

Rethinking Assessments for Online Learning



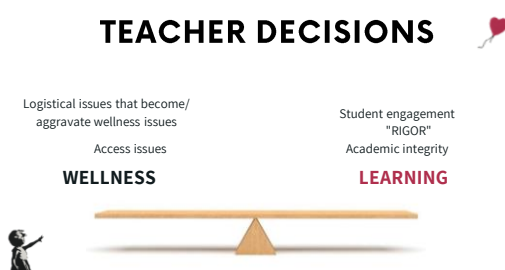
JULY 8, 2020 • WEDNESDAY WEBINAR

<https://www.mindtools.com/pages/newWeb20/02010001.html>

STUDENT PROBLEMS (ONLINE ASSESSMENT)

- Poor time management/study habits
- SO MANY MORE distractions
- Online directions are difficult to follow.
- Unrealistic amount of work + deadlines
- Student uncertainty/ anxiety about readiness for the assessments (+ "How well did we teach?")
- It is so easy to cheat!

TEACHER DECISIONS



Logistical issues that become/ aggravate wellness issues

Access issues

WELLNESS

Student engagement "RIGOR"

Academic integrity


LEARNING

1 What matters most?


COURSE LEARNING OUTCOMES:

Competences
+
"Big" K/S
(Attend also to the K/S/A needed)

2-3 SUMMATIVE ASSESSMENTS



MODULE 1	Chap. 1-2	CLO 1,3	MODULE 1	Ques #1 (Chap. 1)
MODULE 2	Chap. 3-4	CLO 1,3	MODULE 2	Ques #2 (Chap. 3-4) SA#1
MODULE 3	Chap. 5-6	CLO 2	MODULE 3	Ques #3 (Chap. 6) SA#2
MODULE 4	Chap. 7-8	CLO 1,2	MODULE 4	Ques #2 (Chap. 5, 9)
MODULE 5	Chap. 9-10		MODULE 5	Revisit Ques 1-3
MODULE 6	Chap. 11-12		MODULE 6	CLO#1-3 SA#3

 **DON'T INFO DUMP!** **LESS OF BREADTH, MORE OF DEPTH**

1 What matters most?

Formal standardized assessment...will no longer occupy a central position in teaching and learning. UI will be more interested in how students discover things on their own, process them, and reflect on them. And this can be done without formal assessment methods.

Manneke Budiman
Universitas Indonesia
Director of Academic Development & Learning Resources

National University Singapore. "Re-examining teaching and learning in challenging times: What are our assessment options?" Webinar on June 11, 2020.

1 What matters most?

LESS OF...	MORE OF...
Lower order thinking	Higher order thinking
Supplying a response	Constructing a response
Focus on PRODUCT	Focus on PROCESS
BREADTH	DEPTH

CHECKLIST:

- wellness
- access
- student engagement
- rigor/ depth & transfer
- academic integrity

TO THE EXTENT POSSIBLE

2 Focus on the competences.

What matters today is not how much our students know, but what they can do with what they know.


TOBY BUCKLER

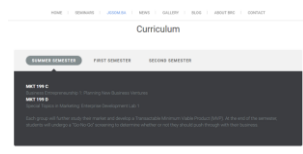
Wagner, T. (2010). "Developing 21st-century learners." Retrieved from www.wagner.edu/21st



- Application of learning
- Meaningful context
- Genuine purpose
- Target audience
- Realistic constraints
- Product/performance

AUTHENTIC TASK

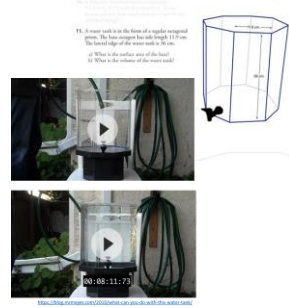




Each group will further study their market and develop a Transactable Minimum Viable Product (MVP). At the end of the semester, students will undergo a "Go-No-Go" screening to determine whether or not they should push through with their business.

- Application of learning
- Meaningful context
- Genuine purpose
- Target audience
- Realistic constraints
- Product/performance

AUTHENTIC TASK



11. A water tank in the form of a regular cylinder has a base radius of 10 ft and a height of 30 ft. (What is the volume of the tank?)

12. What is the volume of the water tank?

DRILLS

←

→


AUTHENTIC TASKS

3

Teacher accountability - teach to the test

SHIFTING FROM keeping questions secret to making sure students know what will be assessed

STUDENT ENGAGEMENT for Gen Z - work that is worthy, challenging, supported



SCAFFOLDING

ENGLISH LANGUAGE ARTS - RESEARCH OR ARGUMENTATION RUBRIC (GRADE 10)	EMERGING	DEVELOPING	ADVANCED
CRITERIA Focus is the evidence that the student can develop an argument?	<ul style="list-style-type: none"> • Argues in a clear, independent or logical • Claims are summarized in clear terms; flow a logical trail • Discussion of questions or counter claims (claim or counter claim) is limited • Data and logical background and context of significance • Connections and relationships are unclear or absent 	<ul style="list-style-type: none"> • Makes a counter claim, but general argument that reflects general reading or thinking • Makes counter claim or counter claim • Briefly identifies a counter claim • Evidence is background and context of significance • Claims are logical and consistent 	<ul style="list-style-type: none"> • Makes a clear and well-developed argument that develops logical and engaging analysis and thinking • Makes relevant claims that support the argument • Acknowledges relevant questions or counter claims when appropriate • Briefly explains background and context of significance • Claims are logical and consistent
EVIDENCE Focus is the evidence that the student can support the argument?	<ul style="list-style-type: none"> • Relies on evidence from the sources, most of which may not be relevant to the argument • States, but does not connect or explain evidence • Presents details from one source as fact 	<ul style="list-style-type: none"> • Relies on limited evidence (quotes, examples, and statistics) from print and/or multimedia sources • Information and/or evidence are used to illustrate one point of view • Makes some of a general difference in presentation on topic without specific details (when appropriate) 	<ul style="list-style-type: none"> • Relies on detailed evidence (quotes, examples, and statistics) from print and/or multimedia sources • Information and/or evidence are used to illustrate one point of view • Makes some of a general difference in presentation on topic without specific details (when appropriate)
ANALYSIS Focus is the evidence that the student can support the argument?	<ul style="list-style-type: none"> • Summarizes information from a single source • Presents evidence 	<ul style="list-style-type: none"> • Analyzes information from multiple sources related to the argument 	<ul style="list-style-type: none"> • Analyzes evidence from multiple sources related to the argument

SCAFFOLDING - FORMATIVE ASSESSMENT - FOCUS/ REFOCUS - FEEDBACK - MASTERY-BASED GRADING

SCALE
 Student Center for Assessment, Learning, & Equity

ENGLISH LANGUAGE ARTS – RESEARCH OR ARGUMENTATION RUBRIC (GRADE 10)

SCORING DOMAIN	EMERGING	EB	DEVELOPING	DEP	PROFICIENT	PA	ADVANCED
ARGUMENT What is the evidence that the student can develop an argument?	<ul style="list-style-type: none"> Argument is unclear, undeveloped, or implied. Claims are unasserted or come directly from a source text. Discussions of questions, or counter-claims (where appropriate) is too brief or absent. Does not explain background and context of topic/text. Connections and conclusions are unclear or absent. 	<ul style="list-style-type: none"> Refers to limited evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate one point of view. Makes note of a general difference in perspectives on a topic without specific details (where appropriate). 	<ul style="list-style-type: none"> Makes a tentative claim, but general argument that reflects positive reading or thinking. Makes unclear or unasserted claims. Clearly alludes to a question or counter-claim when appropriate. Refers to background and context of topic/text. Draws superficial connections or conclusions. 	<ul style="list-style-type: none"> Refers to sufficient evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate or back two points of view. Makes note of different information or a difference among authors on the issue/topic (where appropriate). 	<ul style="list-style-type: none"> Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking. Makes relevant claims. Acknowledges relevant questions or counter-claims when appropriate. Clearly explains background and context of topic/text. Draws general or broad connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear, well-developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/text. Makes specific, relevant, and clear connections and draws conclusions. 	<ul style="list-style-type: none"> Makes a clear, well-developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/text. Makes specific, relevant, and clear connections and draws conclusions.
EVIDENCE What is the evidence that the student can support the argument?	<ul style="list-style-type: none"> Refers to evidence from few sources; some sources may not be relevant. Quotes, but does not context or explain. Presents details from one source as fact. 	<ul style="list-style-type: none"> Refers to limited evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate one point of view. Makes note of a general difference in perspectives on a topic without specific details (where appropriate). 	<ul style="list-style-type: none"> Refers to sufficient evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate or back two points of view. Makes note of different information or a difference among authors on the issue/topic (where appropriate). 	<ul style="list-style-type: none"> Refers to sufficient evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate or back two points of view. Makes note of different information or a difference among authors on the issue/topic (where appropriate). 	<ul style="list-style-type: none"> Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking. Makes relevant claims. Acknowledges relevant questions or counter-claims when appropriate. Clearly explains background and context of topic/text. Draws general or broad connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear, well-developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/text. Makes specific, relevant, and clear connections and draws conclusions. 	<ul style="list-style-type: none"> Makes a clear, well-developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/text. Makes specific, relevant, and clear connections and draws conclusions.
ANALYSIS What is the evidence that the student can analyze the argument?	<ul style="list-style-type: none"> Restates information from a single source. Presents details from one source as fact. 	<ul style="list-style-type: none"> Refers to limited evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate one point of view. Makes note of a general difference in perspectives on a topic without specific details (where appropriate). 	<ul style="list-style-type: none"> Refers to sufficient evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate or back two points of view. Makes note of different information or a difference among authors on the issue/topic (where appropriate). 	<ul style="list-style-type: none"> Refers to sufficient evidence (quotes, examples, and quotations from print and/or multimedia sources) relevant to argument. Information and/or examples are used to illustrate or back two points of view. Makes note of different information or a difference among authors on the issue/topic (where appropriate). 	<ul style="list-style-type: none"> Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking. Makes relevant claims. Acknowledges relevant questions or counter-claims when appropriate. Clearly explains background and context of topic/text. Draws general or broad connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear, well-developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/text. Makes specific, relevant, and clear connections and draws conclusions. 	<ul style="list-style-type: none"> Makes a clear, well-developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/text. Makes specific, relevant, and clear connections and draws conclusions.

CHECKLIST:

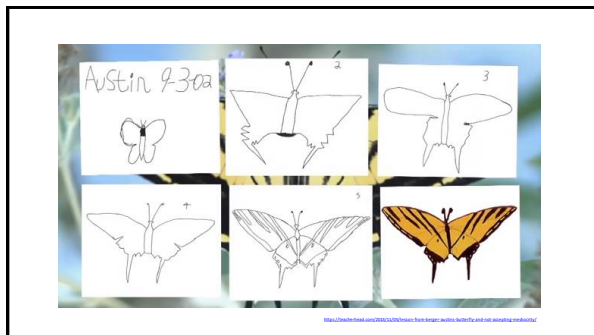
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- access
- student engagement
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- academic integrity

International Baccalaureate Command Terms

COMMAND TERMS ASSOCIATED WITH ASSESSMENT OBJECTIVE 3: SYNTHESIS AND EVALUATION

Command term:	Definition:
9. Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
10. Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
11. Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
12. Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
13. Evaluate	Make an appraisal by weighing up the strengths and limitations.
14. Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
15. To what extent	Consider the merits or otherwise of an argument or concept. Opinions and

<https://www.ibo.org/ib-programme/command-terms/>



CLOs/K/S/A/U	In Progress	Meets Expectations	Exceeds Expectations
1			
2			
3			
4			
5			
6			
etc			

CHECKLIST:

- wellness
- access
- student engagement
- rigor/ depth & transfer
- academic integrity

1st term versus 3rd term

4

Demonstrate what you know: portfolio-based assessment

CHECKLIST:


- wellness
- access
- student engagement
- rigor/ depth & transfer
- academic integrity


... products that provide evidence of

- progress toward and/or achievement of PROGRAM/ COURSE LEARNING GOALS
- proficiency according to ESTABLISHED FIELD/INDUSTRY PERFORMANCE STANDARDS

5

Building a culture of trust & integrity as part of the process





- Students as capable, informed assessors who take responsibility for their learning
- Students as part of the conversation about assessment principles and practices
- Have students draw up an honor code (and parents?)
- Refresher on what plagiarism is
- Online campaign on Remote Learning with Integrity

6

Just some thoughts about access

CHECKLIST:

- wellness
- access
- student engagement
- rigor/ depth & transfer
- academic integrity

Grading policies that consider access/ equity (minimum B)

Flexible deadlines?

Retake policy?

Make online tests available for a limited amount of time.

In-person exams (for critical exams, with social distancing, in the gym)

6

...and about academic integrity

timed online tests

some questions related to discussion boards in course

shuffle questions

students email you before they take exam

Deliver one question at a time.

Use plagiarism detector.


Use several assessments for the grade.

<https://www.coursera.org/certificates/faq/retake-exam>

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<h3>Check Focus</h3>	
<p>I will not obsess about:</p> <ul style="list-style-type: none"><input type="checkbox"/> Covering information (breadth)<input type="checkbox"/> Assessing all the information<input type="checkbox"/> Preventing cheating<input type="checkbox"/> Grading	<p>I will concern myself with:</p> <ul style="list-style-type: none"><input type="checkbox"/> What matters most (depth vs breadth)<input type="checkbox"/> Clear goals (K/S/A + Competences)<input type="checkbox"/> Proper scaffolding<input type="checkbox"/> (T & S) checking focus & refocusing<input type="checkbox"/> "grading" for mastery<input type="checkbox"/> Building a culture of trust

<h3>Rethink the nature & purposes of assessment.</h3>	 <ol style="list-style-type: none">1 Student wellness & relationships2 Learning3 Assessment for learning, not marking
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<h3>Rethinking Assessments for Online Learning Jesuit Education 3.0</h3>	
<p>JULY 8, 2020 • WEDNESDAY WEBINAR</p>	<p>https://www.jesuit.edu/online-learning</p>