

Planning Course Assessments (Summative)

Assessments are used to evaluate/assess if a learner meets a course learning outcome (CLOs).

Points to consider when creating a course assessment plan

- Assessments must align with CLOs.
- An assessment can assess one or multiple CLOs.
- Assessments should be distributed throughout the course - not majority of course marks at the end of the course.
- Assessment workload should be manageable for learners.
- Authentic assessments are recommended where possible. Authentic assessments utilize a workplace task/scenario to assess learners. E.g. Use Excel to create a budget, write a letter to an unsatisfied customer.
- Assessment incorporates Universal Design for Learning (UDL) principles. For example, students can choose their topic and/or they can choose the submission format: essay, presentation, video recording, or poster.
- Assessments can be scaffolded throughout the course, so learners receive feedback on elements of a large assignment as they work through the assignment.
- Assessments can be individual, pair or group.
- Assessments should be accessible in all modes of delivery: in-person, synchronous, asynchronous.
- Assessments should contain elements of learner personalization and/or reflection on learning process to promote academic integrity.
- Assessments need to have clear instructions/expectations as well as clear grading criteria/rubric. An assessment template exists.
- Assessment weighting considers portion of course is devoted to the CLO it is assessing, assessment complexity and how many outcomes are being assessed

Summative Assessments - Examples

Discussions

Debates

Quiz/test/midterm/exam – written, take home, open book, oral, two-stage

Presentation – live or prerecorded, individual or group

Demonstration of Skill

Concept maps

Case Studies

Projects individual or group

Essay

Research Paper

Service Project

Role Play

Portfolios

Labs

Simulations

Journals

Blogs

Reflection

Peer Reviews