	<b>2</b> Tastes fake; Artificial flavors OR too much salt, sugar OR pockets of unmixed flour	<b>1</b> Tasteless; no identifiable flavors
<b>Texture</b> 	<b>4</b> Moist, light, holds together; minimal crumbs, blueberries moist	<b>3</b> Moist, holds together; some crumbs	<b>2</b> Dry, overly crumbly, does not hold together OR too dense; heavy	<b>1</b> Underdone, Soggy OR overdone, dry
<b>Appearance</b> 	<b>4</b> Light brown; Abundant blueberries, Blossoms over top of wrapper	<b>3</b> Some blueberries visible; at or above blueberry wrapper	<b>2</b> Few visible blueberries, not rising above muffin wrapper	<b>1</b> Burned top No evidence of blueberries





Peer Review



Manager Review



Self Review

**EXAMINE AGAINST  
RUBRIC CRITERIA**



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**LET'S PRACTICE  
A FEW**

---

**COMPLIANCE**  
EVERYONE'S FAVORITE!

HEALTHCARE  
HOSPITAL STAFF

**HIPPA**  
AGAIN??

HEALTHCARE  
INSURANCE CO.





**"What do you want  
the learner to  
KNOW and DO?"**



A close-up, warm-toned photograph of a person's hands writing in a notebook on a rustic wooden desk. The person is holding a black pen. On the desk, there are two glasses of iced tea, a laptop, and various papers. The scene is lit with soft, natural light, creating a cozy and productive atmosphere.

"How do you KNOW  
they know?"



# SOFTWARE UPGRADE

NEW AND IMPROVED!

BANKING  
BACK OFFICE STAFF

# INFORMATION SECURITY

PROTECT OUR ASSETS

BANKING  
ALL COLLEAGUES



# ACCOUNTING

DETAILS MATTER

COLLEGE  
2ND YEAR STUDENTS

# DIGITAL MARKETING

LET'S GET SOCIAL

COLLEGE  
3RD YEAR STUDENTS





# Have we met our goal?

Do you  
**KNOW**

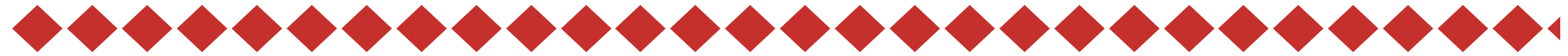
the importance of  
aligning outcomes &  
assessments

?

and can you  
**CREATE**

authentic assessments

?



**How could we  
assess that?**







**Thanks for joining us!**

**Jean Marrapodi**

**Kara Witt**

[jmarrapodi@applestar.org](mailto:jmarrapodi@applestar.org)

[kara.witt@citizensbank.com](mailto:kara.witt@citizensbank.com)

[@jmarrapodi @kara\\_witt](#)

[www.applestar.org](http://www.applestar.org)