Sample Learner Assessment Alignment Table & Resulting Instruments

Three instruments will be used to measure participants' achievement of workshop objectives, including (a) a performance assessment rubric to measure achievement of the terminal objective, (b) a product checklist to assess participants' ability to complete a learner assessment alignment table, and (c) a multiple choice self-test to help learners assess their achievement of the enabling objectives. The Learner Assessment Alignment Table depicted in Table 1 specifies the skill, learning objective, learning domain, assessment method, and assessment items or performance criteria that will be used to construct each instrument. The resulting assessment instruments are attached after the table.

Table 1. Learner Assessment Alignment Table

Skill	Objective	Domain	Method	Assessment Item(s) or Criteria
Terminal Objective				
Generate Instruments	Given a set of instructional objectives, generate conventional and/or performance-based learner assessment instruments that are congruent with targeted objectives, learner and context.	Problem Solving	Post Test Assessment Rubric	*Descriptors for exemplary performance level for performance assessment rubric* **Goal-Centered Criteria** • Matches behavior, including the action and concepts, prescribed in objectives. • Meets conditions specified in the objectives. **Learner-Centered Criteria** • Tailored to learners in terms of vocabulary, language levels, developmental levels, motivational and interest levels, experiences, backgrounds and special needs. • Free of gender, ethnic or cultural biases. **Context-Centered Criteria** • Realistic or authentic to actual performance setting as possible. • Feasible and suited to resources available in learning setting. **Assessment-Centered Criteria** • Applies correct grammar, spelling and punctuation. • Stem clearly formulates problem (so learner can easily determine what problem or question is being asked before reading possible answers). • Task and most information contained in stem, keeping answers short. • Stem includes only required information and written in positive manner. • Includes only one correct, defensible, best answer. Foils are plausible and do not contain unintentional clues (e.g., length, all, never, a, an).
Enabling Objectives				
Complete Learner Assessment Alignment Table	Given a subordinate skills analysis, complete a learner assessment alignment table that meets product checklist requirements.	Rule	Post Test Product Checklist	Product checklist items with two possible levels of performance (i.e., yes and no) and an opportunity to comment. • Skills consistent with subordinate skills analysis • Objectives consistent with specified skills. • Objective properly classified • Method identifies proper type • Method identifies proper form • Assessment items/criteria congruent with objectives • Table properly formatted

| Classify Objectives | Given examples or descriptions, classify objectives according to Gagne's taxonomy. | Concept | Practice Test

Conventional CRT | 1. _____ are internally organized, and regulate and monitor the use of concepts and rules.
(a) Verbal information
(b) Attitudes
(c) Psychomotor skills
(d) Problem solving skills
(e) Cognitive strategies

2. _____ combines learned principles, procedures, verbal information and cognitive strategies in a unique way within a domain.
(a) Verbal information
(b) A concept
(c) A rule
(d) Problem solving
(e) A cognitive strategy

3. A set of objects, symbols or events grouped together based on shared characteristics which can be referenced by a particular name or symbol is considered _____.
(a) verbal information
(b) a concept
(c) a rule
(d) problem solving
(e) a cognitive strategy

4. Names, labels, facts or a collection of proposition are considered _____.
(a) verbal information
(b) concepts
(c) rules
(d) problem solving
(e) cognitive strategies

5. Choice behaviors that make certain classes of action more or less probable are _____.
(a) concepts
(b) psychomotor
(c) rules
(d) attitudes
(e) cognitive strategies |

Distinguish types	Given a purpose statement, distinguish four types of CRTs (i.e., entry behavior, pre-, practice, and post-tests.	Concepts	Practice Test Conventional CRT	6. A pre-test measures students' entry behaviors. (a) True (b) **False** 7. A practice-test monitors students' progress toward specified learning objectives. (a) **True** (b) False 8. An entry behavior test assesses learners' prior skills and knowledge at the beginning of a lesson. (a) True (b) **False** 9. A post-test assesses the skills and knowledge acquired by learners after completing a unit of instruction. (a) **True** (b) False
Compare and contrast forms	Given brief descriptions, compare and contrast conventional vs. performance-based assessments.	Concepts	Practice Test Conventional CRT	10. The two basic forms of criterion-referenced tests are conventional and _____. (a) norm-referenced. (b) fill-in-the-blank (c) product checklists (d) portfolio assessments (e) **performance-based** 11. Analytic assessment rubrics are based on (a) an overall impression of work samples. (b) **different dimensions or components of work.** (c) the conditions specified in the objectives. (d) varying performance levels or scales. (e) key learner characteristics and contextual factors. 12. Portfolios should contain three key components, including (a) conventional tests, narrative and objectives. (b) narrative, performance criteria and assessment rubrics. (c) work samples, test instruments and contracts. (d) **narrative, work samples and performance criteria.** (e) work samples, analytic and holistic rubrics. 13. In contrast to conventional CRT, performance-based CRT (a) are used to sort and rank students. (b) are one dimensional and episodic. (c) measure acquisition of skills and knowledge (d) **measure application of skills & knowledge** (e) contain criteria that are prescribed by the instructor

Learner Assessments
Performance Assessment Rubric

Table 2. Assessment Rubric for Learner Assessment Instruments

Exemplary (90-100pts)	**Goal-Centered Criteria** • Match behavior, including the action and concepts, prescribed in objectives. • Meet conditions specified in the objectives. **Learner-Centered Criteria** • Tailored to learners in terms of vocabulary, language levels, developmental levels, motivational and interest levels, experiences, backgrounds and special needs. • Free of gender, ethnic or cultural biases. **Context-Centered Criteria** • Realistic or authentic to actual performance setting as possible. • Feasible and suited to resources available in learning setting. **Assessment-Centered Criteria** • Apply correct grammar, spelling and punctuation. • Stem clearly formulates problem (worded so that learner can easily determine what problem or question is being asked before reading possible answers). • Stem contains task and most information, keeping answers/options short. • Stem includes only required information and written in clear, positive manner. • Foils include only one correct, defensible, best answer. • Foils are plausible and do not contain unintentional clues (e.g., length, all, never, a, an).
Proficient (80-89pts)	**Goal-Centered Criteria** • Most match behavior, including the action and concepts, prescribed in objectives. • Most meet conditions specified in the objectives. **Learner-Centered Criteria** • For the most part, tailored to learners in terms of vocabulary, language levels, developmental levels, motivational and interest levels, experiences, backgrounds and special needs. • For the most part, free of gender, ethnic or cultural biases. **Context-Centered Criteria** • For the most part, realistic or authentic to actual performance setting as possible. • For the most part, feasible and suited to resources available in learning setting. **Assessment-Centered Criteria** • For the most part, apply correct grammar, spelling and punctuation. • Most stems clearly formulate problem (worded so that learner can easily determine what problem or question is being asked before reading possible answers). • Most stems contain task and most information, keeping answers/options short. • Most stems include only required information and written in clear, positive manner. • Most foils include only one correct, defensible, best answer. • Most foils are plausible and do not contain unintentional clues (e.g., length, all, never, a, an).
Developing (70-79pts)	**Goal-Centered Criteria** • Do not match behavior, including the action and concepts, prescribed in objectives. • Do not meet conditions specified in the objectives. **Learner-Centered Criteria** • Are not tailored to learners in terms of vocabulary, language levels, developmental levels, motivational and interest levels, experiences, backgrounds and special needs. • Are not free of gender, ethnic or cultural biases. **Context-Centered Criteria** • Are not realistic or authentic to actual performance setting as possible. • Are not feasible and suited to resources available in learning setting. **Assessment-Centered Criteria** • Do not apply correct grammar, spelling and punctuation. • Stems do not clearly formulate problem (worded so that learner can not easily determine what problem or question is being asked before reading possible answers). • Stems do not contain task or most information, answers/options are long. • Stems include more than required information and are written in unclear or negative manner. • Foils include more than one correct, defensible, best answer. • Foils are not plausible and contain unintentional clues to correct answer (e.g., length, all, never, a, an).

Product Checklist

Directions: Review the learner assessment alignment table. Indicate if the chart exhibits each of the characteristics listed below by placing a check mark (√) under Yes (for does exhibit) or No (for does not exhibit). Provide comments if an explanation for your assessment is necessary.

Table 3. Product Checklist for a Learner Assessment Alignment Table

Characteristic	Does chart exhibit the characteristic?		Comment
	Yes	*No*	
• Specified skills consistent with those identified in goal and subordinate skills analyses.			
• Objectives consistent with specified skills.			
• Objectives are properly classified.			
• Method identifies proper type of assessment (i.e., entry, pre, practice or post-test).			
• Method identifies proper form of assessment (i.e., conventional, checklist or rubric).			
• Assessment items/criteria are congruent with objectives.			
• Table is properly formatted.			

Knowledge Check

Directions: Complete the following multiple-choice questions by circling the one best answer listed below each statement. The answers are provided at the end. Check your answers and use the results to identify areas for review and clarification.

1. _____ are internally organized, and regulate and monitor the use of concepts and rules.
   (a) Verbal information
   (b) Attitudes
   (c) Psychomotor skills
   (d) Problem solving skills
   (e) Cognitive strategies

2. _____ combines learned principles, procedures, verbal information and cognitive strategies in a unique way within a domain.
   (a) Verbal information
   (b) A concept
   (c) A rule
   (d) Problem solving
   (e) A cognitive strategy

3. A set of objects, symbols or events grouped together on the basis of shared characteristics which can be referenced by a particular name or symbol is considered _____.
   (a) verbal information
   (b) a concept
   (c) a rule
   (d) problem solving
   (e) a cognitive strategy

4. Names, labels, facts or a collection of proposition are considered _____.
   (a) verbal information
   (b) concepts
   (c) rules
   (d) problem solving
   (e) cognitive strategies

5. Choice behaviors that make certain classes of action more or less probable are _____.
   (a) concepts
   (b) psychomotor
   (c) rules
   (d) attitudes
   (e) cognitive strategies

6. A pre-test is used to measure students' entry-level behaviors.
    a. true
    b. false

7. A practice-test tests is used to monitor students progress toward specified learning objectives.
    a. true
    b. false

8. An entry behavior test is used to assess learners' prior skills and knowledge at the beginning of an instructional unit.
    a. true
    b. false

9. A post-test is used to assess the skills and knowledge acquired by learners after completing a unit of instruction.
    a. true
    b. false

10. The two basic forms of criterion-referenced tests are conventional and _____.
    a. norm-referenced.
    b. fill-in-the-blank
    c. product checklists
    d. portfolio assessments
    e. performance-based assessments

11. Analytic performance assessments are based on
    a. an overall impression of work samples.
    b. different dimensions or components of work.
    c. the conditions specified in the objectives.
    d. varying performance levels or scales.
    e. key learner characteristics and contextual factors.

12. Portfolio assessments should contain three key components, including
    a. conventional tests, narrative and objectives.
    b. narrative, performance criteria and assessment rubrics.
    c. narrative, work samples and performance criteria.
    d. work samples, test instruments and performance contracts.
    e. work samples, analytic and holistic assessment rubrics.

13. In contrast to conventional CRTs, performance-based CRTs
    a. are used to sort and rank students.
    b. are one dimensional and episodic.
    c. measure acquisition of skills and knowledge.
    d. measure application of skills and knowledge.
    e. contain criteria that are prescribed by the instructor

Answers:
1. e, 2. d, 3. b, 4. a, 5. d, 6. b, 7. a, 8. b, d, 9. a, 10. e, 11. b, 12. c, 13. d