**EDUCAUSE Chicago**

Title: Student performance, Assessment and Technology Outcomes: defining the relationships for effective assessment

Assessment of learning becomes nuanced as technology mediated solutions become more widely available and implemented. Publisher text content has moved from cartridge to interactive to adaptive learning. There are new adaptive learning companies arising and others being acquired. The challenge is how does adaptive learning integrate with course assessment and align with course outcomes.

 Adaptive learning often ties to a published text that may or may not align with the specific course objectives. Integrating adaptive output with additional course requirements or designing course rubrics is challenging with the number of options for remediation available in adaptive learning. Technology also provides solutions for assessment integration of various and at times disparate assessments. New assessment plans, rubrics, guidelines or best practices will needed to plan for integration and effective output reporting to be able to design high quality learning experiences and measure student performance.

Outcomes:

1. Understand the importance of alignment of technology/adaptive outcomes with course objectives
2. Apply an effective selection criteria for tool evaluation
3. Implement an assessment plan integrated with adaptive learning

**Outline**

Introduction and icebreaker: 3-5 minutes: What do you want to take away from this session?

Explanation of what we will do: 3-5 minutes

Exercise 1: Defining the terms so we can have a common discussion: 10-15 minutes

Outcome 1: Understand the importance of alignment of technology/adaptive outcomes with course objectives

* Each table will assign a time keeper, recorder and lead
* Distribute 1 page from easel to each table
* Come to a table definition of each term
* 5 minutes each term

Exercise 2: Aligning-how do we align packaged solutions

Outcome 2: Apply an effective selection criteria for tool evaluation- 10 minutes

* Using the definitions within your table respond to the following:
	+ How do we align student performance with instructional technology?
	+ How do we align outcomes achieved through technology and non-technology tools?
	+ What does the new rubric look like?
	+ As a large group collect key outcomes from table discussions, write on easel

Exercise 3: How does assessment change with the additions of adaptive learning, publisher interactive content and simulations?

Outcome 3: Implement an assessment plan integrated with adaptive learning- 10 minutes

* What does assessment look like now?
* Does it measure student performance?
* Collect key outcomes on easel from large group

Open Discussion: 15 minutes