Assessment-as-Pedagogy Project Workshop

AGEP California - Summer Teaching Institute 2019
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ASSESSMENT-AS-PEDAGOGY PROJECTS (GOING DEEPER): MAKE IT
STEP 1: LEARNING OUTCOMES

For your Program, Course ... What broad educational Goals do you have for your students, and what specific learning Outcomes will you prioritize?

- Find those LOs (on department websites, in course materials, etc.)

- Write them in Active Language:
  - Students will be able to ... “[VERB] [Direct Object].”

- Write them with the student’s perspective in mind:
  - (Is this an outcome that my students will understand, and want to learn?)
[ Whiteboard! ]

Share some Examples!
from each of your Disciplines, Courses.

...Let’s make them something a student WANTS
to understand (knowledge), or be able to do (skills).
STEP 2: RUBRIC GUIDES

For these student-focused Learning Outcomes ... describe Visible signs of these objectives being met.

- Get out & Summarize your course’s Signature Assignment(s).

  - What will students **Do**? [Left side of page] —>

  - What **Evidence** will this give you about their progress in Learning Outcomes (for the course/discipline)? [Right side]

  E.G.:

  [**Do**] Write a Thesis —> [**Evidence of**] Identifying a Testable Research Question

  Then ...
STEP 2 (CONT’D.)

- Create a Rubric for this Assignment(s) at 2 levels:
  
  - **Checklist (binary)** — turn your Assignment LOs [^ ‘Evidence of …’] into statements of:
    
    “I will see ______ in Students’ work.” (And they will see!)
  
  - **Rating (descriptive, analytic)** — name the Essential Parts/Aspects of the assignment [Rows], and describe the:

    Ideal way this looks / what students **Commonly** leave out or struggle with / and what **Completely Lost** looks like [Columns]


<table>
<thead>
<tr>
<th>ideas and points</th>
<th>ideas and points</th>
<th>Ideas and points</th>
<th>ideas or points</th>
</tr>
</thead>
<tbody>
<tr>
<td>are clearly developed and supported with sufficient, relevant, and appropriate details; the writer shows and tells.</td>
<td>are generally well developed although occasionally points are underdeveloped inadequately supported.</td>
<td>frequently stay at a level of generalization without specific supporting details; the writer tells but does not show. OR The writer provides concrete details not linked to a broader generalization or point.</td>
<td>are consistently underdeveloped (little specific illustrations, examples, supporting evidence, use of outside sources….)</td>
</tr>
<tr>
<td>Development includes the writer’s own analysis and explanation/ reasoning.</td>
<td>effective supporting evidence or illustrations but analysis or explanation of evidence is occasionally inadequate.</td>
<td>infrequent explanation or analysis of the evidence.</td>
<td>details are disconnected from or are inconsistent with the thesis or the writer’s point.</td>
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<tr>
<td>Alternative perspectives are considered, and the reader’s questions are anticipated.</td>
<td>There may be occasional inconsistencies with introducing or setting up the sources.</td>
<td>frequent problems with the use of sources: rarely introduced and set up, inaccurately cited, unethically used.</td>
<td>Reliance on sweeping generalizations that are unproven or unwarranted.</td>
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<tr>
<td>Outside sources are accurately and honestly introduced, quoted, paraphrased, summarized, integrated, and documented.</td>
<td></td>
<td></td>
<td>No outside sources are used or they are used inappropriately or unethically.</td>
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[ Whiteboard! ]

Share some of your Checklist-lines (create 4 or 5 each). Will these Objectives hold for ALL assignments in your course?

... Great! Use that as a guide for your more detailed Rubric …

Share some of your Rating Rows (make 3 or 4) for the assignment. How did you describe what you’d see in an Ideally proficient student’s work? Reading your words, would a Still-in-process/Lost student be able to figure out what their work is missing?
BRING IT INTO THE CLASSROOM:
NOTE: Respecting Students’ Information and Needs!

FERPA Overview (some Do’s and Don’ts):
https://registrar.ucmerced.edu/faculty-and-staff/faculty/ferpa

FERPA Quiz:
https://registrar.ucmerced.edu/content/ferpa-quiz

DSS Accommodations:
https://disabilityservices.ucmerced.edu/node/4
STEP 3: NEEDS ASSESSMENT

To get your current students from where they are now to where you want them to be with course learning outcomes, first (and continuously) Get To Know your students:

- Craft a Needs Assessment based on the course Learning Objectives.
- **Brainstorm**: What do you want to **Know** about where your students are?
  - Their Knowledge-Base (factual information, core concepts)
  - Their Practical Skill-Base (problem assessing, goal setting, strategy applying)

Then …
STEP 3 (CONT’D.):

• Draft: Questions (4-5) that will give you Evidence of where they are. E.G.:

  [Direct Question: about content] —> student response: “I know/don’t know that …”

  [Indirect Question: about learning] —> student response: “I feel confident/uncertain about…”

• Situate: Where/When/How will you ask? E.G.:

  * In-Class / Take-home * Written / Spoken * Individual / Group * First Day / After an Assignment *
Share some of your Questions: How are you going to see students level of familiarity/proficiency with essential ideas and processes in the course?

Why do you see these specific points as important to know as you shape the course lessons?
STEP 4: LESSON PLANNING

Bringing it all together! Intended Learning Outcomes, Rubrics, Needs Assessment — all providing an organized base of goals, strategies, and student information so that you can help students progress, one educational exchange at a time:

- Make a Mock Lesson Plan for a day of your class.
  - **Title** [what day? Where does it fall in the course? What do people need to have down before engaging in this lesson?]
  - **Learning Objectives** for the Lesson [1-3 goals for the day, related to larger goals for the course]
  - **Practical Break-Down by Topic/Time** [what you plan to do, plan for students to do, and what materials you will need prepared/on-hand to accomplish this]

  E.G. —>
Lesson Plan – Cross-ecosystem subsidies and their place in landscapes

At the end of this lesson you should be able to do the following:
1. Understand the concept of cross-ecosystem subsidies.
2. Identify examples of a cross-ecosystem subsidies in multiple ecosystems.
3. Recognize potential cascades of this phenomenon.

Extended timeline (~50 minutes):

<table>
<thead>
<tr>
<th>Topic, Timing</th>
<th>Facilitator</th>
<th>Participants</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 minutes</td>
<td>Review previous material</td>
<td>Ask questions about previous course material</td>
<td>Powerpoint</td>
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<tr>
<td><em>Review and overview of new material</em></td>
<td>Roadmap of new material in the context of previous material</td>
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<tr>
<td>5-10 minutes</td>
<td>Define subsidy in everyday use of word</td>
<td>Given the everyday use of the word, what kinds of subsidies can you imagine ecosystems?</td>
<td>Powerpoint</td>
</tr>
<tr>
<td><em>What is a subsidy?</em></td>
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<tr>
<td>10-20 minutes</td>
<td>Define subsidy in the context of an ecosystem</td>
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<td>Powerpoint</td>
</tr>
<tr>
<td><em>What is a cross-ecosystem subsidy?</em></td>
<td>Describe salmon system Draw on more recent research</td>
<td></td>
<td></td>
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<tr>
<td><em>Salmon systems</em></td>
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| 20-30 minutes                 | *What cross-ecosystem subsidies can you think of?*                         | 1. Partner up  
2. Think of an ecosystem  
3. What are examples of subsidies?  
4. Share some examples with the class | Paper and markers |
|                               |                                                                             |                                                                               |             |
[ Whiteboard! ]

Share your plans!
Titles, Learning Goals, Practical Break-downs …