**4. OER Assessment Mapping Worksheet**

Institution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now that you have planned what *information* you plan to provide your learners in the OER text, it’s time to think about what *instruction* you might want to include in your OER to help scaffold your learners toward the learning objectives.

Instruction in an OER text would fall under **formative assessments** (like a low-stakes review quiz or practice of a skill) that prepares the learner for a summative assessment (like a high-stakes exam, final paper, or presentation). Instruction should a) ***move the learner toward the learning*** objective and b) ***provide feedback to the learner.***

Other practices that help scaffold students toward the learning objectives include **notetaking, reflection, and** tools that support decision making. These may or may not include feedback from the instructor and peers.

Depending upon the OER platform you are using, formative assessments can look like interactive videos or simulations, multiple choice review questions, drag-and-drop ordering, and much more. Some OER have tools that support notetaking or reflections of the student as they read and interact with the OER text or help the student create things like outlines while they read.

This worksheet will help you identify formative assessments and interactive tools that could be placed within your OER text. Like we did with creating the Table of Contents, we will start with the learning objectives and work backwards to find aligned assessments and tools.

1. **Start with your objectives**. List again your Measurable Weekly or Module Objectives from column 3 of the OER Objective Worksheet into column 1 below.
2. **Plan the Assessment that will measure the objective.** Consider each objective in column 1 and determine how ultimately the student will demonstrate that learning objective by the end of the module or week in the course. Be as specific as possible.

For example, if my learning objective is “Identify the five persuasive strategies”, there are a number of different ways I could measure if the student can accomplish this in their summative assessment. I might have them

* list the 5 strategies from memory
* look at a group of videos and identify which video is using which particular strategy
* write a paragraph that includes listing the 5 strategies
1. **State the Assessment.** Once you have decided how you will ultimately assess an objective, list the chosen method in the Summative Assessment column.
2. **Consider how to scaffold and engage**. Looking at the gap between the learning objective and the summative assessment, consider what formative assessments (practices, reviews, etc.) might help the learner prepare for the summative assessment you wrote in column 2.

In my example above, it might help my learner to review by having them identify the 5 strategies in different ways like multiple choice questions or matching the strategy with an example, all with immediate feedback given.

Consider also what other interactivities might engage your learner and help them gain a deeper understanding of toward the learning objective. This might look like using a branching scenario in which a learner has to make decisions based on what they read, an interactive video that requires them to pause and answer reflective questions, or something else.

1. **Choose your formative assessments and interactivity.** List some possible formative assessments and interactivities that would help your learners prepare for the summative assessments in the Formative Assessments/Interactivity column. If possible, state the type of interactivity, where you plan to place it in your OER, and what the prompt for the interaction might be.
2. **Hunt for ideas**. Use the column 4 as a storage space for examples of what you had in mind for your interactives or formative assessments or to just note that you want to get some ideas from the team.

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Objectives** | **Summative Assessment** | **Formative Assessments/ Interactivity**  | **Links** |
| Example: Upon completing this week/module learners will be able to…***Identify*** *primary frameworks* | Final Instructional Design Presentation: **Identify** 3 primary frameworks that are used in their design of instruction | 1. Match the primary frameworks to their description (OER).
2. Identify primary frameworks from a given list of examples (OER).
 | [1. H5P Drag and Drop](https://h5p.org/drag-and-drop) [2. H5P Quiz - Multiple Choice](https://h5p.org/drag-and-drop) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Next Steps:** You have now identified what types of interactivities you need for all parts of your OER, where you plan to place those interactivities within your OER, and examples of or links to the interactivity itself. You are now ready to think about your images and figures.