

## 6. Assessment

Topic	Objectives /Outcomes	Deliverable	Activities	Materials/resources
Visual chart of this module: <a href="http://www.lucidchart.com/invitations/accept/4f7a938a-ad94-4e95-b8a9-32be0a56e27d">http://www.lucidchart.com/invitations/accept/4f7a938a-ad94-4e95-b8a9-32be0a56e27d</a>				
Assessment design	1. Understand the concept of constructive alignment 2. Write /formulate a statement about the role of assessment in your course 3. Develop assessments that are effective (aligned with outcomes)	Revised course map /syllabus with learning outcomes and assessments  Statement about role of assessment (formative and summative) for syllabus  Assessment (and activity) descriptions for syllabus	1. Do a cross-check exercise for constructive alignment: put outcomes and assessments in a table. Do they map?  2. Revisit SLOs from the syllabus. Where are they assessed and how in rest of your course?  3. Identify one assessment that you've used in the past that has worked well? One that hasn't worked well? Why do you think this is so?  4. Brainstorm types or strategies for assessment you might use in your class.	Background reading or pre-reading: On constructive alignment, see this explanation of (and diagrams illustrating) John Biggs' work: <a href="http://www.engsc.ac.uk/learning-and-teaching-theory-guide/constructive-alignment">http://www.engsc.ac.uk/learning-and-teaching-theory-guide/constructive-alignment</a>  Principles of test creation_BYU pdf.--good background reading for IDFS and for participants [ <a href="#">Principles of test item creation</a> ]
				<a href="https://smartsite.ucdavis.edu/access/content/group/e7e1a44b-f444-4ea7-a997-f69ddbba87d/Principles%20of%20Test%20Creation.pdf">https://smartsite.ucdavis.edu/access/content/group/e7e1a44b-f444-4ea7-a997-f69ddbba87d/Principles%20of%20Test%20Creation.pdf</a> ], BYU [Creating better multiple choice questions  <a href="https://smartsite.ucdavis.edu/access/content/group/e7e1a44b-f444-4ea7-a997-f69ddbba87d/Principles%20of%20Test%20Creation.pdf">https://smartsite.ucdavis.edu/access/content/group/e7e1a44b-f444-4ea7-a997-f69ddbba87d/Principles%20of%20Test%20Creation.pdf</a> ], BYU [Creating better multiple choice questions  Rubric for online course design [ <a href="http://www.csuchico.edu/celt/roi/index.shtml">http://www.csuchico.edu/celt/roi/index.shtml</a> ]. ]  Table with columns for SLOs and assessmentsc, then activities (handout) ? <b>[LR to create]</b>
Rubrics and grading	1. Understand what a rubric is and why it's useful for any discipline;  2. Create a rubric that maps to one or more of your learning outcomes;  3. Develop one assignment that respects (at least some of) that rubric	Rubric for an assignment/group of assignments in your course.  Grading standard for your course, to be included in a syllabus (and perhaps too in your assessment)	1. Ask class to write down then share a time when a student has asked them what their grade was based on/why they got the grade they did. What guidelines had you given students? Did they know your grading criteria?  2. Norm grading standards: Discuss grade descriptions/attributes for A,B,C, D, etc.  3. Develop/bring a class rubric that maps to desired learning outcomes; then develop one assignment that respects (at least some of) that rubric  4. Share/discuss implications of weighting in course assessment schedule.	Rubric for online course design [ <a href="http://www.csuchico.edu/celt/roi/index.shtml">http://www.csuchico.edu/celt/roi/index.shtml</a> ]. ]  Rubric and models for syllabus design (adhering to UDL principles: <a href="http://enact.sonom.edu/content.php?pid=218878&amp;sid=2032318">http://enact.sonom.edu/content.php?pid=218878&amp;sid=2032318</a> )  Sample rubrics (handout) <b>[LR to create]</b>
Self-assessment	1. Understand the role and value of self-assessment  2. Identify opportunities for self-assessment in your course  3. Develop a self-assessment for your students	1. List of creative types of self-assessments that have worked well for all participants;  2. Plan for encouraging of self-reflection in course (i. e., what will be the deliverables? how will they check in with you or someone else on this?).	1. Ask class participants to write down their learning goals for this class.  2. Ask students to take an online readiness self-assessment  3. In pairs, participants to review your syllabus and suggest two types of self-assessment for your course (e.g. write a statement of their learning goals; write a summary of their learning at the end of the course; checks for understanding; weekly learning journal, etc.)	Student self-assessment--online learning readiness (originally developed by Penn State) : [ <a href="http://www.unc.edu/tlim/ser/">http://www.unc.edu/tlim/ser/</a> ] ] On the value of self-reflection as an assessment tool, see. <a href="http://serc.carleton.edu/NAGTWorkshops/affective/podworkshop/ed.html">http://serc.carleton.edu/NAGTWorkshops/affective/podworkshop/ed.html</a>  On the role of portfolios, <a href="http://www.evergreen.edu/washcenter/resources/acl/e2.html">http://www.evergreen.edu/washcenter/resources/acl/e2.html</a>  List of creative types of self-assessments (handout) [LR to create]
Peer review	1. Understand the value of peer review to learners;  2. Create activities /assignments that teach and are defined by peer review;  3. Develop a rubric or criteria for peer review activities in your class	Completed peer review worksheet of other's syllabus or list of assessments and rubrics?  List of easy peer review activities in an online class with sample content /questions (online, f2f, synch and asynch)	1. How and why has peer review been helpful to them in their learning (as teachers and researchers). What form has it taken? Visits to your class? Reviewed written work?  2. Develop a rubric or criteria for peer review activities in your class	This is a useful set of questions about peer review and criteria checklists/grids to be used in peer review: <a href="http://mwp01.mwp.hawaii.edu/resources/peer_review.htm">http://mwp01.mwp.hawaii.edu/resources/peer_review.htm</a> List of creative types of peer review exercises/activities (handout) [LR to create]

Online assessment	1. Articulate the opportunities and challenges in creating assessments online.	A completed online quiz, assignment	<p>1. Develop an online quiz in your LMS /quiz tool (demo of LMS or other online quiz/survey tool)</p> <p>2. Adapt an existing assessment for online teaching/setting.</p>	<p>Background reading: Referenced by SERC, here is a thorough and useful examination of online assessment, its pros and cons, and some tools. <a href="http://www.cshe.unimelb.edu.au/assessinglearning/03/online.html">http://www.cshe.unimelb.edu.au/assessinglearning/03/online.html</a></p> <p>Step-by-step for how to create an online quiz (online or hard copy) Online proctoring? Rosemary's webinar on <a href="#">Principles of Test Item Creation</a>, based on the BYU materials linked above</p>
Formative and summative assessment	<p>1. Distinguish between formative and summative assessment;</p> <p>2. Build opportunities to conduct formative assessments of the students' learning and of your teaching throughout the class</p>	<p>Formative, in-class assessment(s) for students</p> <p>Formative assessment (e.g. mid-q/mid-s evaluation survey) for your course</p>	<p>1. Of the assessments discussed so far, which would you consider formative (vs. summative)?</p> <p>2. In your assessment scheme for your course, which types of assessments play what role?</p> <p>3. Brainstorm strategies for soliciting feedback throughout your course (f2f, online, synch/asynch).</p>	<p>On ConcepTests (<a href="http://serc.carleton.edu/NAGTWorkshops/webdesign/assessment_techniques.html">http://serc.carleton.edu/NAGTWorkshops/webdesign/assessment_techniques.html</a>) &amp; think-pair-share activities, ([<a href="http://serc.carleton.edu/introgeo/interactive/tpshare.html">http://serc.carleton.edu/introgeo/interactive/tpshare.html</a>]).</p> <p>] Minute tests, see: <a href="http://serc.carleton.edu/NAGTWorkshops/webdesign/assessment_techniques.html">http://serc.carleton.edu/NAGTWorkshops/webdesign/assessment_techniques.html</a></p> <p>List of formative/summative assessments beyond quizzes and exams and papers (handout) [LR to create]</p>