Center for
Teaching and Learning

What low-stakes opportunities for practice with new skills can you provide for students in the weeks leading up to higher-stakes assessments?

	In-Class Practice	Out-of-Class Practice	Major Assessment
Weeks 1-5			
Weeks 6-10			
Weeks 11-15			

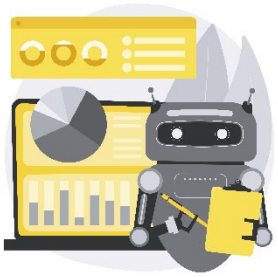
Scaffolding Assessments: For each learning objective, create multiple opportunities for low/no stakes assessments leading up to the major assessment. Refer to the Classroom Assessment Techniques (CATs) to help you think about multiple different ways of assessing student learning.

Learning Objective	Low/No Stakes Assessment 1	Low/No Stakes Assessment 2	Low/No Stakes Assessment 3	Major Assessment
At the end of this course, you should be able to know/do…	**Before Instruction:** Students answer a few questions or complete a task assessing their conceptual understanding about the material.	**During Instruction:** Students answer questions/complete a task relevant to the day's topic.	**Following Instruction:** Students complete an assignment practicing the topic of the class.	How will the students demonstrate mastery of the learning objective?
Example from an Introductory Statistics Course…				
…calculate probabilities for simple and compound events	Play Blackjack and narrate decision making. Assess their informal understanding of random selection without replacement.	Homework (participation) Q&A/Discussion Work problems in pairs	Quiz Reflection (Why is this content important? What can I apply this content to in the future?)	Midterm Exam (with exam wrapper)

Explore this web resource on Teaching Technology and Strategies: https://ctl.gatech.edu/technologies-and-strategies

What tools have you used that you really like for assessment? What is one new tool that you are interested in trying out?

Use this space to make some notes:



Transparent Assessment Design: Assessment Planning

My assessment	
Why are you asking your students to do this specifically? (Purpose)	
Which learning objectives and/or component skills are being tested/developed? (Purpose)	
What are you going to ask your students to do? (Task)	
How much will you ask your students to do (e.g. length, hours spent, etc.)? (Task)	
Will your students work alone or collaboratively? Why? (Task)	
How will you assess student work? (Criteria)	
How and when will you share the assessment criteria with your students? (Criteria)	

Pro-tip: *For a 3 credit hour non-lab course, the expectation is that students spend 3 hours in class each week, and 6 hours on course-related work.*