EDTE 226
Week of June 28 to July 4
Evidence & Assessment of Student Learning ...

This stage is simply determining appropriate evidence to assure that the enduring outcomes have been achieved
Acceptable Evidence
(From Grant Wiggins institute on Understanding by Design)

Judicial Analogy:

- What “preponderance of evidence” would show that students have achieved the desired understanding, knowledge, and skill?
Evidence Considerations

- How will you know students achieved the enduring outcomes?
- Will there be multiple ways for students to demonstrate their understanding (e.g., Analytical, Creative, Practical)?
Assessment Involves Multiple Methods Collected Over Time

Authentic

Informal Checks for Understanding

Essays/Prompts

Traditional
Informal Checks for Understanding

- Hand Signals (thumbs up, thumbs down, wave hand)
- Index Card Summaries (“Summarize a big idea you got from this lesson”)
- Index Card Questions (“State one thing you don’t understand about...”)
- Question Box (a place to leave questions about concepts & processes)
- Misconception Checks (State a common misconception & ask if they agree/disagree—why or why not?)
- Observations
- Interviews, Dialogues, Open-Ended Questions
- Daily journal entries
Traditional Assessment

- Multiple Choice – potentially useful for baseline measurement of content knowledge & vocabulary
- True-False – More useful to assess attitudes & applications of ideas versus content/vocabulary
- Matching – More responses that list items increases likelihood of higher level thinking
- Completion/Short Answers – Reduces guesswork but need careful wording to avoid ambiguous answers
Essays/Prompts

- Useful in the assessment of problem-solving skills and complex interrelationships between concepts and processes
- Provides opportunities for students to develop written communication skills
- Shortcomings include the subjective nature of essay questions (no single right/wrong answer) and English Language learner variabilities
- Important to provide expectations and use some kind of grading rubric
Authentic Assessment

- **Performance-based**
  - may be used to assess correct answers and the processes used to get there
  - usually involves use of concrete materials
  - may include models, scientific illustrations & diagrams, experiments, and other contextualized demonstrations
- **Projects** – students investigate authentic questions and use processes of investigation & experimentation to find solutions
- **Interviews & Student Journals** – a good way to identify thinking & problem-solving abilities, misconceptions, and communication skills
- **Portfolios** – a collection of student work over time that provides evidence and reflections demonstrating knowledge, abilities & understanding
- **Graphic Organizers** – such as concept maps & Venn diagrams – help assess students’ grasp of the interrelationship among concepts
With your teams. . .

- Look at the enduring outcomes you came up with and determine what kinds of acceptable evidence you would need to determine whether or not students have met those outcomes.
- When this is done flesh out just one of the above by creating a student assessment (i.e., instructions to the students, tasks they would have to do to generate the evidence).
- Look at the unit samples on the course website (under “Resources” to get an idea of a fleshed out assessment).
- Create a corresponding rubric (see next few slides).
Once the students have created the assessment products . . .

How do you evaluate them to determine whether or not the students got what you expected them to get?
Use Rubrics to answer 2 questions:

1. By what criteria should the assessment product be evaluated?
2. What levels of mastery should be used to determine quality, proficiency, performance, or understanding?
### Examples of Outcomes-related Criteria

<table>
<thead>
<tr>
<th>Memory Outcomes</th>
<th>Analytical Outcomes</th>
<th>Creative Outcomes</th>
<th>Practical Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed</td>
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</tr>
<tr>
<td>Correct</td>
<td>Logical</td>
<td>Novel</td>
<td>Feasible:</td>
</tr>
<tr>
<td>Accurate</td>
<td>Organized</td>
<td>Compelling</td>
<td>Time &amp; place;</td>
</tr>
<tr>
<td></td>
<td>Balanced</td>
<td>Task</td>
<td>Human resources;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate</td>
<td>Material resources</td>
</tr>
</tbody>
</table>

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## Sample “Memory” Rubric

<table>
<thead>
<tr>
<th>Levels:</th>
<th>Not Getting It</th>
<th>Barely Getting It</th>
<th>Getting It</th>
<th>Got It</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria: Informed</strong></td>
<td>Student does not carry knowledge over from one problem to the next.</td>
<td>Student occasionally transfers knowledge from one problem to the next.</td>
<td>Student often transfers knowledge from one problem to the next.</td>
<td>Builds on prior knowledge and experience. Goes over work thoughtfully.</td>
</tr>
<tr>
<td><strong>Correct</strong></td>
<td>Student answers the question incorrectly and displays no understanding of the question.</td>
<td>Student answers the question incorrectly but displays some understanding.</td>
<td>Student answers the question correctly but demonstrates limited understanding.</td>
<td>Student answers the question correctly and demonstrates understanding.</td>
</tr>
<tr>
<td><strong>Accurate</strong></td>
<td>Student avoids solving for accuracy, has little confidence, gives up easily.</td>
<td>Student does not approach unfamiliar problems with confidence.</td>
<td>Student approaches almost all problems with confidence.</td>
<td>Approaches familiar and unfamiliar problems with confidence. Persists despite difficulty.</td>
</tr>
</tbody>
</table>
Validity: Can you answer NO to these 2 questions?

1. Will the student be able to do well on the assessment even with limited understanding?
2. Could the student do poorly on the assessment yet have a deep understanding of the material?
Just because the student “knows it” ... *

- Evidence of understanding is a greater challenge than evidence that the student knows a correct or valid answer.
  - Understanding can only be inferred if we see evidence that the student knows why (it works, it is important) knows how (to apply it).

* From Grant Wiggins Institute on Understanding by Design
July 4th Submission.

- Submit pages 1 & 2 of unit template (Big Ideas, Enduring Outcomes, Evidence)
- Also complete the fleshed out assessment sample and corresponding rubric (Attachment 2)
- Use the naming convention outlined in Module 2 instructions