ASSESSMENT FOR LEARNING

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WORKSHOP OUTCOMES

By the end of this workshop, you should be able to:

- Identify characteristics of effective assessment

- Explain various types of assessment methods

- Take into account key assessment considerations

WHAT IS ASSESSMENT?

Think, pair and share activity:

- Independently answer the following questions on your worksheet (2 minutes):
  » Why do we assess?
  » For whom do we assess?
- Share and discuss your answers with a partner (2 minutes)
- Report back to group on your discussion (6 minutes)

ASSESSMENT

- Any teaching tool that provides feedback to the student and/or the instructor on student learning

- Remember that assessments are for the students and present a learning opportunity

"What and how students learn depends to a major extent on how they think they will be assessed." -- John Biggs

Source: Biggs, J. (1999). Teaching for quality learning at university: What the student does. Bristol, PA: Open University Press.

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AAHE'S PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING

Good assessment:

- Begins with educational values – vehicle for **educational improvement**
- Reflects learning as multidimensional, **integrated,** and spread over time
- Works best when **program outcomes** are clearly stated
- Captures **products and processes**
- Works best when it is on-going

Source: Astin, A., Banta, T., Cross, P., et al. (1992). American Association for Higher Education.

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OVERVIEW OF ASSESSMENT TYPES

Descriptor	Diagnostic	Formative	Summative
Feedback	Informal	Informal/ Comments	Grade
Timing	Prior to Instruction	During learning experience	End of unit or course
Rationale	Assess prior knowledge, skills, preconceptions, etc.	Monitor learning and provide feedback/ Promote learning	Evaluate student against some standard benchmark

Diagnostic Assessment

Diagnostic assessment is ungraded, occurs either at the start of the term or the start of a single lesson, and **may involve dialogue or not.**

The purpose of diagnostic evaluation is **diagnosis** and **aids the instructor in adjusting his/her course goals for the current level of knowledge.**

Formative Assessment

Formative assessment is ungraded, tends to occur during the course and often **involves dialogue.**

The purpose of formative evaluation is **growth** and **improvement in learning.**

Summative Assessment

Summative assessment is graded, may occur during the term or at the end and tends to involve **little or no dialogue.**

The purpose of summative evaluation is **reporting, decision making** or **final judgment** about the learning at a particular point in time.

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EXPLORING ASSESSMENT TYPES AND TOOLS

Group activity:

- Form three groups

- Each group is responsible for a number of assessment tools

- Identify the following:
  » What role the assessment tool plays (diagnostic, formative, summative)
  » How it might be implemented in a course (when, by whom, for what purposes, etc.)
  » Whether or not you've used the tool in your own teaching

- Review together in 5 minutes

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ASSESSMENT AND COURSE DESIGN
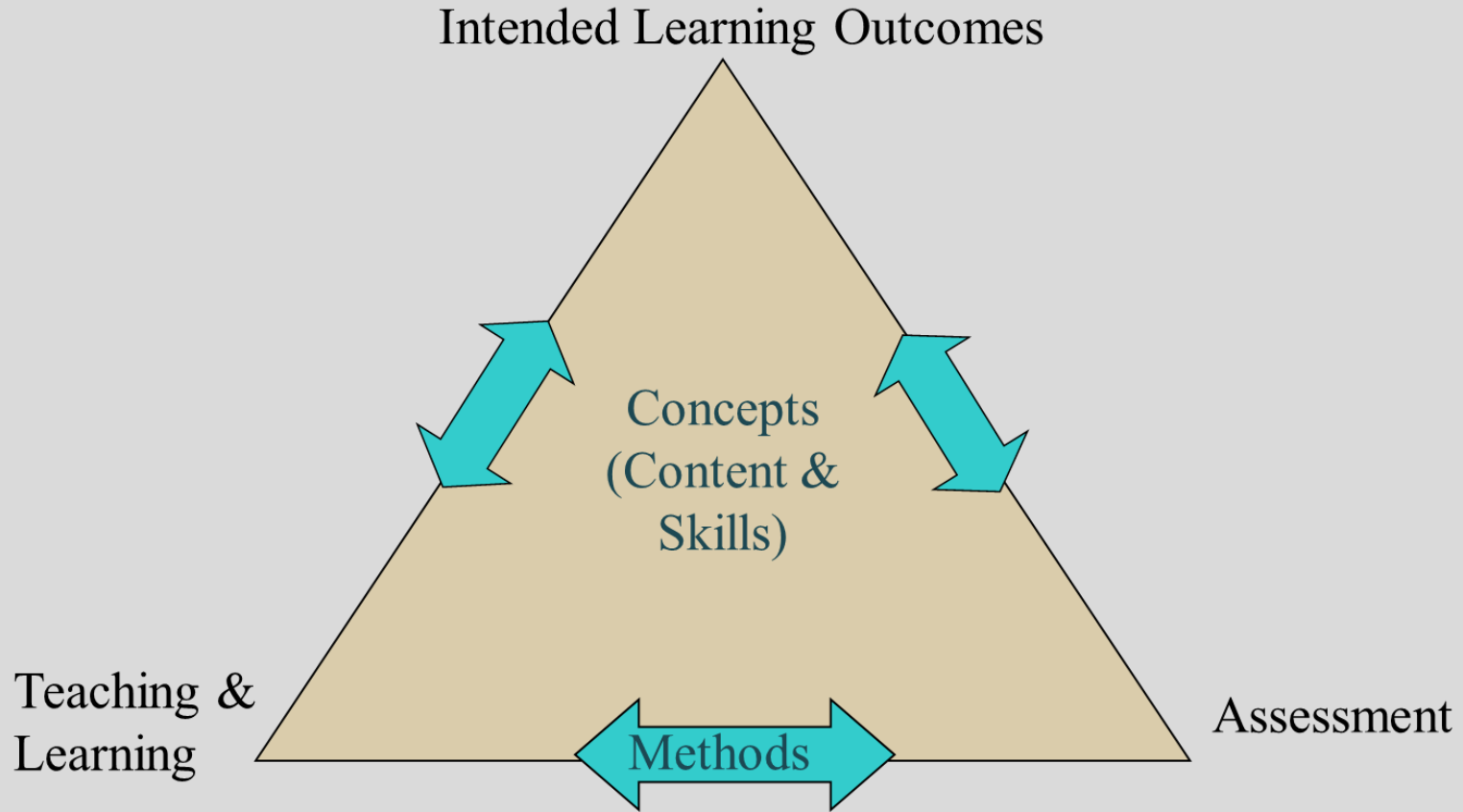
ALIGNMENT:
COURSE PLANNING TEMPLATE

Course Intended Learning Outcomes	Formative & Summative Assessment Methods	% Grade	Teaching & Learning Methods

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KEY ASSESSMENT DECISIONS

Decide:

» What You Assess

» Where You Assess

» When You Assess

» Who Does the Assessment

» How Authentic You Can Be

What is one assessment technique that you've found to be effective? How would you describe it taking into account these considerations?

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TWO COMMON TOOLS

➤ Constructing Multiple Choice Tests

➤ Assessing Group Work and Teams

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ADVANTAGES OF MCQS

➢ Easy to grade

➢ Objective grading

➢ Standardized and can be statistically validated

➢ Many concepts can be tested in a limited time (faster for students to answer)

➢ Not a test of students writing ability

DISADVANTAGES OF MCQS

➢ Time consuming to write good questions

➢ Exclusively the instructor's perspective

➢ Difficult to write questions that test higher cognitive levels

➢ Students may guess correctly

➢ Good test takers may benefit

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GUIDELINES FOR CONSTRUCTING MULTIPLE CHOICE QUESTIONS

- Questions (Stem) construction

- Alternatives (Item) construction

Verify understanding by evaluating sample questions and discussing results with partner (6 minutes)
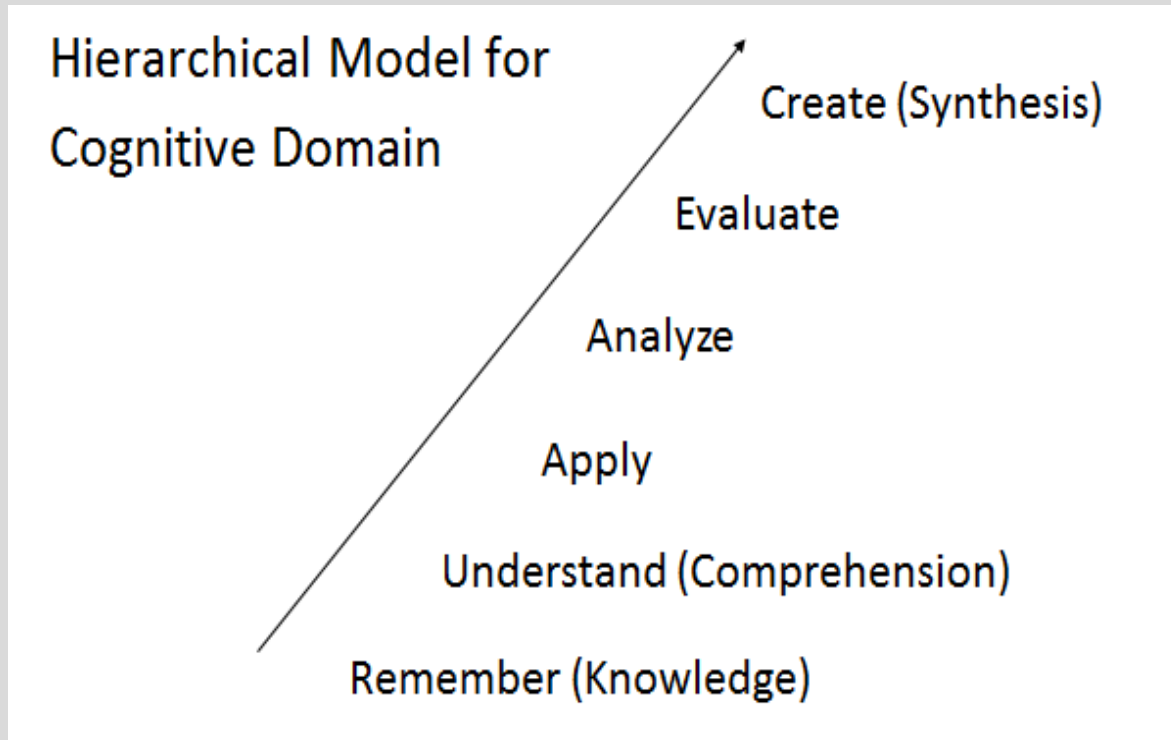
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BLOOM'S TAXONOMY:
A BACKGROUND

- Classification of levels of intellectual behavior important in learning.

- Updated during the 1990's to reflect relevance to 21st century work

- Originally created in and for an academic context to assist in the design and assessment of educational learning

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BLOOM'S TAXONOMY

Hierarchical Model for
Cognitive Domain

Create (Synthesis)

Evaluate

Analyze

Apply

Understand (Comprehension)

Remember (Knowledge)

Source: Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York, NY: Addison Wesley Longman, Inc.

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ASSESSING FOR HIGHER ORDER THINKING IN MULTIPLE CHOICE QUESTIONS

Activity:

Given the examples of questions that test at various levels of the cognitive domain (in Bloom's Taxonomy of Learning), categorize the given questions as evaluating the lower levels, mid levels or higher levels of Bloom's hierarchy.

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MAKING MULTIPLE CHOICE QUESTIONS RELEVANT ACROSS DISCIPLINES

- Try to encourage discussion by incorporating group work

- Resources like Immediate Feedback Assessment Technique (IF AT) cards can facilitate discussion

- Answer the following questions as a group

- Score according to the following:

  » First choice correct = 2 points

  » Second choice correct = 1 point

  » Third or fourth choice correct = 0 points

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WHY GROUP/TEAM WORK?

- Progression from passive learning to active learning

- Encourages deep learning (active, learner-centered activities)
  - » "deep learning is learning that takes root in our apparatus of understanding, in the embedded meanings that define us and that we use to define the world" (Tagg, 2003: 70)

- Helps students acquire important collaborative skills
  - » Communication; negotiation; self-initiative; resourcefulness; conflict management (Bryan, 2006)

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GROUP WORK EFFECTIVENESS RESEARCH

- National Survey of Student Engagement (NSSE) 2013

  » "first-year students and seniors who more frequently interacted with diverse peers also engaged in deeper, more complex learning activities, perceived a more supportive campus environment, and had more positive interactions with students, faculty, and staff" (15)

- Appreciated by students as a means of learning and preparing for future work (Gillies & Boyle, 2010)

- Leads to better learning outcomes (Alandeom & Sandler, 2008; Bennett, Lubben & Campbell, 2004)

- Students claim learning profits from collaboration in groups (Hammar Chiriac, 2011; Hammar Chiriac & Granström, 2012)

CONSIDERATIONS

What do we need to consider when implementing group/team work?

- Do you have previous experience using groups/teams in your teaching?
- What kinds of activities did you have them work on?
- Were they successful?

Additional Thoughts:

- *Collaborative learning:*
  - » Work together in small groups towards a common goal.
  - » Focus on learning together, rather than individually.
- *Cooperative learning:*
  - » Structured form of group work where students pursue common goals
  - » Individual Assessment (with cooperative incentives)

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GROUP WORK IMPLEMENTATION POTENTIAL

- *In-class or online?*

- *Randomized or choose your own?*

- *Group contract usage?*

- *Long-term or short-term assignments?*

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GRADING GROUPS AND TEAMS

	Peer	Self	Instructor	Rubric
Advantages	• Group/team is held accountable	• Encourages reflection of individual learning process	• Ensures intended learning outcomes are being met	• Makes the grading process more objective and saves time while grading
Disadvantages	• Students can co-conspire to give each other equal grades	• If not structured properly, students will not critically reflect on the group experience	• Time-consuming to grade • Depending on type of assessment, subjectivity can creep in	• Initial construction of rubric is time-consuming • Students may only do the minimum required as per the rubric

CONCLUDING THOUGHTS

- Choose learning assessments wisely; they are often where students focus time and attention

- Use learning outcomes as key criteria in deciding on assessment strategies

- Blend formative and summative

- Consider your own workload

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HOW DID WE DO?

Take a couple minutes to answer our survey

» Sent via email

Your feedback helps us to continually assess and improve our sessions

Want to know more?

» Check out our annual report

Thank you!

2014-2015 CTE
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