WORKSHEETS FOR THE FIVE-STEP ASSESSMENT PROCESS

Step One – Choose something VERY IMPORTANT

Choose one significant educational outcome that you would most like to assess and possibly improve. This should be something important in your program, course, or class—something worth your time to assess and improve.

Some ideas for problems:

• What is something you are teaching that the students just never seem to “get?” This might be something that is pivotal for understanding or performing in the rest of the program, course, or lesson.

• Is there something students do in their assignments that really drives you nuts? They ask questions about it, they do the assignment wrong, they hate the assignment, or something comparable?

• Do your students use threaded discussion but do not remain very focused on the learning task. Is a lot of their discussion just chatty?

• Do your students send you too much e-mail? Do you want them to talk more to each other?

• Do your students not do your assigned reading?

• Is it hard to get students to work in groups so that everyone is sharing the assignment responsibility?

• Do students in your program write poorly?

• Do students perform poorly in their capstone experiences?

Remember, this process takes time. Work on something important.
Describe the issue or problem.

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Describe an outcome you would like to see.

In other words, if the problem were fixed, what would it look like? This would be your desired outcome.

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Step Two

Describe three elements about the important desired outcome you wrote in step one:

Start by writing the outcome from step one in the outcomes box. Define what you will look for in the outcome. (Determine what standards you will use to decide if the outcomes are “good.”)

Describe the learning activities/best practices you use to help students achieve the outcomes you want.

Describe how you intend for the learning activity to produce the outcome you seek.

Then list any technology or tools you use to facilitate the learning activity or some technology.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Learning Activity</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools being used to</td>
<td>A learning activity including use of best practices</td>
<td>What you expect to see that would indicate</td>
</tr>
<tr>
<td>support learning</td>
<td></td>
<td>good results</td>
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<tr>
<td>activity</td>
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Step Three

Now you have identified three elements. Decide on questions to ask that will help determine what is working and what is not working.

A. Ask questions about each of the elements themselves

<table>
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<table>
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<tr>
<th>Questions to determine if the technology is working?</th>
<th>Questions to determine if the activity is working?</th>
<th>Questions to determine if the outcome is occurring and how you will assess it?</th>
</tr>
</thead>
</table>

Element 1 – Ask questions to find out if the technology is working well.

Imagine what could go wrong/not work for the student or what could work well. This should guide you in developing questions about how the technology works for students.

Write three questions about how the technology is working for the students.

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________
Element 2 – Ask questions to find out if the learning activity is working well.

Think about the learning activity. How will the activity support the outcome? What could go wrong/not work for the student, or what could work well? This should guide you in posing questions about how the activity works for students.

Write three questions about how the activity is working for the students.

1. _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

2. _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

3. _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
Element 3 – Ask questions to find out if the outcomes are occurring as you had planned.

Think about the outcome. What outcomes would you like to see? Also consider how you will assess them—determine if they are “good.”

Write three questions that examine if the outcome is occurring and how you will assess it.

1. _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

2. _____________________________________________________
   _____________________________________________________
   _____________________________________________________
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3. _____________________________________________________
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   _____________________________________________________
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   _____________________________________________________
B. Ask Questions to determine if the links support each other.

Now it's time to see how the technology helps the learning activity and how the learning activity leads to outcomes you want to see.

Link One

Ask questions to determine how the technology facilitates or enhances the learning activity (or practice).

<table>
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Think about how students are using the technology in the learning activity. To guide you in developing questions, reflect upon what could work well with the activity and what could interfere with the learning or just not work well enough.

Write three questions about how the technology might be influencing the learning activity.

1. _____________________________________________________
   _____________________________________________________
   _____________________________________________________

2. _____________________________________________________
   _____________________________________________________
   _____________________________________________________

3. _____________________________________________________
   _____________________________________________________
   _____________________________________________________
Link Two

Ask questions that will help determine how the learning activity works to result in your desired outcomes. Consider how the activity is leading students to the outcomes you want. Students may be doing the activity you planned, but it doesn’t seem to lead to the outcomes you had in mind. How does what they are doing in the learning activity help them to achieve the outcomes you want?

<table>
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Write three questions about how the learning activity shapes or leads to the outcomes you want to see.

1. _____________________________________________________
   _____________________________________________________
   _____________________________________________________

2. _____________________________________________________
   _____________________________________________________
   _____________________________________________________

3. _____________________________________________________
   _____________________________________________________
   _____________________________________________________
**Step Four**

Decide about ways to get answers to your questions and collect the data.

When you are deciding about ways to get answers, select the most accurate, valid data source—the source that will yield the best information.

- Use data you already have that answer the questions;
- Decide what data you need to collect to answer the questions;
- Design your own survey items or interview questions; and/or
- Select questions from Flashlight.

Write your questions in the question column and decide on the best ways to get answers.

**Element 1 -- Is the technology working?**

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**Element 2 -- Is the activity working?**

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Element 3 -- Is the outcome occurring, and how are you going to assess for it?

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Link 1 -- How does the technology (or practice) facilitate the activity?

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Link 2 -- How does the activity foster the outcome?

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Now start developing/selecting your questions get the answers and analyze your data. What’s working—the technology, the activity, the outcomes, the links? What’s not working?