

EVALUATION MAPPING – INSTRUCTIONS

1	Select your Course Information Sheet (CIS)	7	Write in the name of each test/evaluation.
2	Write in the course name and course code	8	Is the test Theory, Practical or both? Does the test reflect the domain and level of the CLO?
3	Enter all of the course learning outcomes (CLOs)	9	For each test/evaluation, enter the (%) towards final grade <i>(see bottom of chart)</i> .
4	What PVLO(s) does each CLO best align with or fit with? (can be more than PVLO)	10	For all tests/evaluations: First, identify what CLO(s) that the test applies/relates to. Then, ESTIMATE , how much (of the test) applies to the identified CLO(s). <i>Example: 5% of Test #1 is linked or applies to CLO #1</i>
5	For each CLO, what is the associated DOMAIN ?		
6	For each CLO, what is the level of LEARNING?	11	For each CLO, total all percentages from each test in Column A (Add up the row to determine the % of final grade the CLO is worth)

EVALUATION MAPPING WORKSHEET														
COURSE NAME:		COURSE CODE:		METHOD OF EVALUATION:						A	B	Alignment		
LEGEND:		Example						Test #1						
DOMAIN: Cognitive (C), Psychomotor (P), Affective (A)														
LEVEL OF LEARNING: Introductory (1), Building (2), Culminating (3)														
T, P or T/P: T= theory; P= practical; T/P = both theory and practical (circle what applies)														
COURSE LEARNING OUTCOMES												Total % of final grade that measures the outcome.		
By the end of this course, the student has reliably demonstrated the ability to:												Estimated (%) of time spent teaching the outcome.		
												Is there an alignment between A & B?		
												Y or N		
1	Linked to PVLO(s) #	Associated DOMAIN C, P, A	Level of LEARNING 1, 2 or 3	(circle) T P T/P	T P T/P	T P T/P	T P T/P	T P T/P	T P T/P	Total % of final grade that measures the outcome.	Estimated (%) of time spent teaching the outcome.			
2														
3														
4														
5														
6														
7														
8														
9														
10														
Percentage (%) of the evaluation towards final grade												25%	100%	100%
Identify the Essential Employability Skills (EES) associated with each evaluation												#1, 5, 8	FANSHAW	

ESTIMATE (B)how much time (%) do you spend teaching each CLO.

For a 45 hour course, if you spend about 1.5 weeks (about 4.5 hrs) teaching a CLO, then you have spent 10% of your time on the CLO.

Is there an alignment between A & B?

Have you identified what EESO's are evaluated in each test/ evaluation?

If yes, you have either Taught & Evaluated (TE) or Reinforced & Evaluated (RE) the identified EES during at some time in the course.



FANSHawe COLLEGE - EVALUATION MAPPING WORKSHEET

COURSE NAME:		COURSE CODE:		METHOD OF EVALUATION							A	B	Alignment		
LEGEND:				<i>Example</i>											
DOMAIN: Cognitive (C), Psychomotor (P), Affective (A) LEVEL OF LEARNING: Introductory (1), Building (2), Culminating (3) T, P, or T/P: T = theory; P = practical; T/P = both theory and practical (circle what applies)				Test #1											
COURSE LEARNING OUTCOMES <i>By the end of this course, the student has reliably demonstrated the ability to:</i>			Linked to PVLO(s) #	Associated DOMAIN C, P, A	Level of LEARNING 1, 2 OR 3	(circle) T P T/P	T P T/P	Total % of final grade that measures the outcome	Estimated (%) of time spent teaching the outcome.	Is there an alignment between A & B? Y or N					
1						5%									
2															
3						5%									
4															
5															
6						15%									
7															
8															
9															
10															
Percentage (%) of the evaluation towards final grade				25%	%	%	%	%	%	%	%	%	%	%	
Identify the Essential Employability Skills (EES) associated with each evaluation				#1, 5, 8											 FANSHawe

EVALUATION MAPPING WORKSHEET																					
COURSE NAME: Childhood Development 0-3 Years		COURSE CODE: XXXX-101		METHOD OF EVALUATION									A	B	Alignment						
LEGEND:				Example	Test #1	Online Tests (x4)	Multiple Choice Test	Critiques and Curriculum Design	Final Exam												
DOMAIN: Cognitive (C), Psychomotor (P), Affective (A) LEVEL OF LEARNING: Introductory (1), Building (2), Culminating (3) T, P, or T/P: T = theory; P = practical; T/P = both theory and practical (circle what applies)																					
COURSE LEARNING OUTCOMES <i>By the end of this course, the student has reliably demonstrated the ability to:</i>				Linked to PVLO(s) #	Associated DOMAIN C, P, A	Level of LEARNING 1, 2 OR 3	(circle) T P T/P	T P (T/P)	(T) P T/P	T P (T/P)	(T) P T/P	T P T/P	T P T/P	Total % of final grade that measures the outcome	Estimated (%) of time spent teaching the outcome.	Is there an alignment between A & B? Y or N					
1	Interpret the role of the early childhood educator in establishing sensitive and responsive relationships that foster belonging, well-being, engagement and expression with children 0-3 years of age.			1, 4	C	2	5%	20%						20%	27%						
2	Apply the "Continuum of Development" (Early Learning for every Child Today/OELF) as a foundation when recording observations, planning and documenting children 0-3 years of age.			3, 7	C, P	2		20%	10%					20%	14%						
3	Assess emotional and physical security of learning environments to determine conduciveness to growth, development, routines, and meaningful interactions for children 0-3 years of age.			2, 5	C	3	5%		10%	6.70%	6.70%			23.40%	27%						
4	Critique play-based, child-centered learning experiences by utilizing technology and researching online resources.			1	C	2				6.70%	6.70%			13.40%	16%						
5	Design an inquiry-based and play-based early learning curriculum integrating creative art that is developmentally appropriate.			1	C	3				6.70%	6.70%			13.40%	14%						
6																					
7																					
8																					
9																					
10																					
Percentage (%) of the evaluation towards final grade				25%	40%	20%	20%	20%	20%	%	%	100%	%								
Identify the Essential Employability Skills (EES) associated with each evaluation				#1, 5, 8	1, 5	1, 2, 4	1, 8, 9	1								 FANSHAWE					