

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: 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		Linked to PVLO(s) #	Associated DOMAIN C, P, A	Level of LEARNING 1, 2 or 3	Example Test #1 (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	
By the end of this course, the student has reliably demonstrated the ability to:												
1				5%								
2				5%								
3												
4												
5												
6				15%								
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					FANSHAWE		

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: 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)					<i>Example</i>								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
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					
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										



EVALUATION MAPPING WORKSHEET

COURSE NAME: Childhood Development 0-3 Years		COURSE CODE: XXXX-101			METHOD OF EVALUATION						A	B	Alignment	
LEGEND: 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)					<i>Example</i>	Online Tests (x 4)	Multiple Choice Test	Critiques and Curriculum Design	Final Exam			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
COURSE LEARNING OUTCOMES		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			
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					15%									
7														
8														
9														
10														
Percentage (%) of the evaluation towards final grade					25%	40%	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		