

Guidelines for Core Course Embedded Assessment Instruments

1. Match questions with objectives - from final exams, if desired, to repeat the pre-test/post-test design.
2. Have at least four questions per objective taught in the class; do not test those not covered by the class.
3. Avoid overly short or long questions and keep alternative answers about the same length as each other.
4. To assess understanding of concepts, develop questions with 'scenarios' in which students consider a situation and choose the best answer or solution to a question about the situation.
5. Consider whether common questions across courses could address the core learning outcomes.
6. Determine what percentage of correct answers constitutes 'mastery' or 'competence.'
7. Determine whether the answers will provide information that can be used to improve student performance?
8. If considering other types of assessments, then the ones that are most comprehensive would be best (i.e., culminating activities that would require application of most of the objectives of the course). That way they might only have to assess one project and, thus, only have to create one rubric.