

## ***Student Vocation Assessment Worksheet***

**Goal of Assessment:** The goal of assessment is to find out if students are 'getting' or understanding the important things that we want them to learn. We want to know if our assignments are working or if there are ways that we could change our assignments and practices to make them better and more effective.

### ***Dispelling Myths:***

- Assessment does not have to take a lot of time. Assessment is useful if it is simple and fast enough that you are able to do it consistently from year to year.
- Assessment can be done with more than rubrics.
- You do not always have to assess every student.
- You do not always have to assess every part of every SLO.
- Assessment can be separate from the grade for the course (or the assignment).

### ***Questions to Consider as you are Planning Assessment:***

1. **What do I want to learn about my students and what they know or have learned?**

*This question is answered in the SLOs, but you may want to narrow the question further to focus on one aspect of the SLO.*

2. **Am I interested in growth or mastery?**

*Do I want to know if they have mastered a concept or can articulate an idea at the end of the semester, or do I want to know if their ability to do something has improved/changed over the course of the semester?*

3. **What information do I already have access to?**

*Think about what assignments you already give as part of the class or activities that you have students do in the class, even if it is not graded.*

4. **How much time am I realistically willing to invest in assessment?**

*Be honest, it is better to have a smaller assessment plan that you will actually complete than something bigger that you have no plans or interest in finishing.*

5. **Who is this information for?**

*Is it for your own use for improving your teaching, are you part of a team-teaching multiple sections, or do you need to report on outcomes to a committee that oversees a core or major program?*

6. **Once I gather this information, what will I be able to do with it and will I be willing to make changes?**

*Do you have the freedom to change readings, assignments, or SLOs? Are you willing to adjust your course or assignment in response to what you learn?*

If you have an assessment tool that you must use (like a rubric), these are some questions you might want to consider:

- If it is being used across multiple sections: do we have to assess all our students, or can we sample a certain number across sections?
- How are we using the information? Is it helping us make decisions about the courses? *If not, this could be a good place to propose trying something else that you would prefer to do.*

**Final Note:** Give yourself permission to take your time. Don't start by gathering too much information, and don't make huge changes in response to that information. Think about one thing you really want to know and focus on how you can know that. Then, once you have the information think about one thing you could change within reason and change that one thing. Then, have fun teaching the course again and seeing what effect that change had on how your students engage with the materials and the ideas and what you can learn about your students.