



**SYNERGIS**  
EDUCATION



# **ACADEMIC SERVICES ASSESSMENT MENU**

**STRATEGIES FOR MEASURING STUDENT LEARNING**

## REFLECT AND CONNECT

### Blog



Students write and publish first-person, web-based content. Blogs encourage dialogue through peer or community comments.

### Interview

Students design and present questions to members of the community to gain personal or expert perspectives on class topics. Interviews can be the building blocks for summaries, presentations, or other assignments.

### Journal

Students write reflections that promote self-discovery in learning. Journals are typically only shared with the instructor and not the larger learning community.

### Portfolio

Students organize and reflect on samples of their work. Portfolios are ideal for courses or programs that develop thinking, synthesis, and metacognition skills.

### Self-Evaluation

Students rate and reflect on their own performance using established criteria and create personalized goals and plans for future development.

## VISUALIZE INFORMATION

### Charts

Students compile and organize data in a table or graph to make it easy to understand at a glance.

### Diagram

Students create visual representations of processes or relationships. Types of diagrams include Venn, radial, pyramid, flow, and cycle.

### Map



Students plot items along a geographic area. Examples include a layout of health care accessibility for a local population, a virtual tour of Civil War battlefield sites, and a map of business competition in a geographic market area. Tools like [Google Maps](#), [Google Earth](#), and [Animaps](#) allow students to create and share annotated maps.

### Mind Map

Students create a visual map of connected ideas. Online mind map tools include [Coggle](#), [Popplet](#), and [Bubbl.us](#).

### Timeline

Students construct a visual, chronological sequence of events. Many web-based timeline makers are available to students for free, including [Tiki-Toki](#), [Sutori](#), and [TimeGraphics](#).

## PRESENT INFORMATION

### Demonstration



Students use video or screen recording software to capture performance of an action. Students explain their actions as they complete them. [Screencast-O-Matic](#) is one free tool for screen recording and sharing.

### Poster Session

Students research a topic and present it on a poster through text and visuals. Students present their research efficiently and effectively one-on-one or to small audiences, as they might at a conference.

### Multimedia Presentation



Students relay content using a combination of narration, text, video, images, or animation. Sites like [PowToon](#), [Prezi](#), and [VoiceThread](#) enable students to create multimedia presentations.

### Speech

Students deliver a formal address towards a central argument and specific audience.

Recommendation Key:



Group Work



Professional Application



Technology Integration

# PROMOTE A POINT-OF-VIEW

## Ad or Commercial

Students design print media or audio/video pieces to build brand awareness and to promote products or services.

## Editorial

Students write a persuasive argument from a specific perspective. This type of assignment allows students to identify, explore, and present their own opinions.

## Magazine Article



Students write a piece in a relatable style to inform or entertain an audience. Students can work collaboratively to develop a central theme or collection of topics and compile a class-wide magazine.

[Lucidpress Digital Magazine Software](#) is one option students can use to collaborate on a magazine.

## Pamphlet or Brochure

Students create a short informational or persuasive publication about a product, service, or issue. Examples include public health notices and promotions for IT security. [Lucidpress Brochure Maker](#) is a free, web-based resource for this type of assignment.

## Proposal



Students create a call to action with a specific purpose. Proposals are both factual and persuasive. Examples include grant requests for funding, solicitation of new business, and budget requests.



## Authentic Assessments

Whenever possible, design authentic assessments that ask students to perform real-world tasks. Authentic assignments are meaningful, relevant, and prepare students to transfer their new knowledge and skills to life after class.



## Objective Alignment

When designing assessments, ask yourself whether the assessment is measuring the stated performance objectives for the student.

Objectives and assessments are interdependent and should be aligned in order to measure whether students have met the intended outcomes of the instruction.

# TELL A STORY

## Biography or Eulogy

Students compose a factual narrative of a person's life or imagine an individual whose life was affected by the ideas the students are studying.

## Comic Strip

Students use a combination of visuals and related text to express their learning. Students can use sites like [Pixton](#) or [Canva](#) to create and share comic strips.

## Fictional Story or Script

Students craft a story or script that shows deep understanding of the course content. This assignment type allows students to express their individuality and creativity.

## Letter

Students write correspondence to relate experiences, explore issues, or persuade the reader. These correspondences may be true or fictional.

## Role-Play



Students act out varied perspectives related to the issues they are studying and construct appropriate situational communication.

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## CREATE ORDER

### Instruction Manual or Guide

Students create documentation of procedural steps, including text, visuals, and other media as necessary. Students may work collaboratively on a manual in the form of a wiki.

### Outline

Students generate a framework of high-level ideas. Outlines can be used as the foundation for a larger project or as stand-alone evidence of analysis.

### Plan

Students create a set of steps towards achieving a goal. Examples include lesson plans, project plans, and nursing care plans.

### Set of Rules or Standards

Students develop governing statements, policies, or performance expectations. Examples include creating acceptable-use policies for school Internet and employee-conduct standards for a business.

## FOCUS ON FACTS

### Flashcards

Students practice their recall of critical information by creating and using their own set of flashcards. Web resources to create and share flashcards include [Cramberry](#) and [Quizlet](#).

### Job Posting

Students create a job posting to demonstrate their understanding of the skills, knowledge, and experience required for a professional role.

### Glossary or Vocabulary List

Students identify and define new terms relevant to their area of study. These lists can be built through collaboration between students and shared across a cohort, depending on the needs of the class.

### Summary

Students condense a large amount of information into the most important facts.

## TIP

### Teaching Others

Consider finding opportunities for students to teach the course content to their peers. When students complete a learning task by preparing and teaching a lesson on it, they develop a deeper and more lasting understanding of the material.

## WORK IN COLLABORATION

### Debate

Students research, present, and defend different sides of an issue.

### Social Bookmarking

Students compile and annotate collective lists of web research or resources. Examples include compilations of current events related to a course and a list of resources to assist students with common grammar errors. Sites that support social bookmarking include [Diigo](#), [Evernote](#), or [Pinterest](#).

### Peer Review or Observation

Students evaluate their classmates' work and provide feedback to offer alternative perspectives or improve performance. Use a standard set of criteria to guide students' reviews.

### Wiki

Students work collaboratively to create and edit pages of web-based content. Examples of wikis include glossaries, technical manuals, or content guides.

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# CONDUCT RESEARCH

## Annotated Bibliography

Students conduct research and document information about each source, including bibliographic information, a summary, and a critique. An annotated bibliography can stand alone or prepare students for a research paper.

## Experiment

Students ask questions and conduct research in order to propose an explanation of a problem or observation. Then, students conduct an experiment to test their hypothesis and report their findings.

## Investigation

Students identify, find, and evaluate information to answer a question or solve a problem. This style of assessment allows students to display their information-literacy skills.

## Scavenger Hunt

Students locate new knowledge and resources by using research- and information-utilization skills.

## Literature Review

Students evaluate and synthesize key sources relevant to a specific research question. As part of their synthesis, students identify additional research questions not covered in the current body of research.

## Primary Source Exploration

Students locate primary sources and use them to draw connections or gain new insight to their area of study. Examples of primary sources include personal correspondence, photographs, oral histories, political cartoons, newspapers, and maps.

## Questionnaire or Survey

Students create survey items and administer them to an audience. As a follow-up, students analyze the data they gather and draw conclusions. Tools like [Survey Monkey](#), [Survey Planet](#), and [Google Forms](#) allow students to create surveys at no cost.

# MAKE A JUDGMENT

## Case Study

Students analyze authentic scenarios in order to break down their elements and make recommendations. Case studies lend themselves to examining professional situations.

## Causal Relationships

Students determine cause and effect. Causal relationships may be expressed in diagram form in addition to a written explanation.

## Court Trial

Students use evidence to convince peers of the truth of a viewpoint or perspective. Students may act as advocates or judges for different presentations.

## Evaluation

Students assess strengths and weaknesses in a variety of contexts. As part of their evaluation, students may create or use an existing evaluation tool, such as a form or rubric.

## Forecast

Students evaluate information to predict trends, outcomes, and implications.

## Problem Solution

Students create potential resolutions for real-world challenges through a combination of prior knowledge, research, and collaboration.

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# MAKE IT YOURSELF

## Bulletin Board or Collage

Students create a grouping of interconnected information and resources. Sites like [Padlet](#) allow students to build online collages using images, videos, texts, and links.

## Game

Students design a game that encourages engagement with course learning outcomes. Students deliver a complete game, including rules documents, that can be played by others.

## Illustration or Photograph

Students create images to express ideas or capture characteristics of the physical world. Illustrations and photographs are often accompanied by annotations or explanations. Examples include a photography field journal of architectural styles and a digital layout of an early-childhood classroom.

## Lesson or Module

Students create and deliver instruction or training on course content to other students.

## Start-Up

Students use real-life needs and opportunities as the basis for developing a new business.

## Podcast

Students record audio for different contexts, such as conducting interviews or sharing first-person perspectives. Students can record audio with free software like [Audacity](#) and upload to sites like [Soundcloud](#).

## Video

Students film brief videos for a variety of purposes including documenting personal reflection, recording interviews, and performing a demonstration.

## Virtual Gallery or Tour

Students curate a collection of artifacts, works, or places with accompanying descriptions to guide their audience. Students can select from available media online or create media for the gallery or tour themselves. Examples include a virtual tour of classroom resources to support diverse learners or a virtual gallery of the progression of handheld computing devices.

## Website

Students build a thematically related collection of web pages to serve an instructional purpose. Students can use tools like [Weebly](#), [Wordpress](#), and [Wix](#) to build free websites without needing to code.

## TIP

### Giving Students Choice

With the emphasis on a student-centered approach to learning, look for opportunities to provide students choice and personalization in class assessments. Choice is motivating and allows learners to pursue their individual interests within the scope of the class. This type of personalization also reduces the likelihood of plagiarism.

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