

## Guidelines for Designing Culminating Assessments

1. What is the nature of the activity or content? How are students expected to use the skills and knowledge?
2. How can my students demonstrate that they understand and can apply knowledge and skills authentically in this activity?
3. How can I design the assessment so it is meaningful and has real-life applications for my students?
4. How can I make this culminating assessment an interesting and fun learning experience that fully engages my students?
5. Should the culminating assessment be a performance, task, or product? What is my rationale? Should I have students do both?
6. How can I design the culminating experience so I am assessing all three educational domains (psychomotor, cognitive, and affective)?
7. What is the culminating assessment?
8. Should it be a group or individual effort?
9. Is the culminating assessment designed so that students of all ability levels can complete the assessment successfully at their level of performance?
10. What criteria should students have to meet when completing the culminating assessment? How can I encourage students to use higher-order thinking skills, such as synthesis, evaluation, and analysis?
11. How do I evaluate student performance on the culminating assessment? How can I create a rubric to evaluate different levels of performance?
12. How much does the culminating experience contribute to the student's learning and grade?
13. Is the culminating assessment efficient? How much time will students need to complete the assessment?