THE ASSESSMENT TRIANGLE

OBSERVATION  →  INTERPRETATION

COGNITION
THE ASSESSMENT TRIANGLE

- **COGNITION**: Theory about how people represent knowledge and develop competency
- **OBSERVATION**: Assessments that will illicit response or behavior that reflect an individual’s cognition
- **INTERPRETATION**: Methods or tools used to reason from observations
PRINCIPLES OF BACKWARD DESIGN

IDENTIFY DESIRED RESULTS: Learning Outcomes

DETERMINE ACCEPTABLE EVIDENCE: Assessment Methods

PLAN CURRICULUM & INSTRUCTION
Step 1. Who

- Course?
- Who?
Step 2. Why

- Learning outcomes?
  - Cognitive
  - Affective
  - Behavioral?
Step 3. Peer Review

• Discuss
• Narrow down to THREE outcomes
Step 1. Aligning Outcomes/Assessments

• Outcomes...
• Assessments?
Step 2. Peer Review

• Discuss
• Narrow down to one outcome/assessment pair
Step 1. What Type of Inquiry?

- **Open inquiry**: asking and answering of questions that derive from the student, often with methods that derive from the student.

- **Guided inquiry**: answering of questions that derive from the instructor, often with methods determined by the instructor.

- **Coupled inquiry**: Inquiry that combines open and guided approaches.

- **Directed inquiry**: Activities that lead students through a set of proscribed steps.
Step 2/3. Describe and Peer Review

• What will you do?
• Discuss
• How well aligned are outcome, assessment, activity?