



# Assessment Design

Workbook

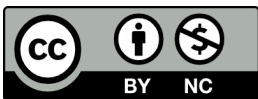
2014

McMaster Engineering  
Faculty Development Academy



## Faculty Development Workshop

This Assessment Design Workbook was developed by Minha R. Ha, to complement the Faculty Development Workshop series led by Maria Massi. The Faculty Development Academy at the Faculty of Engineering wishes to thank the input of faculty members who provided feedback and comments on this document, as well as those who provided facilitation support for related workshops. .



McMaster Engineering Faculty Development Academy, 2014

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## Faculty Development Workshop

### Assessment Design Workshop Faculty Development Academy

#### Objectives of the Workshop

1. Develop strategies to improve assessment practices through peer feedback
2. Diversify assessment strategies, as fitting for learning objectives and accreditation purposes

#### Deliverables from the Workshop

1. Assessment plan for the course
2. Rubric development from intended learning outcomes
3. Assessment design – Developing prompts and questions

#### Preparation

1. Which assessment techniques/methods have been most effective in your experience?

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2. What are your top concerns or questions regarding assessment?

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3. Briefly describe the goals of your course – its impact on student learning/development, and its fit within the larger academic program.

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4. Complete the Assessment Plan worksheet.

#### Workshop Activities (4-5 hours, including working lunch)

- Introduction to the workshop
- Identification of top concerns (Prep work)
- Review of key issues in assessment decision making (refer to Handbook)
- Peer feedback on Assessment Plan worksheets (Workbook)
- Work in first choice station (see below)
- Work in second choice station (see below)
- Q & A and wrap up

#### Station A: Rubric Development

Write and exchange immediate feedback on rubrics – clarifying expectations and distinguishing levels of performance

#### Station B: Assessment Design

Draw from examples (Handbook) or student feedback to create new, or improve existing, assessment design (e.g. structure, wording)









Assignment # - Question #	Content or Training:  <b>Material / practice required to perform well in the given assessment. Double check that these are properly addressed in instructional hours.</b>	Prompts / Instructions / Questions:  <b>Set up the structure and language of items within the assessment, in a way that prompts and allows the student to perform the ability that is being evaluated. Double check that the wording is unambiguous, and will be interpreted as you intended. Also ensure that the time it takes to complete student responses is distributed appropriately for involved tasks (e.g. time concentrated on performing the priority outcomes).</b>	Associated Graduate Attribute Indicator: N/A
e.g. #3, peer-assessment (online, multiple choice and short answer)  Q2, Q3, Q4	Teamwork methodologies (in-class lecture hour) provided the framework, tools, and time to develop group action plans	<p><b>Q2.</b> When it comes to helping the group succeed (part 1): <i>Processes, e.g. communication, meeting facilitation, documentation, progress check, feedback, decision-making</i></p> <p>a. This teammate helped us implement our methods for work effectiveness and quality.                      b. This teammate helped us keep improving our methods for work effectiveness and quality of our results.                      c. This teammate was helpful in some work processes, but did not contribute much in other processes.                      d. This teammate did not pay attention to any of the best practice work processes or quality standards.</p> <p><b>Q3.</b> When it comes to helping the group succeed (part 2):</p> <p>a. This teammate helped us build positive working relationships, negotiating disagreements as needed.                      b. This teammate did not help the group build positive working relationships, and had negative impact on the team.                      c. This teammate helped include and empower other teammates, resulting in tight cohesion and high effectiveness of the team.                      d. This teammate was passively cooperative, and did not negatively influence the team.</p> <p><b>Q4.</b> In what ways is this person helping your team succeed? In what ways is s/he holding your team back from full potential? <i>Fewer examples with fuller details are preferred.</i></p>	6.2 (Methodologies with tasks and team dynamics)





