



II. Method guidelines

Aloha. Today's tutorial is about the second step in the assessment cycle: Determining appropriate methods to assess the outcomes. How do you know that your outcomes have been met or not? What evidence do you provide?

Choose an assessment method that:

1. Brings you three types of information
 - (a) Number of students/participants who did, and did not, meet the outcome;
 - (b) One strategy that supported the mastery of the outcome (e.g., you may know from your own observations or by asking your students/participants directly via survey, course evaluation, or just a conversation);
 - (c) One change that you will implement to support the mastery of the outcome (e.g., you may want to update some of the readings, handouts, the way you explain a task, a quiz that is unclear for most participants, or a survey question that is not bringing you the information that you are seeking).
2. Is realistic in terms of your time and resources (do not create assessment plans that are too complicated or overwhelming)
3. Addresses each outcome separately (e.g., do not use one question to assess two outcomes)
4. Yields actionable results so you can use the results to improve student learning or office performance.
5. Is direct or indirect.
 - (a) **Direct assessment** requires participants to demonstrate knowledge and skills. For example,
 - Exam/quiz
 - Paper/report/writing activity
 - Oral presentation
 - Creative performance
 - Visual display
 - Observation
 - Project
 - Counting/tracking numbers (e.g., walk-ins, online hits, transactions for the non-instructional areas)
 - Note: **Embedded assessment** involves using work that students complete within their classes as assessment evidence.
 - Note: **Signature assignments** occur when students receive identical assignments across courses.



- (b) **Indirect assessment** requires participants to self-assess their knowledge and skills. For example,
- Survey
 - Interview
 - Focused group
 - Note: In the instructional area, indirect assessment can integrate direct assessment, but cannot be used alone.
6. Is formative or summative
- (a) **Formative assessment** takes place during a program or service (e.g., you follow how your students or office is doing week by week or month by month).
- (b) **Summative assessment** takes place at the end of the semester.
7. Is accessible for all students/participants. For instance, if students do not have a computer or a printer, or if they suffer of dyslexia, anxiety or language barriers we allow submissions that are hand-written, digital, audio recorded, or give options between a whole-class presentation or group work.
8. Is culturally responsive, meaning
- a) Is contextualized in the reality of Hawaii (e.g., replace textbook quizzes with localized questions; assign projects that connect students with Hawaiian organizations; design rubrics that evoke place-based images; use familiar metaphors like a rainbow to explain concepts; organize scavenger hunts in the community to test learning);
 - b) Involves students throughout the entire assessment process (e.g., give students options to choose among presentation, poster, debate, or exam; ask them what's working or needs to be adjusted);
 - c) Develops evaluation tools that are appropriate for different learners (e.g. diversify your assessment activities throughout the course—switch from quiz to reflection, group project, audio submission, video recording; make space for flexibility and student choice);
 - d) Uses results to improve the academic experience of all students/participants.
9. Measures outcome only, no other hidden skills. Be aware that projects require organizational challenges, papers require writing skills, and exams require test-taking skills, so switch them up and support students through scaffoldings so they can actually show you their mastery of the outcome.

Thank you so much for watching and please visit our assessment webpage under "Method" for resources.