

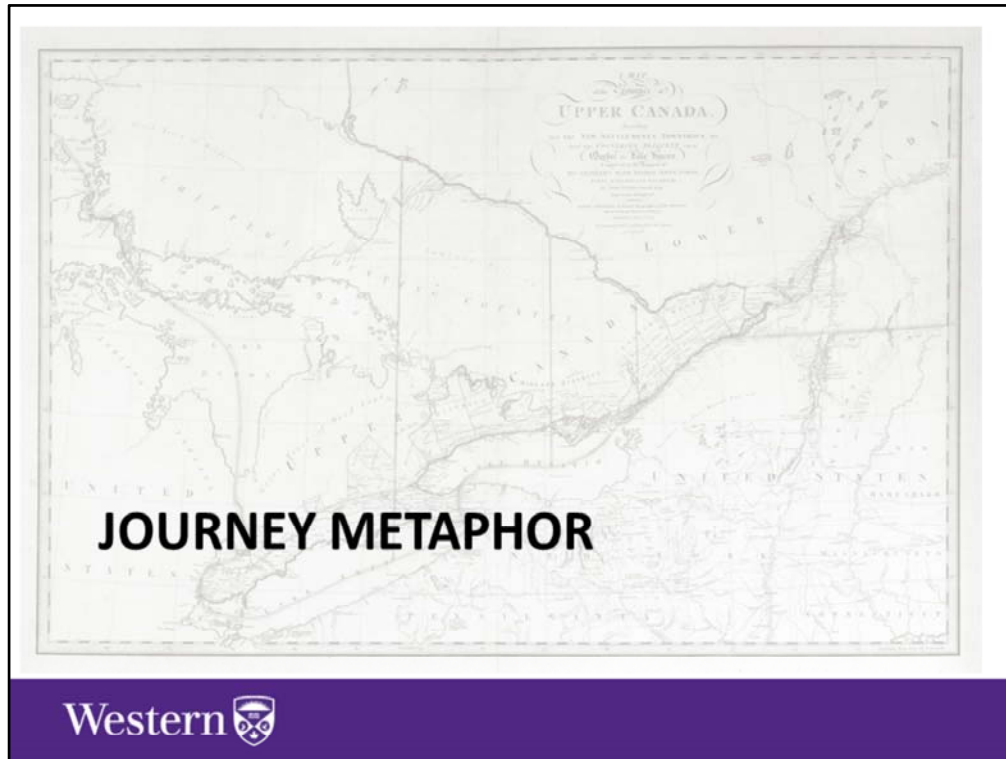
Tried and True Strategies to Address Common Assessment Conundrums



Western 

Centre for Teaching and Learning

Royalty Free Image Retrieved from <https://www.dreamstime.com> on August 20, 2019



"M400-1002" by [Community Archives of Belleville & Hastings County](#) is licensed under [CC PDM 1.0](#)

Destination with many possible routes

Stops on the way

- check the map
- recalibrate
- fill the tank
- respond to something unexpected

Sometimes you just need to **stop and talk with someone** who has been where you want to go –

On our journey - that is the **purpose of the recipe card**

Avoid Road Blocks



Western 

["Klämrisk!"](#) by [brionv](#) is licensed under [CC BY-SA 2.0](#)

Reconsider **overly familiar routes**

Brake when you hear yourself say, "yes, BUT ..."

Goal of today's journey is to leave with one new idea, one thing to think about differently

Meet the Driver



Western 

Image [*"Vintage/Classic Cars"*](#) by Edmund Richards is licensed under [CC BY-NC-ND 4.0](#)

WC experience with **assessment across contexts**

30 years in Public Education

EQAO, Ministry, School Board, School Classroom

Higher Education

Undergrad, Graduate, Professional Programs, Certificates

Face to face; blended; and on-line experience

Ontario, UK, and US perspectives

Padlet Link for Q & A



<https://padlet.com/doccroc13/16p76n30rnhk>



Learning is also about questions... post yours on our Padlet for others to view (and perhaps respond to) as will I

Our Itinerary

- Pre-Trip Check: What are our assumptions?
- Stop One: Data Disconnect
- Stop Two: Too much Data
- Stop Three: Data is too similar
- On the road again: New directions



Jankowski, N. (2019). National Institute of Learning Outcomes Assessment. Retrieved from <https://www.learningoutcomesassessment.org/> on August 10, 2019

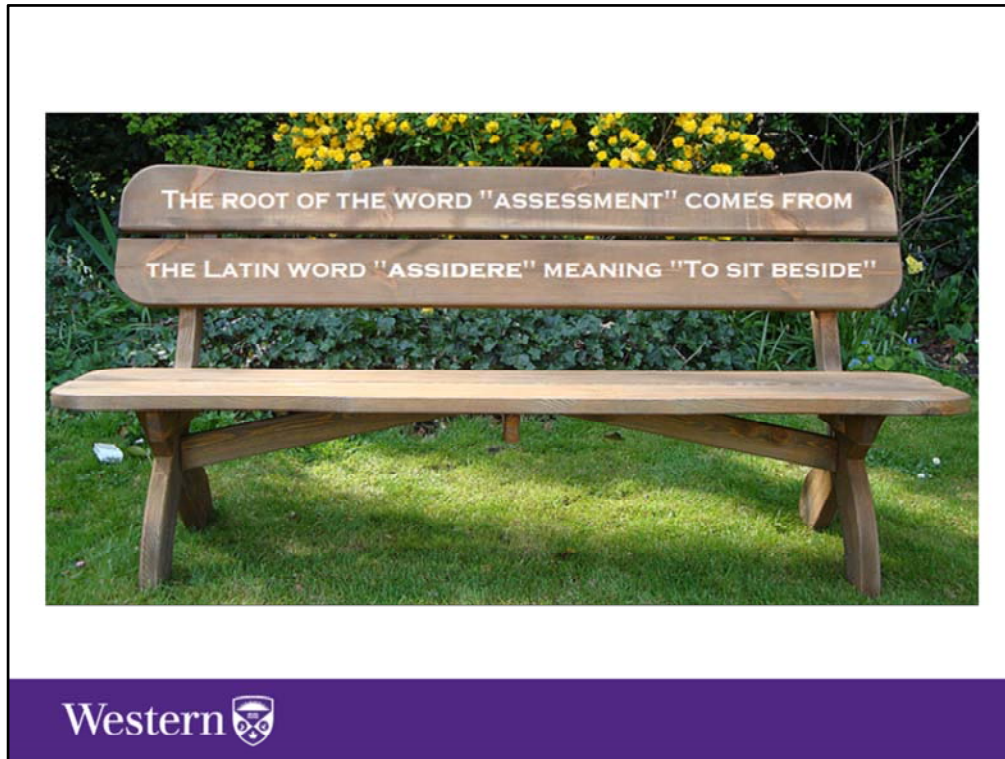
Lederman, D. (2019). Harsh take on assessment ... from Assessment Pros. Retrieved from <https://www.insidehighered.com/news/2019/04/17/advocates-student-learning-assessment-say-its-time-different-approach> on April 17, 2019.

Anything that can be **seen/heard/demonstrated** can be assessed

Data... is **assessment data** – assignments, test results, checklists, exams, presentations....
All are student data

Course evaluations, exit tickets, check-ins ... All are instructor data

Assessment for us/assessment for them (Jankowski, 2019)



Retrieved from <https://earwigacademic.com/assessment-for-learning-is-it-working-in-your-classroom/> on August 20, 2019

Each of us has an **assessment philosophy** – an **approach that privileges an aspect of assessment: student learning, content mastery, or the role of the teacher**

Assessment **of** Learning

- Instructors listen/watch what students do then judge or interpret if/what learning has taken place and if it can be improved
- **Static check on what has been learned (Summative)**

Assessment **for** Learning

- Assessment occurs during the learning and not following the teaching/learning process –
- Not about measuring achievement but about raising achievement and the instructor is explicitly involved ... think of a team in a lab; the relationship between a grad student/supervisor...
- Not proof of learning but information for learning; but a **check-in on what is being learned (Formative)**



Schimmer, T. (2016). *Grading from the inside out: Bringing accuracy to student assessment through a standards based mindset*. Bloomington, IN: Solution Tree.

Stop One: Data disconnect

Great activity/ task but what did you assess?

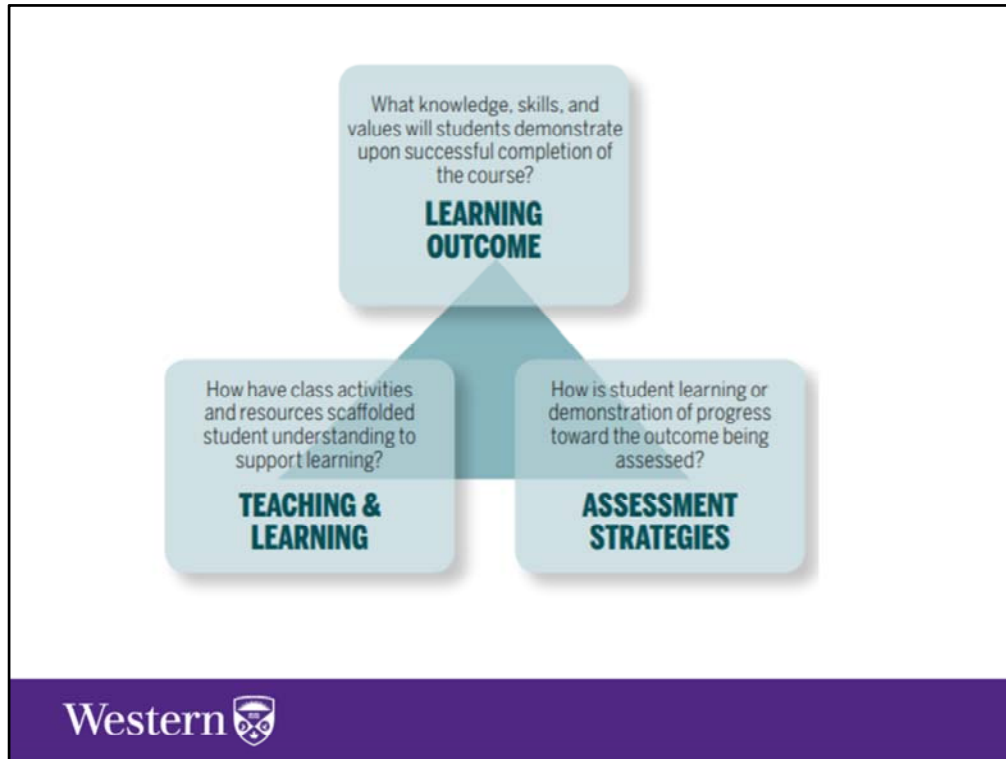


ASCD (2019). A formative assessment compromise to the grading debate. *ASCD Express* 14(31). Retrieved from <http://www.ascd.org/ascd-express/vol14/num31/a-formative-assessment-compromise-to-the-grading-debate.aspx> on July 11, 2019

Erkens, C., Schimmer, T. & Vagle, N. (2017). *Essential assessment: Six tenets for bringing hope, efficacy, and achievement to the classroom*. Bloomington, IN: Solution Tree

What happens when the assessment data (student work) doesn't measure/connect with outcomes – what have you measured?

Domains of learning – cognitive, psychomotor, Affective (values/ethics)



Crocker, W.A. (2015). Course design: Begin with the end in mind. *Reflections*. Spring 2015. Centre for Teaching and Learning, Western University pp 5-7
https://teaching.uwo.ca/pdf/research/Reflections_72.pdf

“Coherence between assessment, teaching strategies and intended learning outcomes in an educational programme.”

**“If they don’t remember anything
else, they will remember this...”**

(Hamill, 2019)

**What would be your ideal way of
assessing this learning?**

Outcomes

Upon successful completion of the course readings and assignments, students will be able to:

1. *Depth & Breadth of Knowledge*

2. *Research & Scholarship*

3. *Application of Knowledge*

4. *Communication Skills*

5. *Awareness of the Limits of Knowledge*

6. *Autonomy & Professional Capacity*

Module 1: September 4-16, 2018

Big Idea: What is the current landscape of early childhood and how is it being constructed?

- Overview of the MPEd program in Early Childhood Education
- Introduction to Schwab's (1973) Curriculum Commonplaces
- Introduction to Ryan's (2005) Landscape of social childhood framework

Module 2: September 17-30, 2018

Big Idea: How is the "Authentic Child" represented in early childhood?

- Historical representations of young children
- Curriculum approaches that reflect childhood as a naturally occurring phenomenon

Module 3: October 1 – October 11, 2018

Big Idea: What is the influence of culture on early childhood care?

- Influences of Developmentally Appropriate Practices
- Developmentally Appropriate Practices
- Curriculum approaches

Module 4: October 15- October 25, 2018

Big Idea: What is meant by "early childhood education?"

- Role of culture in early childhood education
- Different "ways of knowing" and "funds of knowledge"
- Curriculum approaches that account for the socio-historical approaches to early childhood (e.g. Te Whariki)

Module 5: October 29 – November 11, 2018

Big Idea: How are children's rights being considered in early childhood?

- United Nations Rights of the Child
- Children's rights in early childhood
- Case study: Boulder Journey School

Module 6: November 12 – November 25, 2018

Big Idea: How are my beliefs about young children reflected in my program?

| Assignment | Type | Due Date(s) | Weighting |
|------------------------------|--|--|-----------|
| <i>Remembering Childhood</i> | Presentation | September 30, 2018 | 15% |
| <i>Brochure on D.A.P.</i> | Brochure for Parents | October 8, 2018 | 15% |
| <i>A Day in the Life</i> | Visual diary | October 28 th , 2018 | 15% |
| <i>Charter of Rights</i> | Chart or Infographic | November 11 th , 2018 | 15% |
| <i>Culminating Activity</i> | Audit Trail | November 25 th , 2018 | 20% |
| <i>Community Discussion</i> | Posts/ Responses/ Contributions related to readings, topics, and Big Ideas | Until November 18 th , 2018 | 20% |

Mon. 1130-230
WB 167

OWL

Assessments:

Mind Map – by Feb. 1

Video/Photo Diary – by Feb. 15

Community Protocols – by Mar.1

Storefront Presentation – Mar. 23

Weekly Reflection

Exam –Schedule – 2 hour

Wendy Crocker, PhD

wcrocker@uwo.ca

@DecCroc

www.wendyacrocker.ca



CSI 2291 750 Winter 2019

Western 

Students need to see the ways in which assessment is connected to their course learning

Reflect on your own course alignment; Identify one area to revisit

RECIPE CARD ACTIVITY #1

Western 

3 minutes

Stop Two: Too much data



Western 

https://www.youtube.com/watch?v=0fn_vAhu_Lw

Maximize Your Time

- Less **Written** Feedback
- Use of **Rubrics** (Brookhart & Guskey, 2019)
- Use tool for **self/peer/instructor assessment** (Fenwick & Parsons, 2009)
- **Exit tickets**
- **Performance products**
- **Staggered submission**



Brookhart, S. & Gusky, T. (2019). Are grades reliable? *Education Update*. May, 2019. Alexandria, VA: Association for Supervision and Curriculum Development.

Fenwick, T. & Parsons, J. (2009). *The art of evaluation*. Toronto, ON: Thompson Publishing

- Give less written feedback – **in-process conferences; audio record**; include self assessment/ instructor on a single point rubric (image)
- Holistic Grading (Fenwick & Parsons, p 231)
- Rubric (image) (Brookhart & Guskey, 2019)
- Expand use of peer feedback (Fenwick & Parsons, 254)
- Performance Products – connect to real world contexts
- **Staggered submission**

Rubric for Audit Trail – Culminating Activity

| | D 50-59 | C 60-69 | B 70-79 | A 80 and above |
|--|--|--|--|---|
| Connections among module Big ideas, texts, and discussion board posts to current thinking | Presentation rarely makes connections among concepts from module Big ideas, texts, and discussion board posts from to current thinking | Presentation sometimes makes connections among concepts from module Big ideas, texts, and discussion board posts to current thinking | Presentation often makes connections among concepts from module Big ideas, texts, and discussion board posts to current thinking | Presentation thoroughly connects ideas from concepts from module Big ideas, texts, and discussion board posts to current thinking |
| Depth of reflection and ability to make connections (text to text, self, world) | Presentation rarely makes connections among ideas – text to text, text to self, and text to world (personal experiences) | Presentation sometimes makes connections among ideas – text to text, text to self, and text to world (personal experiences) | Presentation often makes connections among ideas – text to text, text to self and text to world (personal experiences) | Presentation thoroughly connects ideas – text to text, text to self and text to world (personal experiences) |
| Critical insights – between the lines and off the page (e.g., things that made you go Hmmm) | Presentation focuses on literal level and rarely offers insights from reading “between the lines” or “off the page” | Presentation focuses on literal level and sometimes offers insights from reading “between the lines” or “off the page” | Presentation offers some insights from reading “between the lines” or “off the page” | Presentation offers sophisticated insights from reading “between the lines” or “off the page” |
| Relationship between view of child and educator role | Relationship between view of child and role as educator is vaguely established | Relationship between view of child and role as educator is somewhat established | Relationship between view of child and role as educator is clearly established | Relationship between view of child and role as educator is established comprehensively |
| Selection and Use of Presentation Tool | Selection and use of presentation tool is a poor match for the sharing of the author’s ideas | Selection and use of presentation tool somewhat matches the way in which the author shares ideas | Selection and use of presentation tool is well matched to author’s expression of ideas | Selection and use of presentation tool showcases the author’s expression of ideas |
| Overall Impression – professional presentation | Culminating activity requires significant polish to present ideas professionally | Culminating activity requires some polish to present ideas professionally | Culminating activity presents ideas in a polished, professional manner | Culminating activity is creative, and presents ideas in a polished, professional manner |

Single Point Rubric for Discussion Board and Reflections

A single point rubric offers a description of the performance at the expected level. When offering you feedback at different points during the course, I will use this rubric to describe the ways in which your work is above or below the expected standard.

| Developing - C - 60-69% | Competent - B - 70-79% | Superior - A - 80% and Above |
|-------------------------|--|------------------------------|
| | <p>The post makes a point that shows some understanding of the work or offers some insight. However, the position in the post hasn't been completely developed.</p> <p>There are few examples from course texts and personal experiences (if cited) but they are offered at a surface level without exploring the deeper constructs or connections.</p> <p>Reflections are repeated on the Discussion Board without being further developed.</p> <p>The writing is awkward or unclear in places and contains some spelling/grammar errors. Adherence to APA style is inconsistent and citations are sometimes lacking.</p> <p>There is evident multimodality to express ideas (e.g. use of image, audio, or other non-text form). However, the posts and reflections are predominantly text-based.</p> <p>Responses to colleagues are respectful and aim to continue the conversation either by adding a connection or offering an alternate position. However, the responses are often made later in the week or module which precludes the ability of others to join in and take the discussion further.</p> | |

Across disciplines – Share ideas to maximize time

RECIPE CARD ACTIVITY #2

Western 

Ten minutes

Stop Three: Data too similar



What could you ask students to do instead that would enable them to demonstrate their learning?

Western 

"The Repository" by [AJC1](#) is licensed under [CC BY-SA 2.0](#)

Fisher, D., Frey, N., Lapp, D., & Vaca, J. (2019). No more assembly line projects: How to ensure all students are working together to complete a task. *ASCD Education Update*. Alexandria, VA: Association for Supervision and Curriculum Development. (adapted from their forthcoming book, 2020)

"Another paper?" – what are the **qualities of the assessment task?** **Why a paper?**

- What else could you do instead – **an advertisement? Brochure or on-line guidebook?**
- Individual, Pair, Group activities
- **Summative Showcase, demonstration of learning**
- Team projects – Fisher, Frey, Lapp, Vaca (2019)

| | |
|--|---|
| <p> Annotated bibliographies Audio recordings and podcasts 'Authentic assessment' tasks Autobiographical exercises Blogging Book Reviews Case studies (business) Case studies (critical incidents) Checklists Community projects Computer demonstrations * Contracts Concept or mind maps Critical writing Data analyses Debates Demonstration of competence in professional practice settings Dramatic performances ePortfolios Essays Examinations (open to closed) Events (organisation and management) Experiments Feature articles Forums & Bulletin Boards Group Projects (contract, literature surveys, written presentations, oral presentations, reports, products, productions, etc.) Interviews Investigations Journalling Learning contracts Learning resource packages Literature reviews Modified essay questions Multi-media projects News stories </p> | <p> Objective structured clinical assessments (OSCA) Observations (performances, products, processes, records, personal qualities) Online quizzes Oral presentations Peer assessments (with agreed criteria) Performance Photographs Poetry Portfolios Posters Process diaries Project proposals Publications Reflective journals Research projects including practitioner based research Research proposals Role plays and simulation Seminars Short film Short story Simulations Tests (objective, subjective, performance, practical, cloze) Theses Two-step assessments: the student completes the assessment task, hands it in or discusses it with other students, then revises for final submission. Videos WebQuest Website creation Wikis Written reports Workplace evaluations Workshops </p> |
|--|---|

<http://assessment.avondale.edu.au/examples/examples.html>



<http://assessment.avondale.edu.au/examples/examples.html>

Dynamic Assessment

(excerpted from Fenwick & Parsons, 2009)

| Instead of | Try |
|--|---|
| Learners writing an essay that only you read | Learners craft an article for publishing Create a class anthology to publish as a blog |
| Learners completing a series of learning tasks individually, and competitively | Learners create response to tasks in small teams where they reflect on/assess their contribution, the work of the group, and the quality of their product |
| Learners completing a project for only the instructor as the audience | Developing a project that will contribute something concrete to the community or designated audience |
| Instructors creating the evaluative tasks | Learners design tasks/products that they feel demonstrate what they have learned |



Move from product to process ...

Learning constantly unfolds;

Focuses not only on **what learner knows/can do but on developing knowledge/skill;**

Recognizes **that learners are individual and that context affects learning;**

Looks at the **knowledge community in which learning occurs**

Move toward dynamic assessment p 108 (instead of/try)

Dynamic Assessment p 98 (**Fenwick & Parsons**)

Within Discipline – What assessment tasks do YOU use?

RECIPE CARD ACTIVITY #3



Ten Minutes

On the Road Again

Specification Grading (Nilson, 2014)

- Create “**bundles**” for the five letter grades that include a variety of assessment tasks (e.g. quiz, essay, field project, exam)
- Bundle contains assessments that equate demonstrated knowledge of outcomes (ie. the **A grade bundle has different tasks than the C grade**)
- Students complete the expectations for the **bundle they choose at a satisfactory level**
- Plus/minus are earned through **contribution/participation points**

More information – www.utimes.pitt.edu

In History – www.wilkersite.org

In Math & Computer Science – www.chronicle.com/blognetwork



Nilson, L. (2014). *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*. Sterling, VA: Stylus Publishing

What else? What next?

Journey Recap

Pre-journey check - **Assumptions**

Stop 1 – **Consider teaching/assessment alignment**

Stop 2 – **Strategies to make assessment meaningful for learners while saving time**

Stop 3 – **Change up your assessment plan**

Planning the next trip – **Stay current**



Pre-journey check

Stop One – Considering teaching/assessment alignment

Stop Two – Strategies to make assessment meaningful for learners while saving time

Stop Three – Changing up your assessment plan

Planning the next trip – Specification Assessment

Trip Memories

On your Recipe Card, circle:

One idea that made you go, **“AHA”**;

One idea that made you go, **“Hmmm...”**; and

One idea that you may **try in your own course.**



wcrocke@uwo.ca



"Buzz Aldrin Steps Onto Moon (NASA, July 20, 1969)" by NASA's Marshall Space Flight Center is licensed under CC BY-NC-ND 2.0 Copy rich text

Additional Useful References:

Black, P. & Willam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Kappan* Retrieved from <https://www.rdc.udel.edu/wp-content/uploads/2015/04/InsideBlackBox.pdf> on July 17, 2019.

Feldman, J. (2019). *Grading for equity*. Thousand Oaks, CA: Corwin.

Kohn, A. (June 15, 2019). Why can't everyone get A's? New York Times. Retrieved from <https://www.nytimes.com/2019/06/15/opinion/sunday/schools-testing-ranking.html> on July 17, 2019

Moss, C. & Brookhart, S. (2019). *Advancing formative assessment in every classroom: A guide for instructional leaders*. (2nd Ed). Alexandria, VA: Association for Supervision and Curriculum Development.