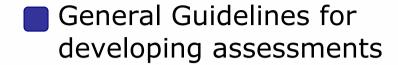


Knowledge to lead



peer-to-peer review, diversity, innovation

Good assessments correspond to well-written learning objectives. The following list¹ shows how early in the instructional process they should be designed:

- 1) Identify learning objectives;
- 2) Design and build assessments;
- 3) Design and build content and activities;
- 4) Conduct formative evaluation;
- 5) Revise assessments, contents, and activities;
- 6) Complete development;
- 7) Conduct summative evaluation; exchange of expertise, kn 8) Maintain the course, Stems, open to the world, critical think

city development, knowledge, internation

- bility, evaluation, ownership, transf Assessment methods: after having determined key learning objectives, it is necessary to identify which type of assessment is appropriate to determine the level of knowledge/ performance achieved as a result of the learning activity.
 - If the objective is a knowledge objective which calls for recalling or selecting, test items can be used. Below is a list¹ based on Bloom's Taxonomy matching cognitive objectives with appropriate assessments:





| Cognitive Domain (levels) | Examples of test assessments | Key verbs to describe the activity |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-Knowledge (recall information) | multiple-choice test, recount facts or statistics, recall a process, rules, definitions | arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state |
| 2-Comprehension (recall and interpretation of information) | explain or interpret meaning from a given scenario, suggest reaction or solution to a given problem | explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, re-write, estimate, interpret, theorise, paraphrase, reference, example |
| 3-Application (use abstract information in concrete situations) | put a theory into practical effect, demonstrate, solve a problem, manage an activity | use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play |
| 4-Analysis (divide information into constituent parts) | identify constituent parts and functions of a process, making qualitative relationships; measure requirements or needs | analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot, extrapolate, value, divide |
| 5-Synthesis (build a structure or pattern from many disorganized elements) | develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies | develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re- arrange, modify |
| 6-Evaluation | review strategic options or plans in terms of efficacy, return on investment or costeffectiveness, practicability; assess sustainability; perform a SWOT analysis in relation to alternatives; produce a financial justification for a proposition or venture, calculate the effects of a plan or strategy; perform a detailed analysis with recommendations and justifications | review, justify, assess, present a case for, defend, report on, investigate, direct, appraise, argue, project-manage |



- If the objective calls for performance, learners should be asked to actively demonstrate their knowledge. The goal of <u>performance</u> <u>assessments</u> is to test learners in real or realistic situations. In those circumstances, learners need to perform, not merely recall or select information.
- **Assessment plan:** use a table that shows the format in which each learning objective will be assessed and the number of necessary assessments to test the range of conditions presented by learning objectives.
- **Passing Grades:** determine cut-off scores for assessments, for example:
 - Common sense cut-off (considering the lowest level of acceptable performance);
 - Percentage of total (identifying a passing grade for the entire assessment and a minimum grade for each learning objective in the task. Typically learners must pass both in order to pass the assessment. This choice is selected when a learning objective is more important than others).
- Design test or <u>performance assessments</u>.

The five most common test question types are true/false, short answers, fill-in-the blank, matching, and multiple choice questions. Bryan Hopkins, a training consultant with over 20 years of experience in developing effective training programmes, shared a comprehensive article on writing questions for training programmes in the section below. He distinguishes between <u>formative</u> and <u>summative</u> questions. The former ones help someone test their understanding, while the latter ones check the learner's overall mastery of a subject.

Some examples of performance assessment are: simulation, games, group projects, individual projects, internships, laboratory problems, probationary work assignments.¹



