

Creating Assessments

The table below shows a few examples of how measurable objectives can be translated into assessments. This [Bloom's Taxonomy Wheel](#) also aligns cognitive domains with sample assessments to help you determine appropriate assessments with your learning objectives.

Table: Example assessments aligned with learning objectives

Learning Objective	Assessment
You will be able to identify and summarize the important features of major periods in the history of western music.	Quiz: Multiple choice questions to check if students are able to accurately identify the major periods in the history of western music. Exam: Building off of the quiz, students are asked open-ended questions where they are to summarize the important features of those major periods.
You will be able to apply important concepts and principles of psychology to draw conclusions about populations from samples.	Case Study: Students read about a specific population are asked to write or present their drawn conclusions by appropriately and accurately applying the important concepts and principles of psychology.
You will be able to demonstrate your knowledge about the significance of current research in the field by writing a research report.	Mini assignment: Students are asked to identify literature on a given or chosen research topic, and create an annotated bibliography. Final Report: Students are asked to write* a final report discussing the significance of their given or chosen research topic.

When we think of assessment, we often think of the evaluations of student learning that are used to compute the majority of their grade (e.g. midterms and final exams or projects). These are called **summative assessments**. However, it is more important for student learning to employ **formative assessments**. The purpose of these is to inform both students and instructors of the progress being made towards learning. The table below highlights basic distinctions between these kinds of assessment.

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	Formative Assessment	Summative Assessment
Purpose	Identify and resolve learning gaps	Evaluate students' knowledge and abilities
Common Examples	Clicker questions, weekly quizzes, problem sets, classroom assessment techniques	Final exams, papers, project reports, presentations
Grading	Not graded or low stakes	Graded
Frequency	Frequent / ongoing	Infrequent
Feedback for Future Work?	Yes	Not necessarily

Refer to this CRLT handout on [Classroom Assessment Techniques \(CATs\)](#), which describes several informal strategies you can employ to gather formative assessment of student learning.