Assessment Toolkit

Samples of assessment activities are listed below. It is very important that rubrics/scoring guidelines be developed and utilized for each activity to provide guidelines for scoring. The criteria for success must also be included. Samples of rubrics are available under “rubrics” on the grid. Assessment activities are NOT associated with actual grades.

- **Pre-Post Tests**
  - Students are given short pre-tests at beginning of course or unit. Same test is administered at completion of course or unit. Exam questions can be embedded in final exam. Analysis of specific questions included in pre-test is completed.

- **Essays/Reports**
  - An essay or report is prepared at the beginning of course or unit that includes information the instructor deems important for successful achievement of learning outcomes. A similar essay is written at the completion of unit or course. A comparative analysis is done to determine an increase in competency.
  - A single essay or report can be assigned at the completion of a course or unit to determine if student has mastered specific content.

- **Poster Presentations**
  - Students are asked to prepare posters to share with class that contain course-specific information. Panels of faculty or students and faculty can participate in scoring of posters to assess achievement of outcomes.

- **Skits**
  - Students are divided into groups to plan and present course-related information to the class as a skit. Panels of faculty or students and faculty can participate in scoring of skits to assess achievement of outcomes.

- **Trivia Games**
  - Team trivia activities are conducted covering units from the text or course. Team points are given and results are “scored” based on rubric contents. The activity may serve as a pretest/posttest for a unit and allows for assessment of how well the students have comprehended and can articulate information presented in the course (Kimball, 2006).

- **Discussion Board Topics**
  - Online students are given a topic that correlates with learning outcomes. Students will be given a specific amount of time to participate in the discussion forum. Discussions will be scored by faculty based on a rubric that includes vital information that the instructor wants to assess to give a reference point and language for expectations. Pre-Post discussions may
also be used to determine the increase in knowledge that occurs during different points throughout the course, i.e., before and after units of study, or at the beginning and ending of the entire course.

- **Case Study Presentations**
  - Students are given a case study concerning a specific course-related topic. They are asked to respond to the case study by analyzing and interpreting a situation contained in the case study, designing interventions as necessary. Students may also be asked to present the case study to the class. Learning is assessed via a rubric designed to measure specific criteria. This can also be used as a group exercise, where students are divided into groups and required to respond to the case study after collaborating with group members. Case Study Presentations can be utilized effectively in the online environment.

- **Reflective Journaling Activities**
  - Journal topics are given at different intervals throughout the course. Students are asked to respond to the topics to allow reflection of experiences to increase learning. The entries are assessed at different points throughout the course or program. Journals can be paper-based or completed in an electronic format. A rubric is designed to specify criteria for assessment of learning. This activity provides an excellent method of assessing course outcomes, as well as writing abilities.

- **Concept Mapping**
  - Concept Maps are created by students at different points in the course or program. The maps can be done to generate ideas, design complex structures, communicate ideas, integrate old and new knowledge, and assess understanding or misunderstanding of course content. The maps can be shared with classmates during class to generate class discussion regarding important course concepts. The activity stimulates creativity and sparks critical thinking.

- **Competency Skills Checklists**
  - Competency Skills Checklists are developed and used to assess the ability of the student to integrate knowledge and skills to perform tasks considered essential within a given course or program. Specific skills are listed and described on the checklist. Each skill describes a behavior or action that is observed and measurable. Student competency may be assessed at the end of a course, or throughout specific intervals of the course or program.
• **Report Writing/Documentation**
  o Students are required to prepare a report that relates to a specific field, discipline or area of knowledge. Examples may include work orders, parts requests, job sheets, task lists, narrative charting entry, patient assessment, etc. A scoring rubric is developed to indicate specific competencies that are required for the completion of the report or document.

• **Journal Article Critiques**
  o A professional journal article reading assignment is given to students. The students are then required to prepare a critique of the article. The article critique is scored based on criteria included in the rubric. Writing skills may be assessed, as well as content that relates specifically to the course or program. Periodic reviews may be required to demonstrate progression of learning throughout the course.

• **Development of Teaching/Nursing Care Plans**
  o Students are required to prepare teaching or nursing care plans at specific intervals throughout the course or program. The plans are scored based on criteria included in the rubric. Examples of criteria that may be assessed include quality of diagnosis and goal statements, appropriate nursing interventions, logical rationale statements, etc. Writing abilities may also be assessed with this activity.

• **Questionnaires/Surveys**
  o Instruments are developed and administered to students at different intervals throughout the program or course. It is important to clearly articulate what problem or need is to be addressed using information gathered by the questions. This provides focus on what information you will need.
    ▪ Satisfaction Surveys: used for students, patrons, and community members to gauge the level of satisfaction and interest in specific programs and activities.

• **Enrollment/Attendance Numbers**
  o Used to gauge the level of interest and participation from students and community members for specific activities, classes and programs
  o Trend Reports: used to identify trends in enrollment or participation levels to determine program effectiveness.

• **Self-Evaluation Tools**
  o Used to review a specific process or function of a department to determine efficiency and/or effectiveness