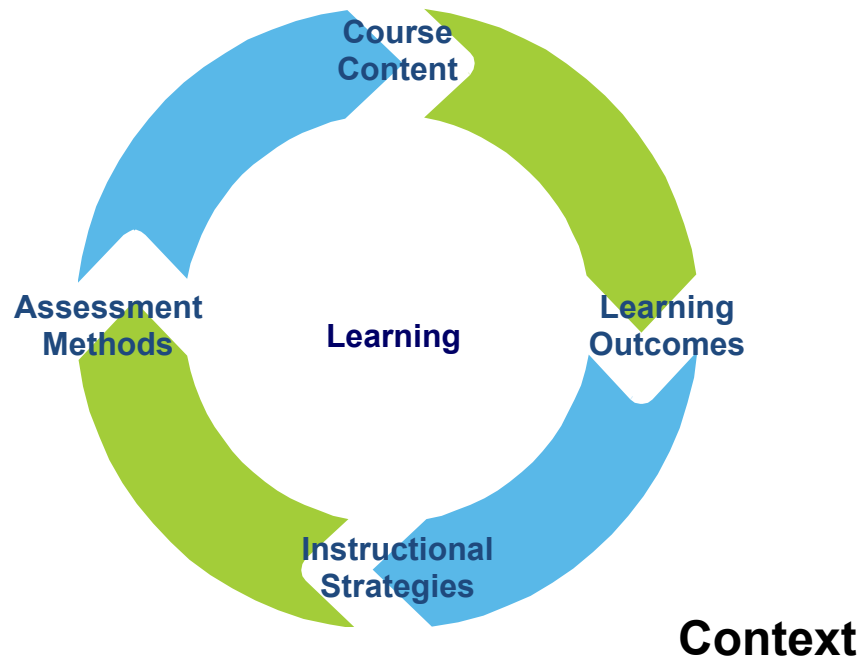


Reflection on University Teaching

MODULE 4: Assessment Methods



At the end of Module 4

You shall be able to:

- Describe the advantages and disadvantages of a variety of assessment methods.
- Apply fair, valid and reliable assessment methods to your teaching.
- Choose assessment methods in coherence with the content, the learning outcomes, and the instructional strategies of your course.

Agenda for the morning

- Assessment methods : theory and personal activity
- Break
- Exchange of views and discussion
- Wrap-up

Why assess or evaluate?

Summative (certified)	Formative
For decision making	For improvement/growth
Make judgement	Feedback
Usually used at the end of the teaching/learning process	During the teaching/learning process
Most often graded	Most often <u>not</u> graded

Potential bias

- Tiredness
- Order of marking
- Contamination
- Halo
- Stereotype
- Pygmalion
- Central tendency
- Vagueness

Validity and reliability

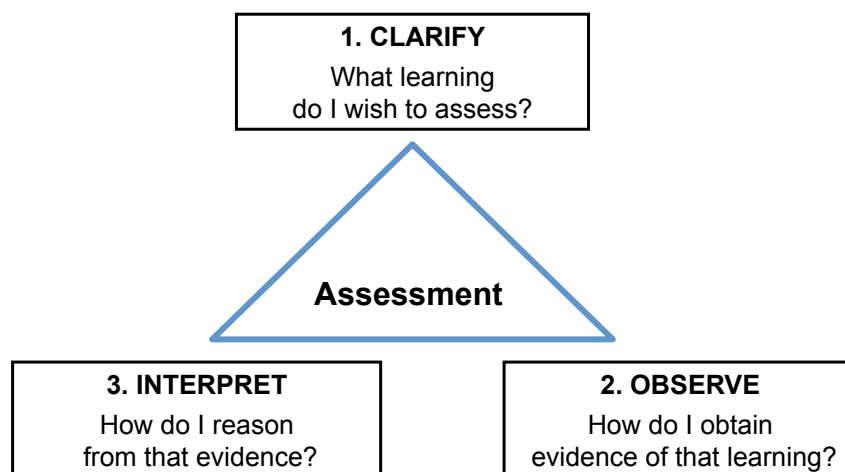
Validity (consistency)

- Compatibility with pedagogical objectives
- Be aware of the relative weight of each objective
- Insure to grade what you wish to assess

Reliability (constancy)

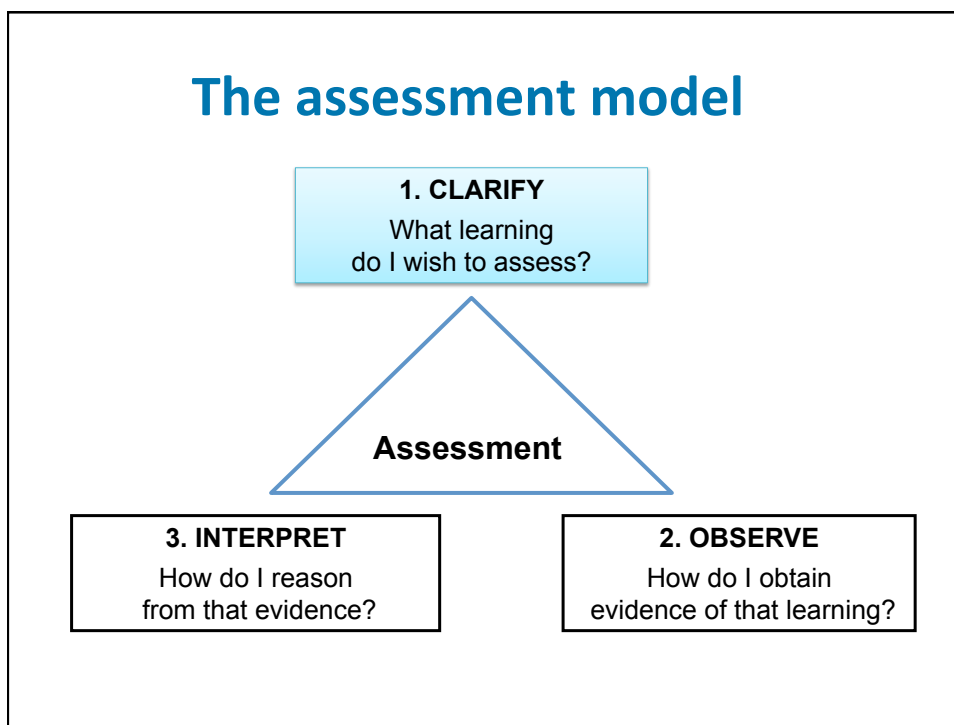
- Between examiners (inter)
- For a single examiner (intra)
- Insure to grade always the same way

The assessment model



Adapted from Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know: The Science and Design of Educational Assessment*. Washington, DC: National Academy Press.

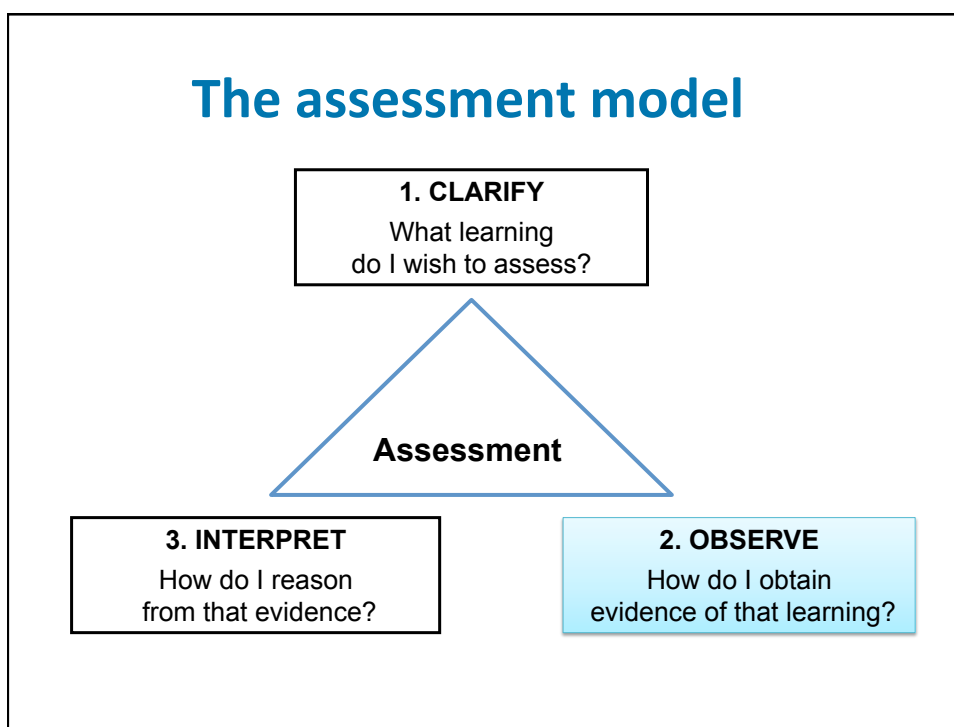
The assessment model



Domains and levels of learning

Domains of learning	Levels of learning
Knowledge	
Skills	
Attitudes	

The assessment model



How to obtain a proof of learning

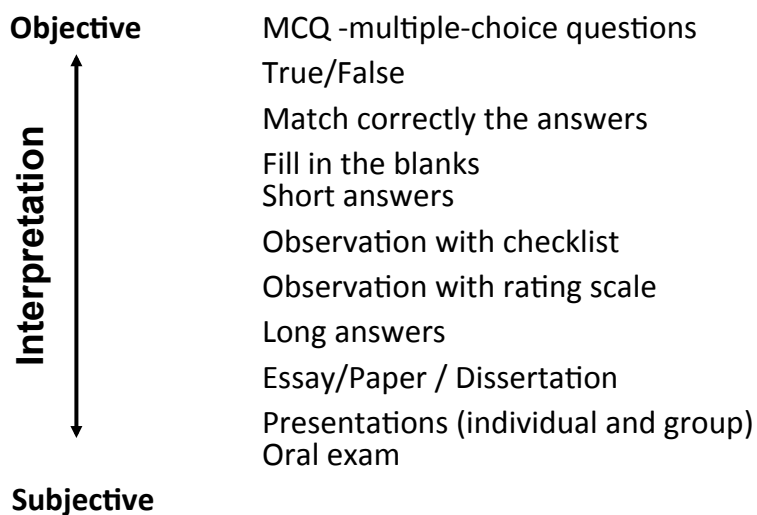
What do you want to assess?

- The final production
- A mind process
- The progress

When do you want to assess?

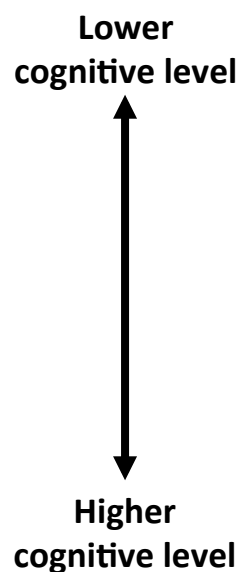
- Before the teaching
- During the teaching
- After the teaching

How to obtain proof of learning?



What are you asking for?

- MCQ -multiple-choice quest.
- True/False
- Match correctly the answers
- Fill in the blank
- Short answers
- Observation with checklist
- Observation with rating scale
- Long answers
- Essay/Paper / Dissertation
- Presentations (individual and group)
- Oral exam



Choose rightly: Individual activity

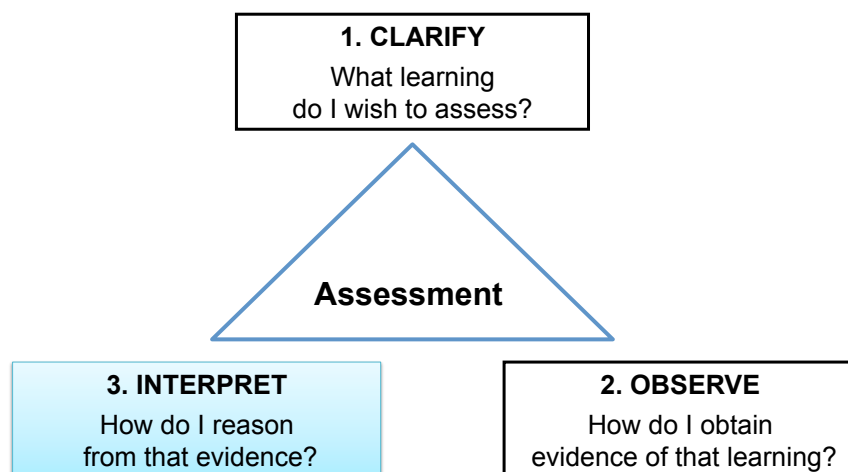
(15 minutes)

Choose 2-3 learning outcomes of your course.

- Summative or formative purposes?
- The assessment method providing evidence of its achievement
- How you will set it up (procedure) ?

Share your thoughts with the colleague sitting next to you.

The assessment model



How to interpret a proof of learning

Who is assessing?

- Teacher-s
- Jury members (master thesis)
- Students (self-assessment)
- Other students (peer evaluation)

Criteria and indicators

Criteria	Indicators
Clarify what is important to assess	Clarify the possible achievements
Linked to pedagogical objectives	Linked to different degrees of achievement
Detailed description of the learning outcomes	Detailed description of the degree of achievement/acquisition/learning

Example

Objective	Design a research plan based on the content of an article
Criteria	<ul style="list-style-type: none"> • Approach • Construction of hypotheses • Methodology • Sampling • Measurements • Etc...

Example

Objective	Design a research plan based on the content of an article
Criteria	<ul style="list-style-type: none"> • Methodology
Indicators	<ol style="list-style-type: none"> 3. Well detailed, can be applied immediately 2. Needs a few clarifications to be applied 1. Insufficient description, missing steps or fundamental information

Rubrics (Class Discussion)

Factor	Unacceptable	Acceptable	Desired
Frequency of participation	Does not contribute or alternately dominates discussion	Irregularly participates	Initiates questions and comments
Relevance & value	Tangential or pedantic	Contributes on portions or segments, but misses the big picture	Comments are pertinent to topic and add important facts and perspectives
Rhetoric	Argues opinion or emotion without evidence	Provides weak or inconsistent evidence or reasoning	Gives evidence supporting assertions, argues logically, gives examples
Inclusion	Does not mention others or further develop ideas previously discussed	Implies contributions of others and bases argument on previous contributions	Builds on and relates to points made by other contributors, summarizes, contrasts, harmonizes, etc.
Articulation	Mispronunciation, poor use of words, poorly organized ideas	Uses jargon, common expressions rather than appropriate technical terms	Clear and organized use of language, expresses ideas fluently, visual supplements

Rubrics (Writing Rubric)

TRAIT	0-1	2-3	4-5	6-7	Score
Logic & Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unclear introduction or conclusion	Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusions	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	
Language	Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.	
Spelling and Grammar	Writing contains numerous errors in spelling and grammar which interfere with comprehension	Frequent errors in spelling and grammar distract the reader	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is essentially error-free in terms of spelling and grammar	
Development of Ideas	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed	Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear	Supports most ideas with effective examples, references, and details, makes key distinctions	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions	

Rubrics

Indicators Criterias	Achievement	Observations	%
<u>Professionalism</u>	Meet the minimal expectations : is at least attentive to the patient well-being		
<u>Group work</u>	Meet the minimal expectations : collaborates at least when it is necessary		

Review Exercise

(10 minutes)

For each learning outcome, indicate :

- The evaluation criteria
- The indicators (levels of success)

Group activity

(40 minutes)

In your group, respond to the question:

How would you ensure the validity of :

- Group 1 = An oral exam
- Group 2 = Group project
- Group 3 = Individual presentation
- Group 4 = Written exam (formulas and exercises)

Giving feedback



Westminster College
BBA | MBA | MSC | Leadership Certificate
Call 801.832.2200
westminstercollege.edu/newlearning

Giving constructive feedback

- Criticize the performance, not the person
- Be specific
- Sandwich method
- Make suggestions
- Concentrate on one or two main points
- Do not offer feedback on aspects that cannot be improved
- Do not demand a change

pp 257-259 from A. Saroyan and C. Amundsen (Eds.), Rethinking university teaching: A course design workshop and a framework for faculty development. (2004). Sterling, VA: Stylus.

One minute paper

Take a minute to write down:

- Two advantages and 2 disadvantages of using rubrics
- Why?