BAKER COLLEGE
STUDENT LEARNING OUTCOMES

EDU 4310 INSTRUCTIONAL DESIGN AND ASSESSMENT

3 Semester Hours

Student Learning Outcomes and Enabling Objectives

SLO 1. Develop curriculum and instruction using a backwards design methodology.
   a. State curricular goals
   b. Identify big ideas and generate essential questions based on content standards
   c. Plan summative assessment content based on curricular goals

SLO 2. Select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (InTASC 7a)

   a. Plan how to achieve learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction to individuals and groups of learners. (InTASC 7b)
   b. Plan for instruction based on formative and summative assessment data, curricular goals, prior learner knowledge, and learner interest. (InTASC 7d, 6c)
   c. Develop appropriate sequences of learning experiences and provide multiple ways to demonstrate knowledge and skill. (InTASC 7c)
   d. Justify choices in planning and developing learning experiences. (InTASC 7p)

SLO 3. Analyze assessment results to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners and other stakeholders. (InTASC 6l)
   a. Select multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (InTASC 6g)
   b. Interpret numerical and graphic presentations of assessment data.

SLO 4. Create formative and summative assessments to support, verify, and document learning. (InTASC 6a)
   a. Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results. (InTASC 6b)
   b. Create assessments which produce quality work from K-12 learners (InTASC 6d)
   c. Develop assessment processes which include providing effective descriptive feedback to guide K-12 learner progress. (InTASC 6d)
   d. Construct assessments which allow K-12 learners to demonstrate knowledge and skill in multiple ways. (InTASC 6e)

e. Create formative assessments which allow K-12 learners to reflect and examine their own thinking and learning. (InTASC 6f)
f. Prepare all learners for a variety of assessment formats and make appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. (InTASC 6h)
g. Select technology to support assessment practice both to engage learners more fully and to assess and address learner needs. (InTASC 6i)

These SLOs are not approved for experiential credit.

Effective: Spring 2018