Designing Assessment to Drive Learning

Teaching Commons
Introductions

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Connect Your Audio

“Action without reflection leads to burn out.
Reflection without action leads to cynicism.”

- Albert Einstein

“Including and Assessing Reflective Learning” Webinar
Brought to you by the Teaching Commons
“Action without reflection leads you nowhere. Reflection without action leads to passivism.”

- Albert Einstein

“Including and Assessing Reflective Learning” Webinar
Brought to you by the Teaching Commons
"Action without reflection leads to nothing.
Reflection without action leads to mediocrity."
- Albert Einstein

"Including and Assessing Reflective Learning" Webinar
Brought to you by the Teaching Commons
Introduce Yourselves
## Type of Assessment: Formative and Summative

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>During a learning activity/unit</td>
<td>At the conclusion of a learning activity/unit</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>To improve learning</td>
<td>To make a decision</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Return to material/learning issues</td>
<td>Final judgement</td>
</tr>
</tbody>
</table>
| **Frame of reference** | • Process oriented  
                  | • Always criterion  
                        | (evaluating each student according to the same criteria) | • Outcome oriented  
                  | • Sometimes normative  
                        | (comparing each student against the others) | • Sometimes criterion |
What is the Purpose of the Assessment?

Assessment *as* learning

Assessment *for* learning

Assessment *of* learning
Assessment for Learning & Growth

"Failure is an opportunity to grow"
GROWTH MINDSET

-I can learn to do anything I want"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I like to try new things"

"Failure is the limit of my abilities"
FIXED MINDSET

"I'm either good at it or I'm not"
"My abilities are unchanging"
"I don't like to be challenged"
"My potential is predetermined"
"When I'm frustrated, I give up"
"Feedback and criticism are personal"
"I stick to what I know"

Finding The ‘Why’ Of

**WHAT** they are learning

**HOW** they are learning it

**WHY** it is important *to them*

https://www.teamnijhuis.nl/images/made/The_Golden_Circle_-_Simon_Sinek_-_why,how,what_500_396_85.jpg
Think about your own assessment strategy…
Do you incorporate Formative Assessment?

**EXAMPLES:**

- Scaffolded Assignments
- Task/Process, Critical Thinking
- Multiple Submissions
- Self-assessment, Peer Assessment
- Student Created Assessments
- Participation
Formative Assessment
Assignments and Grading

How to incorporate formative assessment into existing summative assessments?

• Optional pre-assessments
• Modify how you assess
• Follow-up assessment
• Backwards looking assessments

Due date of assessment
Designing Assignments for Learning

- Learning outcomes, aligned with assessment strategies and instructional activities
  - Develop assessment plan, test blue print
- Scaffolded/Staged Assignments
- Task/Process scaffolding vs. Critical Thinking scaffolding (tasks vs. skill development)
- Rethinking Problem/Question/Task Posing
  - Invariance amidst change, Doing/undoing, imagining/expressing, freedom/constraint conjecturing/convincing, characterizing specializing/generalizing, etc.
Developing an assessment plan

How many assessments should I have? How much should each be worth?

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment task</th>
<th>Low level</th>
<th>Mid level</th>
<th>Higher level</th>
<th>Weighing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td>Weekly group activities</td>
<td>X</td>
<td>X</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>4, 5</td>
<td>Weekly multiple choices</td>
<td>X</td>
<td>X</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>1, 3</td>
<td>Peer assessment</td>
<td></td>
<td></td>
<td>X</td>
<td>10%</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6</td>
<td>Research proposal</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total weighing</td>
<td>20</td>
<td>50</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Goal/Outcomes</td>
<td>Weighting</td>
<td>Low Level</td>
<td>Mid Level</td>
<td>High level</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Describe what it means to be a scientifically literate citizen</td>
<td>15</td>
<td>3</td>
<td>9</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Identify the four foundational pillars of the Program of Studies and explain their interrelationship</td>
<td>15</td>
<td>6</td>
<td>6</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Identify age-appropriate, scope and sequence of content material needed to meet learner outcomes</td>
<td>20</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Critically analyze and evaluate resources developed to meet the Program of Studies outcomes</td>
<td>30</td>
<td></td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Justify his/her interpretation of the Program of Studies</td>
<td>20</td>
<td></td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL # OF QUESTIONS</strong></td>
<td>100</td>
<td>12</td>
<td>34</td>
<td>34</td>
<td>80</td>
</tr>
</tbody>
</table>
• Encouraging open and reflective dialogue in the classroom

• Offered at multiple times throughout the learning process to provide opportunities to ‘course correct’ to help move learning forward

• Opportunity for students to provide feedback on their learning experience

• Scaffolds the learning experience, allowing students to demonstrate and be rewarded for growth and development, instead of only for their polished products
Exit Tickets
One Minute Papers
Think – Pair - Share
Structured Debriefing
Formative Assessment
Exit Tickets

• Can be structured (with question prompts) or unstructured (no question prompts)

• Helpful for assessing learning and engagement with particularly complex and/or difficult lessons or material

• Most effective when followed up on immediately (e.g. the very next class or lesson)

http://2.bp.blogspot.com/-WAafySDgcUg/Vp6o-gxUHPI/AAAAAAAACEs/hbI_BaYl22I/s400/exit-ticket-321-template.png
Formative Assessment
One Minute Papers

- At the end of a class or lesson, students respond to 1-2 questions
- Responses can be collected anonymously
- Most effective when feedback is addressed in class (e.g. at the next lesson)

The minute paper
Please answer each question in 1 or 2 sentences
1) What was the most useful or meaningful thing you learned during this session?
2) What question(s) remain uppermost in your mind as we end this session?
• Students first spend time individually responding to a question, followed by an opportunity to share their thoughts with a partner (or small group) before sharing their combined thoughts with the class.

• Provides evidence of understanding & opportunity to practice teamwork, critical thinking, and communication.

• Opportunity to appeal to diverse learning styles (e.g. individual reflection and group processing).

Formative Assessment
Structured Debriefing

- Similar to Kolb’s (1984) cycle of experiential learning, structured debriefing describes a detailed reflection process.

- A structured or semi-structured reflective conversation can cover all or parts of this cycle (e.g., as part of a formative assessment strategy to scaffold learning).

- Questions at each stage can be prompts for reflective writing/journaling (ongoing throughout the course or in selected classes/lessons).
Providing Meaningful Feedback

Feedback should be

• Timely
• Specific
• Positive
• Actionable

Formative Assessment Tip #4

“Effective feedback occurs during the learning, while there is still time to act on it.”

-Jan Chappuis

How do we support students in becoming effective users of feedback?

- Accurately judging our own abilities
- Recognizing reactions to feedback/criticism
- Setting achievable goals

https://www.timeshighereducation.com/comment/can-student-feedback-become-a-two-way-street
Course Director Handbook – sections on Feedback on Teaching and Assessment

TA Feedback Guide

First Year Experience (FYE) in the Classroom Toolkit – sections on Growth Mindset and Feedback: to Students and from Students
QUESTIONS?

References (and other Resources)


Thank you for attending

Please fill out the evaluation form for the workshop, available at:

http://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=387920