# ASSESSING YOUR ASSESSMENT

CEDP WORKSHOP 2016 PHASE 2
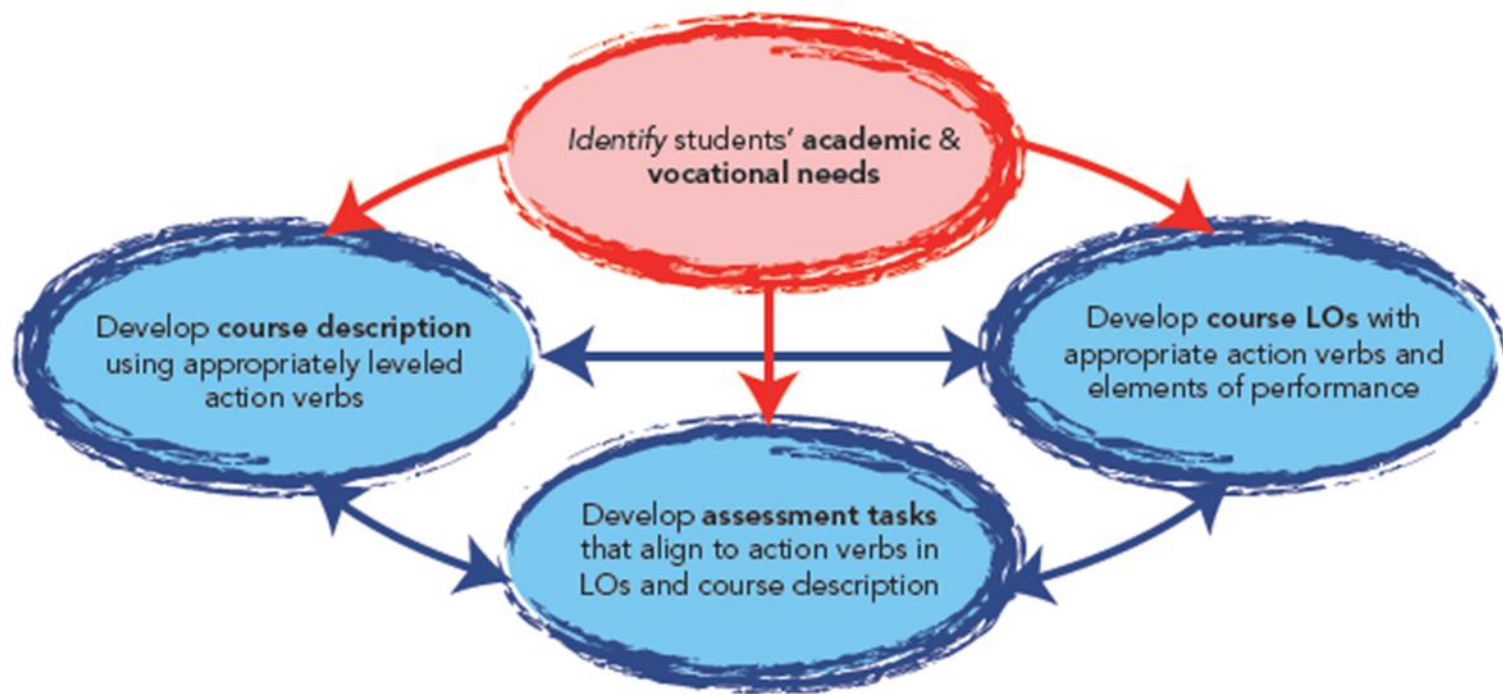
https://www.youtube.com/watch?v=0fn_vAhu_Lw

# OUTCOMES

--Recognise a broad range of assessment options and the types of learning they promote

--Incorporate methods that enhance student motivation to your assessment design

--Formulate meaningful criteria to assess assessments for outcome alignment and authentic learning

# Curriculum Alignment Cycle

*Quality curriculum stems from a **student-centred approach** to learning, and is based on aligning **course LOs**, **course description** and **assessment tasks**.*

Identify students' **academic & vocational needs**

Develop **course description** using appropriately leveled action verbs

Develop **course LOs** with appropriate action verbs and elements of performance

Develop **assessment tasks** that align to action verbs in LOs and course description

# Assessment

Deliberate use of many methods of evidence gathering indicating the meeting of intended outcomes, achievement tasks, performance standards

Giving and using of feedback against standards to enable improvement and the meeting of goals.

Not synonymous with Evaluation

Assessment is more *learning* focused

Tomlinson, C., Moon, T. (2013). *Assessment and student success in a differentiated classroom.* Alexandria Virginia: ASCD.

Wiggins, G. & McTighe, J. (2005). *Understanding by design.* Alexandria Virginia: ASCD.

# A Rubric for Rubrics
## A Tool for Assessing the Quality and Use of Rubrics in Education
*Considered optional by some educators and a critical component by others

| Criteria | 1 Unacceptable | 2 Acceptable | 3 Good/Solid | 4 Exemplary |
|---|---|---|---|---|
| **Clarity of criteria** | Criteria being assessed are unclear, inappropriate and/or have significant overlap | Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate | Criteria being assessed are clear, appropriate and distinct | Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course |
| **Distinction between Levels** | Little/no distinction can be made between levels of achievement | Some distinction between levels is made, but is not totally clear how well | Distinction between levels is apparent | Each level is distinct and progresses in a clear and logical order |
| **Reliability of Scoring** | Cross-scoring among faculty and/or students often results in significant differences | Cross-scoring by faculty and/or students occasionally produces inconsistent results | There is general agreement between different scorers when using the rubric (e.g. differs by less than 5-10% or less than level) | Cross-scoring of assignments using rubric results in consistent agreement among scorers |
| **Clarity of Expectations/ Guidance to Learners** | Rubric is not shared with learners | Rubric is shared and provides some idea of the assignment/ expectations | Rubric is referenced - used to introduce an assignment/guide learners | Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignment(s), |
| **Support of Metacognition** (Awareness of Learning) | Rubric is not shared with learners | Rubric is shared but not discussed/ referenced with respect to what is being learned through the assignment(s)/course | Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course | Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s) |
| **Engagement of Learners in Rubric Development/ Use *** | Learners are not engaged in either development or use of the rubrics | Learners offered the rubric and may choose to use it for self assessment | Learners discuss the design of the rubric and offer feedback/input and are responsible for use of rubrics in peer and/or self-evaluation | Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation |

Scoring: 0 - 10 = needs improvement          11 - 15 = workable          16- 20 = solid/good          21 - 24 = exemplary

By Dr. Bonnie Mullinix Monmouth University 2003

# Assessment Examples

## Diagnostic
"What do you know?"

- Pre-test
- Screening
- Checking prior knowledge

## Formative
"What are you learning?"

- Observation
- Quiz*
- Checking for understanding

- FOR learning
- AS learning

## Summative
"What have you learned?"

- Evaluation
- Project
- Tests/Exam
- Demonstration

- OF learning

All three should be used to create a balanced assessment approach.

# Assessment Evaluation Exercise

Think about your assessment strategy and the types of assessments you currently use in your course(s).

- What is going well? (**G**ood)
- What needs improvement? (**P**roblem)
- What is something you can do to improve the assessments in your course(s). (**S**olution)
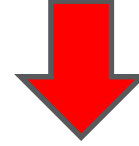
# A CLOSER LOOK

## Formative

- Ongoing gathering of data to improve *instructional* procedures & student action toward success

- Feedback

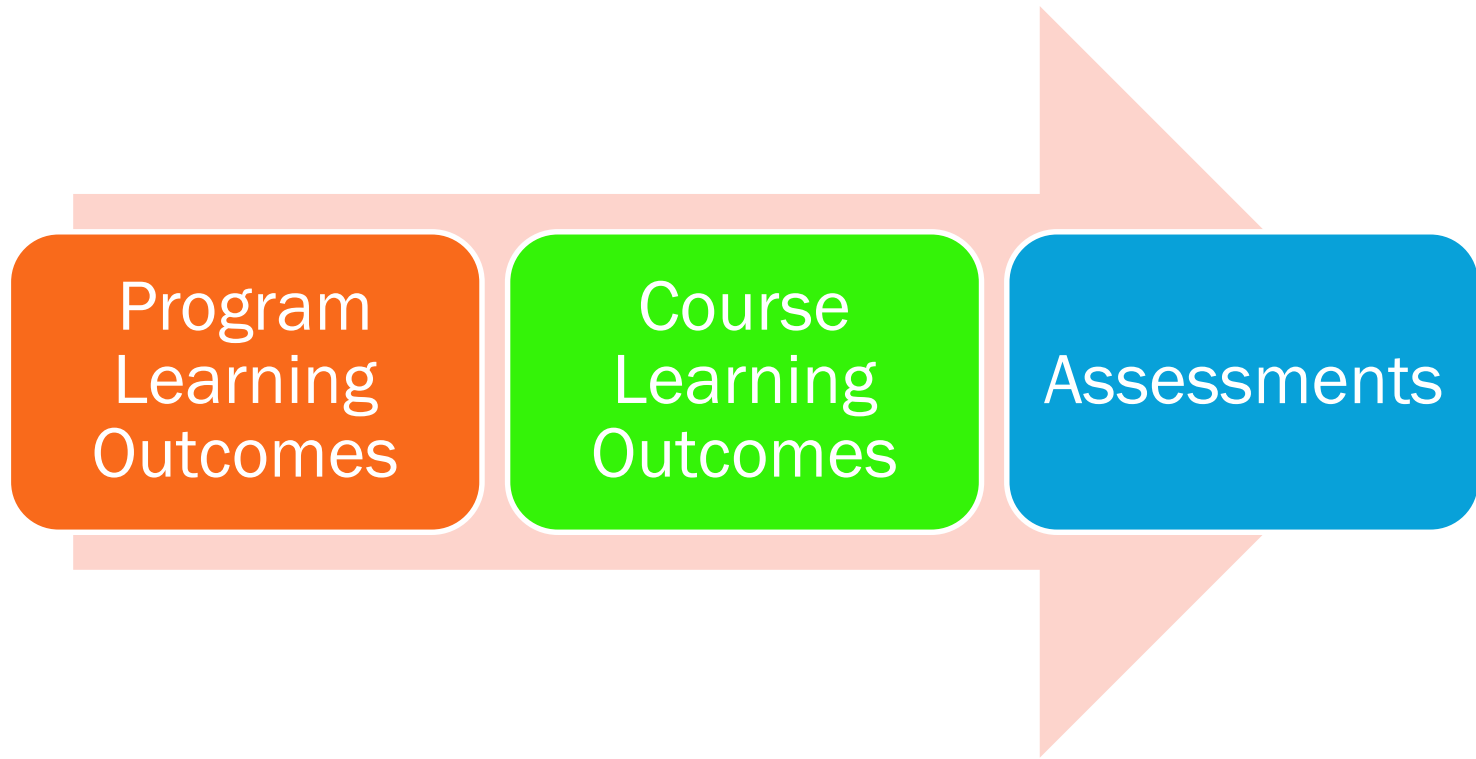- *For* learning

- *As* learning

## Summative

- measures the degree to which students have achieved pre-identified learning goals

- Graded

- *of* learning

# KEEP ALIGNED

Program Learning Outcomes → Course Learning Outcomes → Assessments

# What is authentic assessment?

A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills -- Jon Mueller

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (Wiggins, 1993, p. 229).

"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- (Stiggins, 1987, p. 34).

# CREATING

USE INFORMATION TO

CREATE SOMETHING NEW

*Design, Build, Construct,*

*Plan, Produce, Devise, Invent*

# EVALUATING

CRITICALLY EXAMINE INFO &

MAKE JUDGEMENTS

*Judge, Test, Critique,*

*Defend, Criticize*

# ANALYZING

TAKE INFO APART &

EXPLORE RELATIONSHIPS

*Categorize, Examine,*

*Compare/Contrast, Organize*

# APPLYING

USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION

*Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate*

# UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFORMATION

*Interpret, Summarize, Explain, Infer, Paraphrase, Discuss*

# REMEMBERING

FIND OR REMEMBER INFORMATION

*List, Find, Name, Identify, Locate,*

*Describe, Memorize, Define*

# ACTIVITY

Aligning assessment with intended learning outcomes

http://www.polyu.edu.hk/obe/GuideOBE/aligning_assessment.pdf

Procedure:

Form small groups from mixed disciplines

Select an assessment method from the article

Read the description  (5min or pre-read)

Discuss the points in the article and the significance they  have to your program/course  (5min)

Collectively draft an authentic assessment for each person in your group  (10min)

Present key points of the method: characteristics, alignment to learning, authenticity, your draft assessments  (5min per group)

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# THANK YOU FOR COMING

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