

Guiding Question: Does this assessment allow for different ways of demonstrating foundational understanding and proficiency in a distinct topic (e.g., assessing the product rule doesn't include use of chain rule) in a way that is relevant for how this knowledge will ultimately be used?

1. What are the goals of the assessment, both in terms of content and skill?

Write down 2-5 goals.

Guiding Question: Considered a range of possibilities for the assessment. What are the most effective ways to achieve your assessment goal? Possibilities could include a concept map, an oral assessment, a group project, etc.

2. What will the students produce?

3. When/where will they produce that? (In class, at home, etc.)

a. Consider that some students will have more time at home than others and some students may miss some class sessions. How will you accommodate these students?

4. Will the students work in groups or as individuals? Will the students submit and be evaluated in groups or as individuals?

5. How much time will students have to complete the assignment?

a. What opportunities will students have to complete the assignment if they need more time than what you give them?

6. What tools will students need to complete the assignment? (Access to a computer or some software, poster board, peers, etc.)

a. How will you make sure every student has what they need to complete the assignment?

Guiding Question: Who is positioned well to show what they know on this assessment?

7. Look back at your goals from step 1. Is the assignment you have planned so far going to tell you and the student how close the student is to meeting those goals?

Guiding Question: How will the assessment provide useful feedback to the students?

8. Create a Rubric or plan for determining a grade for the assignment. Share the rubric/plan with students when you assign the assessment. Aim for as much clarity and transparency as possible. The steps below can be used to create a rubric.

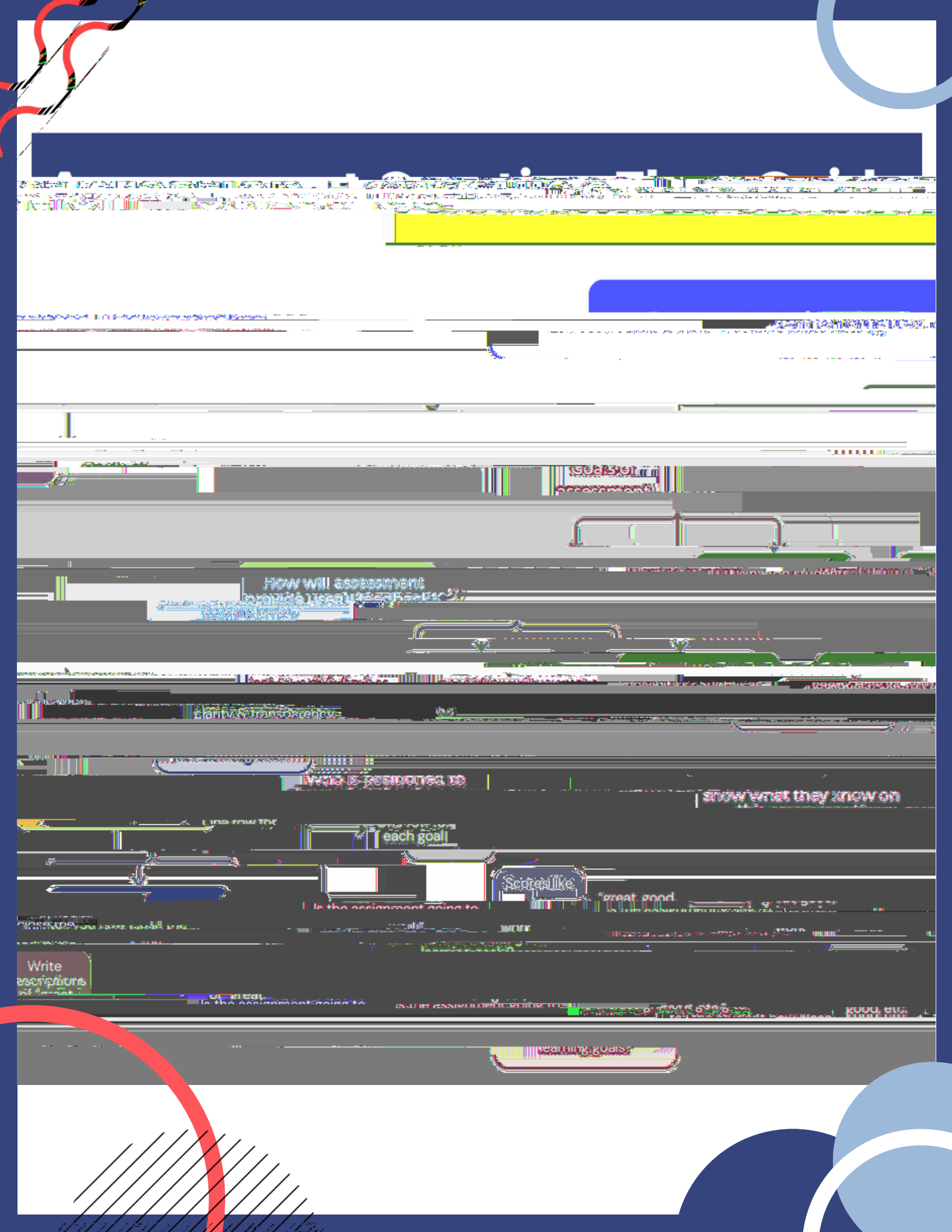
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a. Look back at your goals from step 1. Write a rubric with a row for each goal.

b. Create 4-5 columns labeled for example "great, good, fair, needs work". (Choose words that are appropriate for your assignment. Remember that the language we use matters and that you should convey a growth mindset.)

c. For each row and column entry write a brief description of what differentiates "great" from "good", "good" from "fair", etc.

9. What opportunities for revision and growth will you provide for this assessment?



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