EDTE 226
Agenda – June 16, 2009

1. Q & A, including review of unit assignment/rubric and an alternative, template (graphic version)
2. Stage 3: Evidence & Assessment (PPT & team work)
3. Prep for tomorrow & Thursday
Quick Write:  *Take about 10 minutes and address the following questions about Assessment:*

- What is it?
- What is it for?
- What is the difference between formal and informal assessment?
- Give some examples…
Stage 3: 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

Click on the blue text for more details or the button below to skip ahead
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
In your teams. . .

- Choose 1 of each type of enduring outcome you came up with for stage 2 and determine what kind of acceptable evidence you would need to see to determine whether or not students have met those outcomes.
- 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).
- For example . . .
## Stage 3: Assessment Plan

<table>
<thead>
<tr>
<th>Enduring Outcomes</th>
<th>Appropriate Evidence</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memory</strong></td>
<td></td>
<td>On a separate attachment, flesh out just one of these by creating a student assessment (i.e., instructions to the students, tasks they would have to do to generate the evidence)</td>
</tr>
<tr>
<td><strong>Analytical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creative</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>
<td>• Informed</td>
<td>• Informed</td>
<td>• Informed</td>
</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:</strong></td>
<td><strong>Informed</strong></td>
<td><strong>Correct</strong></td>
<td><strong>Accurate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Informed</strong></td>
<td>Student does not carry knowledge over from one problem to the next.</td>
<td>Student answers the question incorrectly and displays no understanding of the question.</td>
<td>Student avoids solving for accuracy, has little confidence, gives up easily.</td>
<td></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 demonstrates understanding.</td>
<td>Student does not approach unfamiliar problems with confidence.</td>
<td>Student answers the question correctly and demonstrates understanding.</td>
</tr>
<tr>
<td><strong>Accurate</strong></td>
<td></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
Stage 3 Submission. . .

- Complete the Stage 3 Assessment Chart (Outcomes & Evidence)
- Come up with just ONE fleshed out assessment, which should include the directions to the students
- Come up with a corresponding rubric
- Due electronically by Sunday night, June 21
For tomorrow and Thursday

- Read Jelinek Ch 5, pp 13-21 (Stage 4) and be prepared to discuss each of the prompts related to the *instructional blueprint*
- Read UbD, p. 105-125
- If possible, I strongly encourage you to get started on Thursday’s reading, Jelinek Ch. 3, and to pay particular attention to the areas outlined on the next slide . . .
Pay particular attention to these 10 areas in Jelinek Ch 3:

1. The Essential Features of Classroom Inquiry as outlined in Table 3.1 on pages 4 & 5.
2. The definition of "inquiry" in terms of the 5 Es.
3. The guiding prompts for each of the 5 Es.
4. What is a "discrepant event"?
5. Scaffolding as covered on pages 10-12.
6. Classroom Discourse as covered on pages 15-17.
7. Questions (7 types) as covered on pages 17-21.