

## Chapter 13

# Methodologies for Assessing the Traditional Learner

**Learning Objectives.** Assessment may be defined as “any method used to better understand the current knowledge that a student possesses.” (Dietel and Knuth, 1991). Assessment can be as simple as a teacher’s subjective judgment of student performance or as complex as a standardized achievement test. The concept of “current knowledge” implies that what a student knows is always changing and therefore teachers are to make assessments about their students’ achievements repeatedly throughout the school year.

The elements of technology-based materials and lessons introduced in this book have identical reasons for undergoing the scrutiny of formal evaluation as any other form of valid classroom assessment. The purposes of assessment are many, depending in large measure on the initiators of the evaluation. Administrators use assessment to set standards and policies, direct resources, establish goals, and monitor the quality of education. Learners gauge their progress, assess strengths and weaknesses, measure school accountability, and make informed educational and personal career decisions. And, teachers advocate assessment for individual diagnosis and prescription, curriculum revision and modernization, determination of student mastery, and to establish fairness in grading. In support of those objectives, Chapter Fourteen completes this examination of teaching and learning for the traditional learner by proposing that the reader of this chapter:

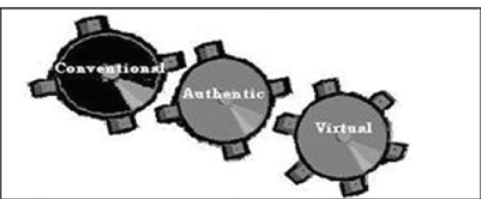
DOI: 10.4018/978-1-60566-824-6.ch013

**Methodologies for Assessing the Traditional Learner**

- Become familiar with the characteristics of conventional assessment for the traditional learner.
- Apply the fundamentals of assessing the traditional learner with respect to writing, oral presentations, and performance-based learning outcomes.
- Apply the fundamentals of assessing traditional teaching and learning resources with respect to text-based, visual-based, and web-based materials.

**Lesson Plan Template.** Refer to **Appendix A, Traditional Learner Lesson Plan Template** as this chapter discusses **Focus on Outcomes** as depicted in Figure 1.

Figure 1. Traditional lesson plan template (focus on outcomes)


<b>Focus on Outcomes</b>
Identify <b>characteristics of good assessment</b> for the traditional learner included in the lesson:
<input type="checkbox"/> Valid. Does it measure what it is intended to measure?
<input type="checkbox"/> Reliability. Can the assessment results be replicated?
<input type="checkbox"/> Clear purpose
<input type="checkbox"/> Enables the learner to plan for further learning
<input type="checkbox"/> Begins early in the instructional design process
<input type="checkbox"/> Follows strict accordance with generally accepted ethical standards
Identify the <b>outcomes assessment tools</b> employed in this lesson:
<input type="checkbox"/> Rubric for written assignment objectives
<input type="checkbox"/> Rubric for communications/ presentations objectives
<input type="checkbox"/> Rubric for performance-based objectives
Identify the <b>assessment tools for technology-based resources</b> included in this lesson:
<input type="checkbox"/> Checklist for assessing text-based materials
<input type="checkbox"/> Checklist for assessing visual-based materials
<input type="checkbox"/> Checklist for assessing web-based materials

12 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/methodologies-assessing-traditional-learner/38136](http://www.igi-global.com/chapter/methodologies-assessing-traditional-learner/38136)

## Related Content

---

### Importance of Classroom Settings in Educational Institutions to Promote Peacebuilding Through a Specific Intended Learning Outcome

Chammika Mallawaarachchi (2018). *Handbook of Research on Examining Global Peacemaking in the Digital Age* (pp. 303-314).

[www.irma-international.org/chapter/importance-of-classroom-settings-in-educational-institutions-to-promote-peacebuilding-through-a-specific-intended-learning-outcome/191719](http://www.irma-international.org/chapter/importance-of-classroom-settings-in-educational-institutions-to-promote-peacebuilding-through-a-specific-intended-learning-outcome/191719)

### Multicultural and Educational Challenges in the Context of the 2020 COVID-19 Pandemic: Ghana and Kenya

Rose Korang-Okrah, Betty C. Tonuiand Angela Anima-Korang (2022). *Contemporary Issues in Multicultural and Global Education* (pp. 123-142).

[www.irma-international.org/chapter/multicultural-and-educational-challenges-in-the-context-of-the-2020-covid-19-pandemic/304750](http://www.irma-international.org/chapter/multicultural-and-educational-challenges-in-the-context-of-the-2020-covid-19-pandemic/304750)

### Influence of Class Participation and Coursework on Academic Performance in the Context of Blended Learning

Nazmi Xhomaraand Indrit Baholli (2022). *International Journal of Online Pedagogy and Course Design* (pp. 1-14).

[www.irma-international.org/article/influence-of-class-participation-and-coursework-on-academic-performance-in-the-context-of-blended-learning/295951](http://www.irma-international.org/article/influence-of-class-participation-and-coursework-on-academic-performance-in-the-context-of-blended-learning/295951)

### Global Learning by Distance: Principles and Practicalities for Learner Support

Maureen Snow Andrade (2013). *International Journal of Online Pedagogy and Course Design* (pp. 66-81).

[www.irma-international.org/article/global-learning-distance/75542](http://www.irma-international.org/article/global-learning-distance/75542)

### Online Education: Influencing Teachers' Perception of Professionalism

Roofia Galeshiand Hamid Reza Taimoory (2019). *International Journal of Online Pedagogy and Course Design* (pp. 1-17).

[www.irma-international.org/article/online-education/236165](http://www.irma-international.org/article/online-education/236165)