

# Assessment Workshop Part One

- 🕒 License Plate activity – 10 mins
- 🕒 Lucky #7 – 15 mins
- 🕒 Processing the games – 15 mins
  - What was the license plate activity like for people?
  - Who enjoyed it? Who struggled with it?
  - How can we apply it to assessment work?
  - What about the Lucky #7 Game?
  - What was that like for people?
  - What struggles did we have as a group in that game?
  - What strategies did you all try? How well did those work?
  - How does this relate to our work with assessment?
- 🕒 Assessment Self-Evaluation – 10 mins
  - What was each person's lowest rating and highest rating?
- 🕒 Chapter 4 - Intro to Assessment Tools
  - Pick 2 people to share something interesting – anyone can respond.
  - Direct vs indirect data:
    - What are some examples?
    - What are benefits/drawbacks of each?
- 🕒 Chapter 5 – Rubrics
  - Are rubrics direct or indirect?
  - Pick 4 people to share an interesting point or questions – anyone can respond.
  - What are some pros/cons of rubrics?
  - Share rubric handouts & show Baseline rubrics page & resources
- 🕒 Chapter 6 – CAS Standards
  - Who has seen these before?
  - CAS & Baseline Rubrics
  - Pick 2 people to share an interesting point or question – anyone can respond
- 🕒 RA Recruitment card sign up for offices – 5 mins
  - Meet with them in person

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- Share with them what these are for (personalized messages). Explain online contract and when applications are due.
- 👤 Break and prep for presentations – 15 mins
- 👤 Presentations in order of chapters – 50 minutes
  - We will have questions after each presentation
    - If questions are not being asked we will make sure there are at least 2.
  - Courtney – Interviews & Focus Groups
  - Dennis – Observations & Documents
  - Sarah – Case Studies
  - Wade – Analyzing Qualitative Data
  - Keri – Survey Research
  - Kayla – Portfolios
  - Jacob – Documenting Assessment Findings & Decisions
- 👤 Group Discussion – 15 minutes
  - Why do assessment?
  - What should assessment accomplish?
  - When should assessment occur?
  - Assessment Lingo Sheets – our language. We will add to it as we go along.
- 👤 Break Numero Dos – 10 minutes
- 👤 Brainstorm potential assessment projects
  - Ground rules (write these up in big letters)
    - No judging
    - AMAP (As many as possible)
  - We will brainstorm potential assessment projects for the spring semester. They can be large or small in scope and we will write down every possible thing we can assess this spring semester with time as a consideration.
  - From there will narrow the list down to the top 16 by each having 5 votes placing them next to assessment project which will move us forward as a department.