Guidelines and Instructions: Embedded Assessments

This instruction sheet represents the “first generation” of instructions regarding embedded assessments. As we move along to greater levels of sophistication and awareness with all this SLO material, this instruction sheet will reflect a deeper use of embedded assessments.

What are Embedded Assessments

Embedded assessments are assignments, activities, or exercises that are done as part of a class, but that are used to provide assessment data about a particular learning outcome. The course instructor and/or other evaluators can evaluate the student work, often using a rubric.

Types of Course-Embedded Assessments:

Examinations:

The preferred approach is to select specific questions or to insert specific questions into an exam (often the Final Exam) to be used to assess specific course learning objectives.

Research Papers and Projects:

These major projects should be assessed by using a rubric.

Field Experiences, Lab Reports and Internships:

Student reports which are produced in field experiences, laboratory experiments or reflective evaluations of internship experiences can be used to assess their learning in such course activities.

Pre/Post Comparison:

A knowledge assessment instrument that is administered in the beginning and at the end of the course

Student Portfolio:

A collection of different assessment activities for which a student may be evaluated

Capstone Evaluation:

Is an assessment of the general education experience within a given major. It evaluates the development of skills in content and application throughout the general education program

Course Matrix:

An established list of criteria for which an assessment activity is evaluated

Creating and Designing Course-Embedded Assessments:
- Select the course SLO to be assessed; or select some aspect of that existing assignment that aligns with the course SLO
- Evaluate and review course assignments which could be used for assessment;
- Decide which course elements would best serve as assessment tools and which elements will need to be modified to meet the needs of assessing course objectives;
- Integrate the embedded assessments elements into the course;
- Collect the results of the assessment tools; Analyze that aspect, across all students, to see how successfully achieved it was by all students.
- Determine the level of student achievement as a result of the assessment tools and evaluate the achievement of course SLO;
- Make appropriate changes to the course content or curriculum if this is indicated by the assessment results.
- Using the example below, let’s say you wanted to analyze punctuation across the entire class; you would see that punctuation fared pretty well…while spelling seemed to miss the mark.
- You can make this process as straightforward, or as rigorous as you want!

<table>
<thead>
<tr>
<th>Identified Learning Outcomes</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Learning Outcome Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>Punctuation</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Structure</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>17</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Individual Student Grade:</td>
<td>C</td>
<td>A</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>