Reframing Assessments in Uncertain Learning Landscapes

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What Happened…?

You have just finished grading a test (or paper, presentations, etc.). Your students, as a group, performed much worse than you expected.

They all report that they studied hard (prepared, worked, put in effort, etc.), but their performance was not even close to the standard you hoped they would reach.

What Happened? Add Thoughts to Chat!

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Workshop Goals

- Compare assessment *for* learning and assessment *of* learning

- Identify strategies for formative and summative assessments

- Use principles of assessment for learning to develop an assessment flow for one learning goal.

- Consider on how the remote learning environment impacts the strategies you choose.

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Assessment *for* learning vs. assessment *of* learning… What's the difference?

Why Are We Assessing Learning?

	Assessment *for* Learning	Assessment *of* Learning
Purpose	Collect information on where learners are in learning process	Collect information for evaluation of achievement
Focus	Feedback for learning	Providing a grade
Type	Formative	Summative

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Types of Assessments ?
(ideas below were generated by participants at workshop on 10/12/2020)

Summative

- Test/quizzes
- Final comprehensive exam
- Large project
- Research essay
- Final paper
- Formal presentation
- Peer evaluation of presentations
- Film reviews
- Performance or recital

Formative

- Reflection on how topics connect to real world
- Poll questions
- Breaking a large project up into sections, providing feedback (instructor and/or peer feedback)
- Self-reflective essay about what has been learned
- Adaptive quizzes with feedback
- Minute papers
- Discussions-classroom or online
- Self-check exercises
- Entrance/exit tickets -for remote context use Microsoft/Google Forms
- Think-pair-share or small groups (using breakout rooms, shared OneDrive/Google doc, private channels on Teams)
- NearPod Lessons with a collaborate board at the end for insights and questions
- Q&A Boards (on Blackboard, Canvas, etc)
- Flipped homework assignments

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Classroom Assessment Techniques

- Think-pair-share
- One-minute paper
- Muddiest point
- Direct paraphrasing
- Student-generated test or homework problems
- Peer review/grading
- Concept mapping
- Chain notes
- Exam wrappers

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What Could You Do Differently?

You have just finished grading a test (or paper, presentations, etc.). Your students, as a group, performed much worse than you expected. They all report that they studied hard (prepared, worked, put in effort, etc.), but their performance was not even close to the standard you hoped they would reach.

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Assessment for Learning

- Aligned

- Forward Looking

- Transparent

- Frequent Practice with Feedback

Created by HeadsOfBirds
from Noun Project

Assessment Flow

Learning Goal	Low/No Stakes Assessment 1	Low/No Stakes Assessment 2	Low/No Stakes Assessment 3	Major Assessment
After this module, students should be able to know/do…	Before Module	During Module	After Module	How will students demonstrate they have mastered this learning goal?

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Now It's Your Turn! 15 minutes
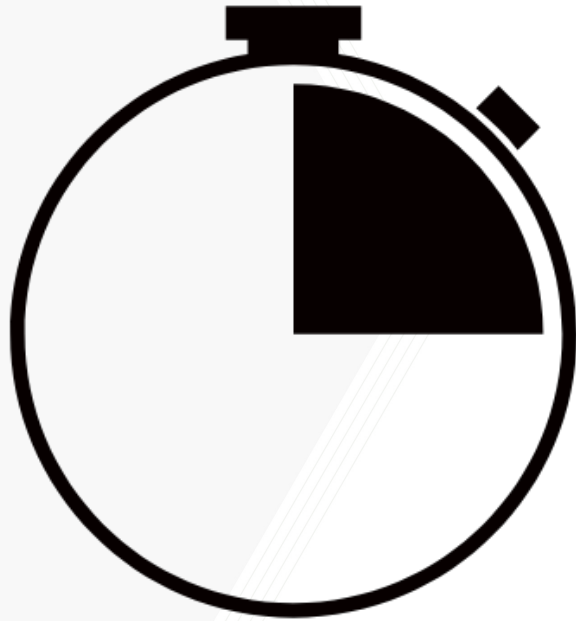
- Fill out assessment flow for one learning goal/major assessment

- Identify one or two formative assessment to support student learning
  - Is this enough practice for your course/ students?
  - Is this feasible for remote environments?

Assessment Flow – How Did You Do?

Learning Goal	Low/No Stakes Assessment 1	Low/No Stakes Assessment 2	Low/No Stakes Assessment 3	Major Assessment
After this module, students should be able to know/do…	Before Module	During Module	After Module	How will students demonstrate they have mastered this learning goal?

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Thank you!

Please complete evaluation form!

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