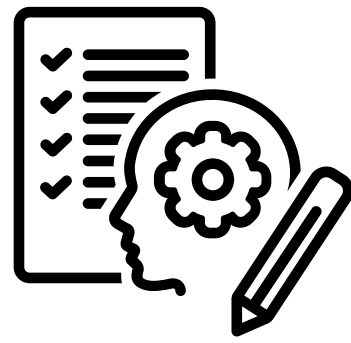


Elevating Assessment

Segment 3

Alignment [is] the degree to which expectations and assessment are in agreement ... to guide the system toward students learning what they are expected to know and do.

-Pharmacotherapy Alignment Study
College of Pharmacy, higher education research



Assessment Quality Checklist

- | | |
|---|---|
| ☐ Alignment with course/program outcomes | ☐ Assessment Design/Question Type |
| ☐ Rigor - cognitive level matching | ☐ Faculty consensus, periodic review |
| ☐ Balanced content weight/emphasis | ☐ _____ |

Constructive alignment

- a)
- b)
- c)

Assessment Design

- a)
- b)
- c)

Feedback

- a)
- b)
- c)



Generally speaking, do your assessments take into consideration all these elements?

Reflection:

>Think of one assessment - what cognitive level does it actually test - (recall, application, analysis) - Does it align with the level of rigor the standard demands?

>Think of a time you used assessment data to modify your instruction or course design? What did you change?

>If your students described your assessment in one word - what would they say? Is this a word you would want them to use?