

Learning Goal and Learning Assessment Plan Template

Below is a standard template which may be used to develop learning goals and assessment plans. Assessment Plans may take many forms depending on the interest of the faculty member.

| <u>Learning Goal</u> | <u>Learning Assessment Plan</u> |
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| <p>The target number is three; the maximum number is five.</p> | <p>The most important idea to understand before creating an assessment plan is that it is not equivalent to your grading plan for students and that it is not equivalent to an evaluation of your teaching. The assessment plan measures how well students in your class mastered the learning goals.</p> <p>Assessment plans should relate directly to the learning goals.</p> |
| <p>Examples:</p> | <p>Examples:</p> |
| <p>The student will be able to identify the country of the artist and the appropriate time frame when presented with a slide of a painting.</p> | <p>During the final, the students will be shown a slide of a painting and asked to identify the country of origin of the painter and the appropriate time frame. The percentage of students who are able to complete this accurately will be determined.</p> |
| <p>The student will be able to identify and distinguish five major psychological theories.</p> | <p>During the last day of class, each student will be asked to list the five major psychological theories studied during the term. The average number of theories named by each student will be determined.</p> |
| <p>The student will be able to speak about his/her own photograph in the context of genres covered during the semester.</p> | <p>During an oral portfolio review, each student will be asked to speak about one of his or her photos. The percentage of students who can place their photograph in the context of genres covered during the semester will be determined.</p> |
| <p>The student will be able to cite and effectively use a historical source to develop an argument.</p> | <p>A review of the last paper assigned during the semester will be completed. The number of students who accurately cited and effectively used a historical source will be determined.</p> |
| <p>The student will be able to construct supply and demand curves for a product or service.</p> | <p>An embedded question on the final will ask the student to construct a supply and demand curve. The percentage of students who can do this correctly will be calculated.</p> |

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| The student will be able to discuss a current topic with a sociological perspective. | A short writing assignment will be given on a current sociological topic. The number of students who employ a sociological perspective in the discussion will be counted. |
| The student will be able to balance the equation for a chemical reaction. | On a test which includes balancing of equations of chemical reactions, the percentage of correct responses to these questions will be calculated. |
| The student will be able to identify the major anatomical systems in the human body. | An embedded question on one of the exams will ask students to identify the major anatomical systems in the human body. The average number of correctly named systems listed by each student will be calculated. |
| The student will be able to write a C++ program that incorporates loops and if-else statements and produces formatted output. | A computer program assigned as homework will be examined to see if it correctly incorporated loops, if-else statements and produced correctly formatted output. The percentage of students who were able to produce an executable program will be determined. |