

Assessment Strategy	Description of Assessment Strategy
Project	<ul style="list-style-type: none"> • hands-on demonstration of knowledge, skills, and attitudes that reveals a learner’s ability to plan, organize, and create a product or an event • documentation of process of development from initial steps to final presentation
Portfolio	<ul style="list-style-type: none"> • collection of pieces of evidence of a learner’s knowledge, skills, and attitudes • showcase of best work, work in progress • record of learner’s progress over time • content selection by learner in collaboration with the instructor
On-demand Demonstrations	<ul style="list-style-type: none"> • hands-on performance illustrates levels of knowledge, skills, and attitudes • typically involve a “real life” problem or situation to solve • focus on the application of knowledge and skills learned in one situation as it relates to a new and different one
Case Studies/ Scenarios/ Simulations	<ul style="list-style-type: none"> • analysis of events and individuals in light of established criteria • synthesis of evidence to support generalizations based on individual cases • formats may include: digital recording, role playing, written or oral presentations, plays, debates, songs, poetry, and so on
Paper/Pencil Tests	<ul style="list-style-type: none"> • multiple-choice, essay, true-false questions that rely on extended responses to further clarify a learner’s understanding of the knowledge being assessed • graphic representations that reveal a learner’s understanding of connections among ideas
Structured Observation	<ul style="list-style-type: none"> • observation of events, groups, and individuals that focuses on the salient traits of the skill or attitude being observed • using a scale of frequency of occurrence such as “often, sometimes, seldom, or not yet” allows for collection of evidence of learner performance in an objective, systematic manner
Charts	<ul style="list-style-type: none"> • creation of matrices or charts to organize data • focus on appropriateness and design of matrix and accuracy and thoroughness of data collected
Graphic Organizer	<ul style="list-style-type: none"> • visual representation formatted into a specific shape that reveals the flow of ideas, the connection among ideas, and the application of ideas • assess level of understanding by examining accuracy, thoroughness, appropriateness of the graphic to represent the concept, skill, process

Assessment Strategy	Description of Assessment Strategy
Project-based Learning	<ul style="list-style-type: none"> • hands-on demonstration of knowledge, skills, and attitudes that reveals a learner’s ability to plan, organize, and create a product or an event • categories of performance criteria include: timeliness of completion, demonstration of skills needed to complete the experience, documentation of processes used in project development; presence of evidence to support conclusions, relevance and thoroughness of presentation; accuracy of content and processes used, and level of performance as a team member
Rubrics	<ul style="list-style-type: none"> • specifies the criteria for performance along a continuum • key indicators for components are specified with frequency of occurrence and quality of performance or product varying along a scale • should be distributed to or constructed by the learners from the beginning of instruction • makes the target of learning clear by revealing the critical features of mastery-level performance from the beginning • Learners can monitor and adjust their level of performance based on the rubric rather than passively depending on instructors to “give a grade”
Conferencing	<ul style="list-style-type: none"> • collecting information about learner’s understanding of knowledge, skills, and attitudes on a one-on-one basis • learners should bring a piece of work, a portfolio, a visual representation, etc., as evidence to support the topic of the “conversation”
Checklist	<ul style="list-style-type: none"> • when specific tasks or functions can be predetermined • instructor-made lists based on content and/or processes of knowledge, skill, or attitudes • learner-made lists as the initial step in the completion of a project • employer-made lists that reflect expectations for performance in a specific occupational area • items should be single focused to allow each element of a task to be isolated and “checked off”
Annotated Notes	<ul style="list-style-type: none"> • learners can make further comment on, annotate, the notes taken from discussions, lectures, readings, or their own research • reflection is the key to generate new insights or the extension of previously expressed ideas