

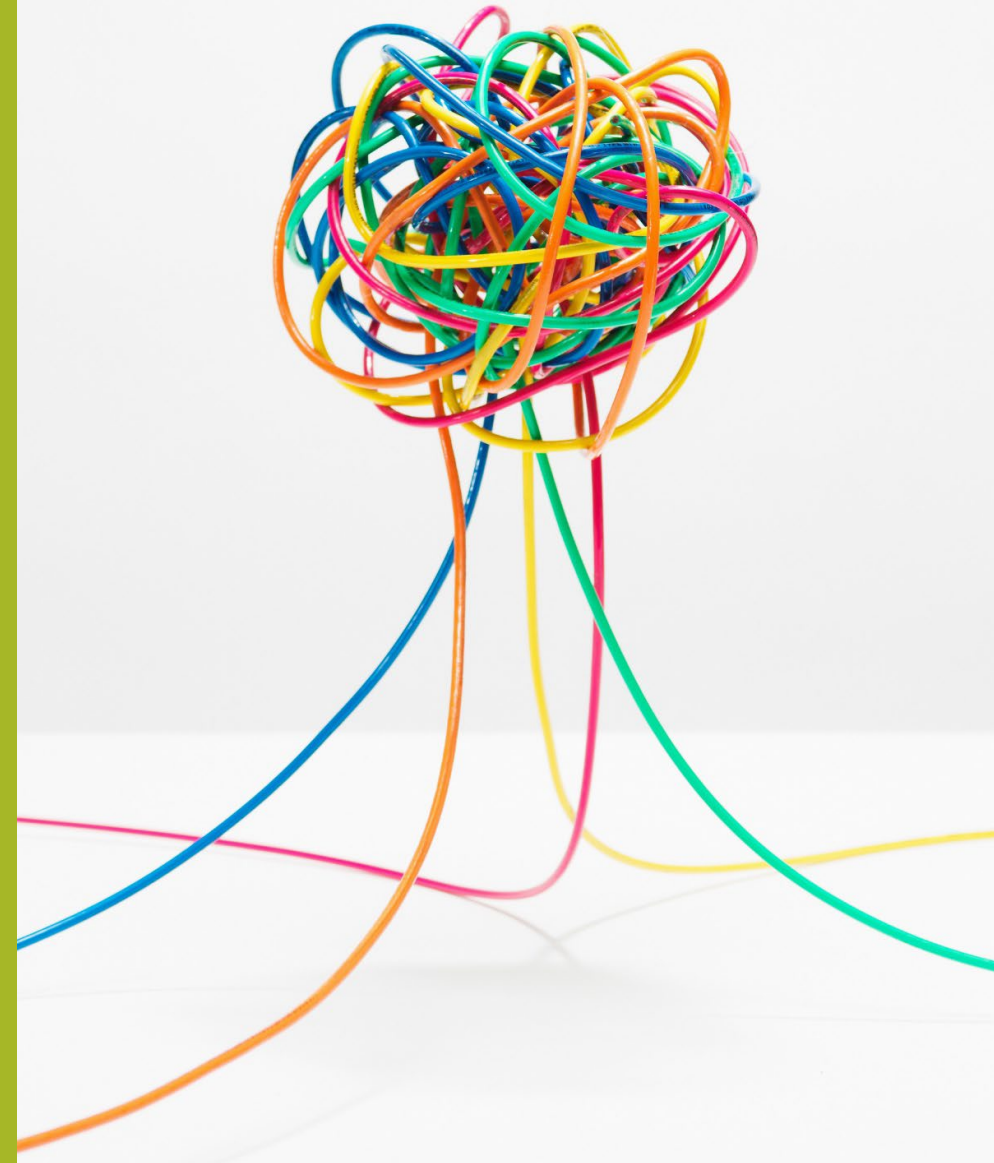
# What's In a Grade?

We assign final grades, but how do we demonstrate more specifically what our students are learning?

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Each cable represents a grade.



Each wire within the cable is a piece of evidence you have about a student's learning

Wires within the cable are individual assessments.

Assessments result in the grade.



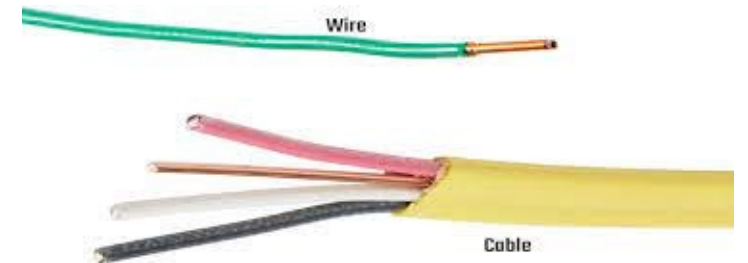
Let's unravel  
that grade.

# Objectives lead to Assessments

An assessment is evidence of student learning.

We need to know precisely what we want our students to learn – learning objectives.

Our learning objectives should tell us what student outcomes we want to 'see' – student learning outcomes - SLOs



Student Learning Outcomes are at

the lesson & course levels (referred to as SLOs)

the program level (referred to as PLOs)

Designing specific measurable objectives/outcomes is the first step in assessment of student learning.

What is 1  
assessment  
you use?

OBSERVATION OF THE STUDENT  
DOING SOMETHING?

EXAM?

WRITTEN ESSAY?

ARTISTIC PRODUCTION?

# How does that assessment connect to 1 student learning outcome (SLO)?

at the lesson level

at the course level

at the program level





# SWBAT

Students will be able to ...

If you think in terms of the phrase above, you will be able to write specific observable (measurable) learning outcomes.

Do your  
students  
understand  
the SLOs?



# In the student's voice

I am learning how to ...

This will help me to ...

Learning this means we can do things we couldn't do before.

# Relevancy

When students understand the relevance of what they are learning, they are motivated to learn.

Motivation to learn is necessary to focus one's attention.

Attention is necessary for learning.

What did you learn today?

What questions do you have?

Assessment of  
this Workshop

