



NHSA- Assessment & Learning Outcomes Guidelines

Assessment & Learning Outcomes Guidelines

National Head Start Association has been accredited an authorized CEUs provider by the International Association for Continuing Education and Training (IACET). In attaining this approval, the National Head Start Association has demonstrated that it complies with the ANSI/IACET Standard which is recognized internationally as a standard of good practice. As a result of their Authorized Provider accreditation status, National Head Start Association is authorized to offer IACET CEUs for its programs that qualify under the ANSI/IACET Standard. NHSA is approved as an IACET Authorized provider until June 30 2017. In accordance with IACET guidelines, participants interested in earning CEU credits for educational session(s) will have to take post-conference assessment (Action Plan) to assess participants' mastery of the presentation content. Action Plan will also guide participants to determine how they may utilize information they have learned in educational session(s).

What are Learning Objectives?

Learning objectives are clear, specific and measurable that should reflect what participants will achieve in each educational session.

Speakers should have concise learning outcomes that capture the knowledge skills or attitude that participants should be able to exhibit following instruction. They should describe what students should be able to do that they couldn't do before the course.

How do you begin writing your learning objectives?

It is best to state the skills, knowledge, and attitudes the students should gain at the end of the educational session(s) by writing sentences that being like this:

At the conclusion of the course, students should be able to...and then supply a strong action verb.

Examples of verbs that define participants' performance are as follow:

- Explain
- List
- Describe
- Demonstrate



- Report
- Compare
- Analyze

A sample of learning objective using action words:

- At the conclusion of the course, students should be able to list all the inputs and outputs of the develop project charter process.

One of the components of learning objective is, “**Understanding**,” which is the ability to grasp the meaning of course content. After completing a foundations course in project management, you might expect students to be able to demonstrate an understanding the project scope. For example, some action words you might choose for learning objective to measure understanding is listed below:

- Classify
- Describe
- Discuss
- Explain
- Identify
- Locate
- Recognize
- Report
- Select
- Translate
- Paraphrase

Here are additional samples of measurable action:

At the end of the workshop, students will be able to:

1. List and describe specific intervention to prevent HIV transmission to infants
2. Correctly identify and describe treatment regimens in five case studies of HIV-Positive pregnant woman
3. Develop a plan ingrate the prevention of HIV and AIDS in prenatal care
4. Explore and reflect on personal attitude and values related to HIV positive woman
5. Demonstrate correct use of personal protective equipment
6. At the conclusion of the course, students will able to explain what causes scope creep.



Here are a few pointers to consider when crafting learning objectives:

1st: Avoid words action words that are too difficult to measure

2nd: Learning objectives should address the subject matter of the course—not the exam students are preparing for. As an example, you would not say the learning objective is “to pass the exam” even though it may be the student’s personal objective. An appropriate learning objective relative to the subject matter is such as “to create a communication plan,” or “to discuss contact management.”

3rd: Learning objectives should be presented to students at the beginning of the learning event.

4th: Remember to assess whether the students have achieved the desired outcomes related to learning objective.

5th: Write learning objective that can be met within the timeframe of the course so that achievement can be assessed. This is not a good learning objective. An example, the following statement is not a good learning objective: To increase sales by 20% in the 2nd quarter since it can be measured within the timeframe of the course.

6th Do not promise something you have no control over. Once again, this is not a good learning objective – “to increase sales by 20%,--because it is not something the course designer has control over.

Assess the Learning in your Session

Assessments are the instruments used to determine whether learners have achieved the intended learning outcomes. NHSA request you conduct one or two types of assessments – brief assessment that captures the participant’s benefits and learning. **Formal Assessment** - This may be done in writing (quiz) or by a question and answer session at the end of your session. The following are additional examples of Assessment methods to determine the level to which your intended learning outcomes are achieved:

- a) Written assessment (True/False, Multiple Choice, Matching)
- b) Practice/experiential (i.e. role play, small group discussion)
- c) Case Studies/Simulations (Group/individual application)



Another approach would be to offer an **Action Plan**. This approach would guide the participant to determine how they will utilize information they have learned in your session. Examples of questions on the Action Plan might include –

- As a result of what you have learned in this course, what are the things you will want to do differently?
- When you succeed incorporating this new information, how will it impact your work?
- What kind of help do you need, and from who to implement your new information?

Sample of your assessment Method

Please kindly provide NHSA with a sample of your assessment methods used to determine the extent to which your presentation learning outcomes are achieved, as it an essential element of the CEU documentation. For examples of Assessment methods, please consult to the details listed under the headline “Assess the learning in you session.”

Complete Presenter’s Evaluation

At the beginning of each session, Room Monitors will hand presenters an evaluation form, which will be collected at the end of the session. Please be sure to kindly fill out the presenters’ evaluation form, as it will assist us in collecting & analyzing the rate of participants’ mastery of knowledge and skills from the training.