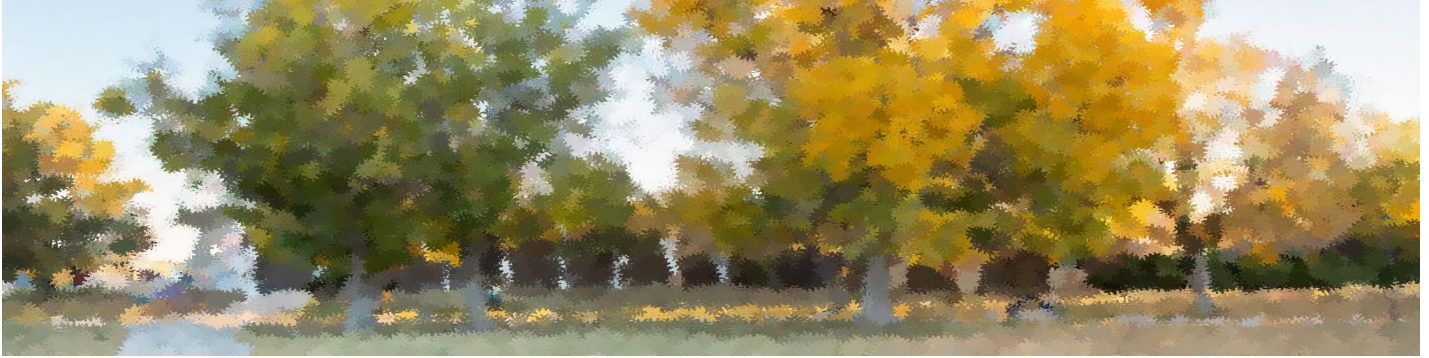


ASSESSMENT INSTITUTE



CURRICULUM

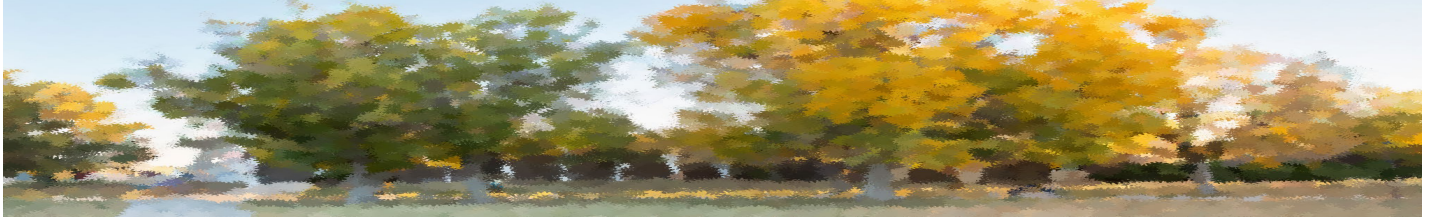
Use a specific layer of assessment to guide each session. Depending on the institution, these may include **student, classroom, course, program, general education, co-curricular, degree, or institutional** assessments.

Within each session, cover topics from the following as applicable:

- **History**
Describe the institutional culture and background.
- **Literature**
Supplement the assigned reading with the perspectives from authors on the leading edge of assessment.
- **Policies, Procedures, Processes**
Ensure awareness but do not tarry here. Copies should be placed in a **binder** for easy reference.
- **Reports**
Review current reports and show best practices. Copies should be placed in a **binder** for easy reference.
- **Application**
Spend most of the time here. Keep the focus on the practical application of assessment

Unity > Uniformity





HOMWORK

Between sessions, participants will read the respective content in their textbook, complete a task or project, and prepare a response to a discussion question.

Projects:

- Write a rubric to judge a baking competition.
- Explain the benefits of assessment to another faculty member.
- Develop a learning outcome for a new Advanced Hand-Clapping Club.
- Keep a journal next to the teaching station and after class reflect on what worked and what adjustments could be made the next time the course is taught.
- Share student-teacher evaluations from another term with students and have a constructive conversation with them about it.

Discussions:

- What is your favorite lesson to teach and why?
- What do you know about assessment right now?
- Does the benefit of assessment get lost in the noise?
- What type of recognition do you find meaningful?
- How do you decide, incorporate, and measure rigor in your courses?
- Who was your favorite teacher growing up and why?

Textbook:

Find a textbook that mirrors the institution or at least an aspirational version of it.

There is an innate benefit to having a physical textbook to hold, the feel, the smell, and the permission to write in the margins cannot be replicated.

Purpose > Process

