

California State University, San Bernardino

## CSUSB ScholarWorks

---

Q2S Enhancing Pedagogy

---

Spring 5-29-2020

### Aligning Assessments with Course Outcomes

Carol Damgen  
cdamgen@csusb.edu

Carol L. Damgen  
CSUSB, cdamgen@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>



Part of the [Acting Commons](#), [Fiction Commons](#), [Nonfiction Commons](#), [Other Arts and Humanities Commons](#), [Other Theatre and Performance Studies Commons](#), [Performance Studies Commons](#), [Playwriting Commons](#), [Poetry Commons](#), and the [Theatre History Commons](#)

---

#### Recommended Citation

Damgen, Carol and Damgen, Carol L., "Aligning Assessments with Course Outcomes" (2020). *Q2S Enhancing Pedagogy*. 203.  
<https://scholarworks.lib.csusb.edu/q2sep/203>

This Lesson/Unit Plans and Activities is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact [scholarworks@csusb.edu](mailto:scholarworks@csusb.edu).

## Aligning Assessments with Course Outcomes

Criteria	Meets	Learning Outcomes-Cognitive Approach
<p><b>Explanation of the technique that was used to align assessments to course outcomes and the insights that were gained</b></p> <p>I chose a Learning Outcome from my <i>Oral Interpretation of Literature</i> course.</p> <p>Students will develop the skills to communicate an oral interpretation of literature to an audience with believability, dramatic action and honesty.</p>	<p><b>Describes the technique used or the insights that were gained during the process</b></p> <p>I chose a Learning Outcome from my <i>Oral Interpretation of Literature</i> course, aligning it with an assessment.</p> <p>I learned along with my students that clear connections with LO's and assessments allow a course to maintain a strong path towards what is essential for learners to gain from the class environment.</p>	<p><b>Complete one of the following tasks to align the assessments with the revised outcomes:</b></p> <p style="padding-left: 40px;">a. Select the types of assessments that are aligned to the cognitive levels of your learning outcomes.</p> <p>I specifically chose:                      “Students will develop the skills to communicate an oral interpretation of literature to an audience with believability, dramatic action and honesty”.</p> <p>This is one of the most important and cumulative LO's in my course. There is key action, “students will develop skills” and key understanding- “communicate an oral interpretation of literature to an audience with believability, dramatic action and honesty”.</p> <p>The goal is for my students to clearly understand the difference between acting, reading and oral interpretation, which is using a text in a sharing way to create a living breathing human being residing in a real world of their making.</p>
<p><b>Explanation of the technique that was used to align assessments to course outcomes and the insights that were gained</b></p> <p>I chose a Learning Outcome from my <i>Oral Interpretation of Literature</i> course.</p> <p>Students will develop the skills to communicate</p>	<p><b>Describes the technique used or the insights that were gained during the process</b></p> <p>I chose a Learning Outcome from my <i>Oral Interpretation of Literature</i> course, aligning it with an assessment.</p>	<p><b>Complete one of the following tasks to align the assessments with the revised outcomes:</b></p> <p style="padding-left: 40px;">a. Select the types of assessments that are aligned to the cognitive levels of your learning outcomes.</p> <p>I specifically chose:                      “Students will develop the skills to communicate an oral interpretation of literature to an audience with believability, dramatic action and honesty”.</p> <p>This is one of the most important and cumulative LO's in my course. There is key action, “students will develop skills” and key understanding- “communicate an oral interpretation</p>

<p>an oral interpretation of literature to an audience with believability, dramatic action and honesty.</p>	<p>I learned along with my students that clear connections with LO's and assessments allow a course to maintain a strong path towards what is essential for learners to gain from the class environment.</p>	<p>of literature to an audience with believability, dramatic action and honesty".</p> <p>The goal is for my students to clearly understand the difference between acting, reading and oral interpretation, which is using a text in a sharing way to create a living breathing human being residing in a real world of their making.</p>
<p><b>Explanation of why the technique was chosen</b>  I chose this technique to demonstrate to my students what Oral Interpretation is to its core. It is not simply reading and it's not acting, since there is no memorization. It is using a text to create and share using the voice, body, space with text in hand.</p>	<p><b>Explains how the technique is connected to challenges or goals for the class or your professional goals</b>  I am Theatre Arts Professor that teaches Theatre Arts-majors and minors, but I am also a GE instructor. Courses such as <i>Oral Interpretation of Literature</i> is essential as an introductory class to help non-theatre arts students, understand the basics of presentation and the importance of creating an imaginary world without putting the added pressure of memorization.</p>	

<p><b>Explanation of how the work completed in this module will be helpful to you and your students</b></p> <p>It is important for students to feel secure when stepping into a world they may fear.</p> <p>Having a text, being able to hold a script is key in making the students feel safe.</p> <p>They can be freer to explore the space, using their voice and body to tell a story.</p>	<p><b>Provides an explanation of the value of the work completed in this module for either you or your students</b></p> <p>Allowing a student to stand up in front of others solo or in a group, gives them courage and helps them go back to when they did not judge themselves so harshly, when they allowed their imagination to rule in an educational environment, going back to being unafraid and willing to take chances.</p>	
--	---	--

<p><b>Next steps you will take to continue aligning your assessments to your course outcomes</b></p> <p>I will go through each LO and make certain it is clearly connected to an assignment.</p>	<p><b>Shares specific next steps for continuing this work</b></p> <p>I will have clear discussions in class with my students for clarity and transparency on each LO- the short and long-term goals for each.</p> <p>Focusing on the <i>take away</i> of each.</p>	
--	--	--