

Instructional Design Activity: Planning for Assessment and Evaluation “Opera is Not a Four-Letter Word”

Planning for Assessment

1. Identify the purpose of the assessment.

The purpose of this assessment is to determine if the learner can gain a deeper understanding of the art form of opera. Much of the criteria for assessment beyond actual testing will be subjective because of the nature of the topic. The overall objective of this course is to gain an appreciation of the art form. This objective is highly personal and requires self-assessment to determine success.

2. List the kinds of assessment that are necessary (e.g., entry-level skills, pre-instruction, during instruction, and post-instruction) and when they should occur in the instructional strategy.

Pre-requisite skills

- Basic computer skills (operation, navigation, connectivity)
- Good language skills (reading, writing, speaking English)

Entry-level skills

- Multiple choice quiz to reveal previous knowledge of opera and performing arts in general
- Self-assessment to determine and reveal any accessibility issues related to hearing, sight or memory loss that would require a need for the instructor to include additional forms of media

During instruction

- Weekly subjective grades will be given for participation and quality of discussions in discussion forums based on given rubric
- Identification quizzes to assess learner’s intellectual skill based on accuracy, knowledge and recall of concrete concepts
- Self-assessment to judge cognitive strategy and ability to identify, analyze, compare and synthesize knowledge of topic components
- Extra points will be given to those who research and plan to attend another opera

After instruction

- Learner will have the ability to identify, synthesize, critique, personalize and discuss the topic of opera (intellectual skill, cognitive strategy, verbal information and attitude)