



Assessment Techniques by Learning Construct Ideas from HEQCO Handbook and VALUE Rubrics

Note: For **higher-order cognitive outcomes** (critical thinking, problem solving and communication):

- Consider what aspect(s) to measure: analysis, synthesis, judgment, evaluation, argumentation, critique
- Break it down: analytic reading, dissecting arguments, differentiating between deductive and inductive reasoning, etc.

Analysis, Evaluation & Judgment

- Create flow charts and identify key steps in a process or deconstruct an argument
- Two-step assessments: asking students to design and defend criteria for judging phenomena before applying them

Communication (Oral)

- Live/video-recorded presentations
- Panel/group presentations: presenters evaluated separately
- poster shows, pecha kucha

Communication (Written/Digital)

- Visual essays (comic strips, films, photographic sequences, multimedia essays); feature in-depth and sustained engagement with ideas
- Reports, short stories, poems, memos, proposals, briefs, online journals
- Research reports: factual report followed by critical reflection

Critical Thinking

- Case studies and open problems
- Modified essay questions: students given 1 question in relation to case study and after answer it are given the next one with each question requiring more complexity, analysis, integration, evaluation (allow students to review/revise as proceed through the process)
- Debates, mock court sessions, oral arguments, argumentative experiences (be careful not to over-structure)
- Assignments that require analysis of data, text, or issues

Creativity & Design

= usually assessed as component of another task

- Creating of diagrams of concept or events
- Design simulations
- Role play
- Create new visual model to explain complex theory or phenomenon
- Anything that asks students to convert information learned in one medium into another

Creative Thinking

= both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking

- Research papers
- Lab reports
- Musical compositions
- Mathematical equation that solves a problem
- Prototype design
- Reflective piece about final product of an assignment

Ethical Reasoning

= five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts

- Essays or oral examinations in response to specific ethical problems
- Application of discipline-specific codes of conduct to case studies
- Rubrics that score for quality of reasoning/solutions, not for agreement with conclusions reached, and the number of alternative solutions proposed

Information Literacy

= ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand

- Research papers, grant proposals
- Research journal/diary
- Editorials, speeches
- Marketing or business plans, PowerPoint presentations, posters
- Literature reviews, position papers, and argument critiques

Intercultural Knowledge & Competence

= Six Components: 1) Cultural rules and biases, 2) Empathy, 3) Intercultural experience, 4) Intercultural/cultural differences, 5) Suspending of judgment in valuing interactions with culturally different others, 6) Worldview

- Self-report surveys with Likert-scale and/or multiple-choice questions: Intercultural Development Inventory (IDI), the Cross-Cultural Adaptability Inventory (CCAI), Cross-Cultural World-Mindedness Scale (CCWMS), Intercultural Sensitivity Inventory (ISI), and the Assessment of Intercultural Competence (AIC), Intercultural Attitudes Skills and Knowledge Short Scale (ASKS)
- Peer (roommate) rating of intercultural communication effectiveness using a measurement scale (e.g., display of respect, interaction posture, orientation to knowledge, empathy, task-related roles, relational roles, interaction management, and

tolerance for ambiguity) or use of anchored vignettes (BASIC: Behavioral Assessment Scale for Intercultural Communication)

- Portfolios that include constructed-response items; can capture context-specific skills and development of those skills over time; digital portfolios can include audio and video recordings of intercultural communication
- Implicit association tests (IAT) and the Q-sort methodology (rank ordering of subjective concepts)
- Situational judgment test (SJT): aim to measure an ability or competency based on the participant's choice of response to a hypothetical situation (e.g., Likely to Be True; Spot the Stereotype; Cross-cultural Scenario)
- Simulations: role-playing activities in which participants engage in a limited intercultural scenario (e.g., coaching task)

Problem-Solving

= designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal; well-defined to ambiguous in a simulated or laboratory context, or in real-world settings

- Problem-sets: design so have gradually more complex problems to build on one another; add on self-reflection or ThinkAloud
- Assignments that require analysis of data, text, or issues
- Assignments that focus on/assess the quality of a process, rather than of an end-product

Quantitative Literacy (Numeracy, Quantitative Reasoning)

= ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations

- Communicate qualitative evidence in a variety of formats: using words, tables, graphs, mathematical equations, etc., as appropriate
- Draw information from charts, graphs, and geometric figures, and complete estimations and calculations

Research & Scholarship

- Research reviews & annotated bibliographies
- Long-term research projects (over multiple semesters)
- Communication of research: reports, theses, research papers, presentations, posters, videos, choreographies; feedback & revision at multiple stages; peer work, constructive feedback

Self-Regulation and Professional Competence

= constitutes two sub-categories of outcomes to be considered: application and self-regulation; consider how to support improvement of ability to learn effectively on own

- Reflective writing: learning journals/logs, reflective essays for integration of course content, making connections between concepts and to own lives

- Critically reflective writing: goes beyond making connections and creating meaning; need to subject own judgments and conclusions to rigorous scrutiny = establish habits of humility, honesty and integrity; consider ethical implications of own perspectives
- Practicum: demonstration of competency in a simulated 'real-world' setting
- Micro-practica and simulations: smaller/simpler tasks in approximations of real-world conditions; including recordings of performances
- Learning portfolios (course or program-level): paper-based, electronic or a combination; collection of student work that demonstrates progress and achievement

Transferrable Skills

= allow students to test their skills and judgment in different contexts; research finds creativity and grit (resilience and emotional intelligence) to be strong indicators of eventual skill transfer; design instruments that can be both formative and summative and incorporate:

- Practice, immersion and repetition
- Case studies and problem-based learning
- Identify 'situational cues' to activate prior knowledge/ experience
- Make decisions or choose courses of action in new situations
- Use imagination and think from others' perspectives