

Flexible Assessment Self-Study Guide

Instructions: This template can be used to help analyze an existing course, with a focus on *accessible assessment*. Assessment is tied closely to learning outcomes, which don't necessarily change too much when considering accessibility. Nonetheless, learning outcomes need to be well-designed and articulated in order to support assessment design. For that reason, this process begins with considering learning outcomes. Once you are feeling good about learning outcomes, design or analyze the assessments with a lens to accessibility. These checklists should help, but if/when questions or challenges come up, please connect with a CIEL facilitator, or consider attending the assessment workshop that is part of this course redesign session.

Course Name:				
Learning Outcomes (list)	Learning outcome analysis: ☐ Do learning outcomes answer the question, "By the end of this course, what will students be able to know, be, and/or do?" ☐ Are they written from a student-centered perspective? ☐ Are they specific? ☐ Do they include strong, measurable verbs that align with relevant thinking skills from bloom's taxonomy?	Assessment strategy (list)	Assessment strategy analysis: ☐ Are there a variety of different types of assessments used? ☐ Is there evidence of student choice within assignments (weight distribution or choice of how they can complete assignment)? ☐ Are there rubrics that will be shared with students? ☐ Are instructions clear? ☐ Do assessments align with learning outcomes? ☐ Is there evidence of authenticity in the types of assessments that are included? ☐ Are there opportunities for technology to be	Challenges or questions?

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	☐ Are there a reasonable number of outcomes (4-7)?		incorporated to assist students if necessary?	
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