



LANCASTER BIBLE COLLEGE



CAPITAL SEMINARY AND GRADUATE SCHOOL



AICUP

# Assessment Annotations

A Simple and (Almost) Painless Way to Document Assessment of Student Learning

# Assessment Annotations

The topic of this workshop stems from an article published in the September-October 2014 issue of *Assessment Update*. This session will share one way in which institutions can document classroom-level student learning but will also allow for additional ideas to be shared by the participants.



# Assessment Annotations

**An Assessment Annotation is a relatively short and simple electronic form used to document the results of embedded classroom assessment activities. The form not only allows faculty members to document a specific assessment activity and its results, but it also links the assessment to course, program, and higher level outcomes to provide direct evidence of student learning.**



# Assessment Annotations

If you are an instructor who wants to use this form for your own benefit, you can create a drop-down menu of all the classes you teach and tie them to the SLOs for each course so, like the program space, when you choose a course, the SLOs for that course will automatically populate.



# Assessment Annotation Form

## LBC Assessment Annotations



### Steps to Complete an Assessment Annotation:

- **Before Class:** Decide on an assessment activity you would like to conduct and document. Write out a brief description of the activity and verify which of your Student Learning Outcomes (SLOs) it addresses.
- **During Class:** Conduct the assessment activity and take notes on it, based on whether or not the students are demonstrating the accomplishment of the intended student learning outcome.
- **After Class:** Complete the form using your notes from Before Class and During Class.



# Assessment Annotation Form



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## Assessment Annotation for Undergraduate Courses

Course Designation and Title\*

ICS 220 Discipleship Evangelism

Semester/Year\*

Spring 2015

Please choose one

Instructor\*

Ed Scheuerman

Email\*

escheuerman@lbc.edu

Delivery Format\*

On-campus; little or no online component

Please choose one

Campus\*

Lancaster, PA

Please choose one

Program\*

CML - Intercultural Studies

Please choose one

Secondary Program (if applicable)

CML - Pastoral Ministry

Please choose one

## Assessment Activity

Briefly describe your Assessment Activity\*

The focus of this lesson was follow-up of a new believer. Students were to develop the priorities and the processes for follow-up. After a brief review of the Engel scale (see attached), students were put into small groups to mind map discipleship. After a whole-class debriefing of this, a list was written on the board. From this long list, each small group chose five items to further develop in an Engel scale-like fashion. Each group then reported on their work, writing the results of one of their items on the board. All of the results were collected by the teacher and compiled into one document. (see attached) This was then passed out to the students.

Attach document if necessary

Browse...

Intercultural Studies Map.pdf

In assessment of Student Learning Outcome # \_\_. [Write out course objective and number. To be considered direct evidence, an assessment activity will usually measure just one course outcome.]\*

1. Implement a personal plan for follow-up and disciple-making as the Lord leads.





# Assessment Annotation Form

## Core Knowledge & Skills [Applicable to ALL Courses]

- 1. Demonstrate proficiency in knowing, interpreting, integrating and applying the Scriptures.
- 2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating and applying information.
- 3. Develop an understanding and appreciation of, and compassion toward cultures of the world.
- 4. Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self and the world.
- 5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and Society.

(All courses should address at least one of these)

## Arts & Sciences Outcome(s) [Applicable to ALL Courses]

- 1. Communicate effectively using appropriate rhetorical skills that are reflective of God's redemptive purpose.
- 2. Acquire and critically analyze and evaluate written, oral and visual communication.
- 3. Critique diverse cultures in light of a biblical worldview.
- 4. Formulate and apply logical research, including scientific and quantitative reasoning, to support life-long learning.
- 5. Appraise various cultural contributions of art, music, literature and other humanities to the shaping of human thought.
- 6. Apply stewardship principles that glorify God through managing one's well-being and resources.
- 7. Incorporate a technological awareness to facilitate learning and communication.

## Pastoral Ministry Outcome(s)

- 1. Articulate a biblical and personal philosophy of ministry.
- 2. Lead others as they serve with integrity of character.
- 3. Serve with confidence knowing their unique blend of personality, giftedness and passion.
- 4. Experience a mentoring relationship with a pastor of a local church during intensive ministry involvement.
- 5. Develop speaking gifts and skills to communicate biblical truth with accuracy and relevancy in private and public environments.
- 6. Exercise basic competencies in pastoral ministry.
- 7. Build team leadership as a core value in local churches.

## Intercultural Studies Outcome(s)

- 1. Display godly character within the pursuit of becoming a servant leader.
- 2. Cultivate areas of individual gifting and abilities connected to relationships and cross-cultural ministry.
- 3. Practice the interpersonal skills necessary for effective cross-cultural ministry.
- 4. Communicate biblical truth in cross-cultural settings with creativity, accuracy, relevance, and sensitivity.
- 5. Develop multidirectional mentoring relationships to create a model for the lifelong disciple making process.
- 6. Articulate a personal philosophy of cross-cultural ministry that addresses biblical, theoretical, practical, global and cultural concerns.

## Bible & Theology Outcome(s) [Applicable to ALL Courses]

- 1. Articulate a basic knowledge of scripture and theology.
- 2. Apply a valid hermeneutical method and research skills in biblical interpretation.
- 3. Demonstrate an exegetically sound, biblically informed, historically and culturally sensitive theological method.
- 4. Appraise differing biblical, theological, cultural, and historical views.
- 5. Formulate a biblical worldview demonstrated in life and ministry.
- 6. Exhibit sensitivity to the global community in biblical and theological dialogue.
- 7. Display a commitment to grow scripturally and theologically.

## Information Literacy Outcome(s) [Applicable to ALL Courses]

- 1. Determine the nature and extent of the information needed. (Knows)
- 2. Accesses needed information effectively and efficiently. (Accesses)
- 3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (Evaluates)
- 4. Individually or as a member of a group, uses information effectively to accomplish a specific purpose. (Uses)
- 5. Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. (Ethical / Legal Issues)

Rectangular Snip



# Assessment Annotation Form

## Results of Activity

Briefly describe the Results of the Activity\*

The class did an excellent job of wrestling with the plan in order to decide how to prioritize different aspects of follow-up and discipleship. Each group, in turn, did a good job of detailing how each priority could be assessed. (see attached)

Attach any additional Results document if needed

Browse

File uploads may not work on some mobile devices.

## Analysis of Results

Briefly describe your Analysis of the Activity\*

Students identified priorities, ranked them and then formed means of assessing each. The final compilation is a solid tool that they now have for future follow-up and discipleship opportunities. Some students expressed a desire to see a completed plan.

Attach any additional Results document if needed

Browse

File uploads may not work on some mobile devices.

## Actions to be Taken

Briefly describe the Actions to be Taken based on the Analysis of Results\*

I will provide students with an example of a completed plan. The next time I use a similar tactic to guide students in asking appropriate questions, I intend to introduce at least two helpful resources: 1. Bloom's Taxonomy of Cognitive Objectives and 2. Fred Sanders - What's a Good Question?

Browse

Attach any additional Actions document if needed

Next Page





# Assessment Annotation Form



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## Confirmation Page

BEFORE SUBMITTING THIS FORM, you may wish to print and/or save a copy for your files.



**TO PRINT:** Click on "previous" below and then use the file tab on your browser menu to print the completed form.



**TO SAVE:** Click on "previous" below and use the file tab on your browser menu to "**save page as**" a "**web page, complete**" document. Remember to rename the file and designate the folder where you would like to save it.

**WHEN FINISHED:** Be sure to click on "Submit Form."

Submit

[Save Answers and Resume Later](#)

Lancaster Bible College

901 Eden Road, Lancaster, PA 17601 | 717.544.7335



# Assessment Annotation Form

Your Assessment  
Annotation will be sent to  
the Program Coordinator,  
the Office of Teaching and  
Learning, and the Office of  
Institutional Effectiveness.

DONE!



## **Instructions for Completing the Assessment Annotation Form**

You can document that your students are indeed achieving the student learning outcomes for the course by reflecting on an assessment activity using the Assessment Annotation Form. Forms for undergraduate and graduate courses are located in the Employee Portal under Institutional Effectiveness.

### Helpful Tips:

- The key in using the Assessment Annotation form is to keep it simple. Do not go into such lengthy detail as to make it a burden to complete. Instead, make it as simple as possible without losing its usefulness.
- As a general rule, an assessment activity will focus on just one SLO. If an activity does seek to measure more than one SLO and has distinct means of measuring each separate outcome, consider completing a separate Assessment Annotation form for each SLO being measured.
- While recording needed improvements to the activity itself is worthwhile, keep in mind that the goal of the “Analysis” and the “Actions to be Taken” sections is to record how well the students demonstrated an achievement of the intended SLO.
- An Assessment Annotation can assist you with both formative assessment (noting the need for immediate remedial intervention) and summative assessment (changes you might want to make to the course for the next time around).

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### Find out more:

If you would like to read a more detailed account of how to complete the Assessment Annotation form, see the following un-published article. In addition, examples of completed forms are found at the following location: <http://effectiveness.lbc.edu/faculty-resources/>.

Leave your card with me or email me and I will send you a copy of the presentation.

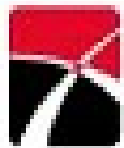
**Dale L. Mort, Ph.D.**

**Assoc. V.P. Institutional Effectiveness**

Lancaster Bible College | Capital Seminary & Graduate School

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<http://www.lbc.edu/about/institutional-effectiveness/index>



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