

# DESIGNING ASSESSMENTS



**THE ART OF LINKING:  
IAYT COMPETENCIES  
LEARNING OUTCOMES  
COURSE OBJECTIVES  
TO ASSESS STUDENT LEARNING**

Mary Partlow Luttamus, MSW, e-RYT 500  
Director, Master of Science in Yoga Therapy  
Program  
Maryland University of Integrative Health

## Purpose of assessment in program context



- To demonstrate learning has taken place and to demonstrate program effectiveness.
- Inform faculty and programs the degree to which students have gained the skills and knowledge needed to practice as yoga therapists.
- Provide timely feedback to programs about how well they are meeting their goals.

## Curriculum and Course Development: Assessment is not done in isolation

IAYT Educational Standards  
Program learning outcomes  
Program objectives  
Curriculum design  
Course development  
Student success

## Key Elements in Design

- **Course Syllabus**
  - Contract with our students
  - Set clear expectations for faculty and students
- **Course description**
  - Based on IAYT competencies
- **Learning outcomes**
  - In this presentation we address the cognitive domain (the affective and psychomotor domains will be addressed in a future presentation)
  - Describe significant and essential learning students have achieved and can demonstrate
  - Describe what the student will know and be able to do?
  - Well designed assessments provide evidence learning took place

## Elements of Design, cont.

- **Course Objectives**
  - Intended results of instruction
  - Written in terms of teaching intentions
  - Describe content faculty intends to cover
- **Lecture topics and flow**
  - Reflect directly to course description
  - Address learning outcomes
- **Required materials**
  - Course content
- **Evaluation of assignments - ASSESSMENT**

## Learning Outcomes based on Bloom's Taxonomy

- Knowledge – basic recall
- Comprehension – understand meaning
- Application – apply what was learned
- Analysis – understanding organizational structure
- Synthesis – Use parts to form whole, create new meaning or structure
- Evaluation – judge value of material

Emphasis on higher level cognitive domains

## Designing assessments

Cognitive Domain	Language of Assessment
Knowledge	Define, identify, label, list, name
Comprehension	Classify, discuss, explain, review
Application	Apply, demonstrate, use, write
Analysis	Analyze, categorize, compare, distinguish
Synthesis	Create, design, develop, prepare plan
Evaluation	Assess, evaluate

## Assignments/Assessments

- Description must be thorough
- Topic
- Type
- Length
- Material covered
- Due date
- Format for submission

## Evaluating assessments: Rubrics

- Demonstrate criteria for grading
- Clearly define expectations
- Students know exactly what's important
- Students know how they will be graded

## Examples of Assessments and Rubrics

- The following examples of assessments and grading rubrics are included with permission from a faculty member in the Master of Science in Yoga Therapy program at Maryland University of Integrative Health.
- With gratitude to Doug Keller, MA, e-RYT 500 who designed the following assessments and rubrics for the course entitled *Breath and Health*.

## Example Assessment

- **Assignment I : Due January 25**
  - **Anatomy of Breathing: 30 points**
    1. Describe the three anatomical areas of the breath.
    2. Identify the principal muscles affecting their function
    3. Devise a short and manageable routine for **each** of these areas that will increase breath function.
- Total length: 500-700 words.  
Submit electronically to course web assist site.

## Example Grading Rubric

Assignment	Possible points	Total points
Describe the three anatomical areas of the breath	5	
Identify the principal muscles affecting function in each of the three areas of breathing	10	
Routine #1	5	
Routine #2	5	
Routine #3	5	
Points	30	

## Example Assessment

- **Assignment II: Due February 1**
- **Breath: Challenges to Health: 30 points**
- Describe role of inhalation, exhalation and retention, and their regulation with regard to flow and timing in relation to common health problems associated with over-breathing. Total Length: 500-700 words. Submit electronically to course web assist site.

## Example Grading Rubric

Assignment	Possible points	Total points
Identify common health problems associated with over-breathing	10	
Describe role of inhalation, exhalation and retention in common health problems associated with over-breathing	10	
Describe regulation of inhalation, exhalation and retention with regard to flow and timing in common health problems associated with over-breathing	10	
Total	30	

## Example Assessment

- **Assignment III: Due February 15**
- **Practical Application: 40 points**

1. Record yourself giving instructions for
  - a) Natural/Diaphragmatic Breath,
  - b) Three-Part Full Yogic Breath, and
  - c) Viloma Pranayama (inhalation and exhalation).
2. Listen to and follow your own recordings.
3. Write a short journal on the insights you gained from listening to and following your instructions.

For each of the breathing practices provide insight on the following:

- a) the pace and timing of your instructions,
- b) the effect of the tone of your voice, and
- c) what you would watch for while instructing a client.

Limit this assignment to between 500-700 words.  
Submit electronically to course web assist site.

## Example Grading Rubric

Assignment	Possible points	Total points
Journal writing and organization	10	
Natural/Diaphragmatic Breath a) the pace and timing of your instructions, b) the effect of the tone of your voice, and c) what you would watch for while instructing a client.	10	
Three-Part Full Yogic Breath a) the pace and timing of your instructions, b) the effect of the tone of your voice, and c) what you would watch for while instructing a client.	10	
Viloma Pranayama (inhalation and exhalation) a) the pace and timing of your instructions, b) the effect of the tone of your voice, and c) what you would watch for while instructing a client.	10	
<b>Points</b>	<b>40</b>	



## End note

- This presentation was created and presented at the Meeting of the Schools that took place as part of the Symposium on Yoga Therapy and Research (SYTAR) sponsored by the International Association of Yoga Therapists in Austin, Texas in June 2014.
- The purpose of the presentation was to teach participants a process for designing assessments to evaluate student learning at the level of the cognitive domain.
- Please cite appropriately.