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| **EOL** | **Bloom’s Level** | **Assessment item** |
| 1 | Remembering | Which statement best defines an assessment strategy?   1. A single method used to assess and measure learners’ mastery of the objectives addressed in a learning asset. 2. Tests and quizzes focused on content included in the learning asset. 3. A summary of methods and criteria that will be used to assess and measure learners’ mastery of the objectives of the learning asset. 4. The evaluation or estimation of the nature, quality, or ability of someone or something |
| 2 | Understanding | Respond to the questions below as they relate to the relationship of the following three processes.  **Assessment**  **Content**  **Objectives**    \_\_\_T \_\_\_F Objectives inform the development of the instructional strategy **before** informing the assessment strategy because instruction is given before it is assessed.  \_\_\_T \_\_\_F Objectives inform the development of an assessment strategy **before** informing the instructional strategy to ensure a direct alignment between the objectives and the assessment. |
| 3 | Understanding | Learning objectives:  ­­­­\_\_\_T \_\_\_F inform an assessment strategy based on their cognitive dimension  \_\_\_T \_\_\_F inform an instructional strategies based on their cognitive dimension  \_\_\_T \_\_\_F inform an assessment strategy based on their learning dimension  \_\_\_T \_\_\_F inform an instructional strategy based on their learning dimension |
| 4 | Understanding | Match the assessment strategy with the appropriate characteristics.  \_\_\_\_Case studies and critical incidents (d)  \_\_\_\_Objective written items (a)  \_\_\_\_Practical exercises & simulations (c)  \_\_\_\_Subjective written items (b)   1. May include fill-in responses, journals and creative writing samples 2. May include multiple choice, true/false & matching 3. May include presentations, procedural demonstrations & games 4. May real-world examples, videos, & illustrations |
| 5 | Understanding | Select the **best** assessment strategy for each cognitive level listed. Terms may be used more than once.  \_\_\_\_\_Remember (b)  \_\_\_\_\_Understand (d)  \_\_\_\_\_Apply (c)  \_\_\_\_\_Analyze (a)  \_\_\_\_\_Evaluate (a)   1. Case studies and critical incidents 2. Objective written items 3. Practical exercises & simulations 4. Subjective written items   . |
| 5 | Understanding | When considering t the cognitive dimension and the knowledge dimension:  \_\_\_\_T \_\_\_\_F Their interrelationship helps to define the assessment strategy.  \_\_\_\_T \_\_\_\_F They are truly independent and there is no direct relationship. |
| 5 | Understanding | Things to consider when selecting the assessment method that best aligns with the objectives of a learning asset are that:  \_\_\_\_T \_\_\_\_F The cognitive and knowledge dimensions of the respective objectives are treated separately.  \_\_\_\_T \_\_\_\_F The various assessment categories.  \_\_\_\_T \_\_\_\_F The most effective and efficient method for evaluating the knowledge and the thinking involved in performing a learning objective.  \_\_\_\_T \_\_\_\_F The ability of the methods selected to at least partially assess all of the objective define for a learning asset. |
| 6 | Understanding | An assessment strategy in a CSAP contains the flowing elements:  \_\_\_\_T \_\_\_\_F Identification of **all** the methods of assessment for a learning asset  \_\_\_\_T \_\_\_\_F A lengthy, detailed description of each of the specific methods of assessment  \_\_\_\_T\_\_\_\_\_F An explanation of how the assessment methods correlate to the module or lesson structure of the course.  \_\_\_\_T \_\_\_\_F Logistical and resource costs.  \_\_\_\_T \_\_\_\_F The ability of the methods selected to fully assess all of the objectives defined for a learning asset. |

Chances of scoring a 70% or higher by blind guessing = approx. 1 in 285