Authentic Activities, Assessment and Rubrics

CETL- Center for Excellence in Teaching and Learning

Agenda

Welcome, Agenda, Learning Outcomes, Activity

Constructive Alignment-Learning Outcomes & Assessment

Authentic Assessments

Aligning your Course- Worksheet

What are Rubrics?

How to create rubrics

Analytic & Holistic Rubrics

Rubric Samples

Rubric website link

Other marking schemes- marking outlines

Activity- creating rubrics to use for your assessments

Why rubrics are your and your students' best friend

Wrap-Up

Learning Outcomes

Participants will be able to:

- Describe and define constructive alignment and how learning outcomes and assessments are related

- Compare and contrast Authentic Assessment and Traditional Assessment

- Complete Course Design Worksheet to align course

- Define and describe rubrics

- Demonstrate the steps to creating a rubric

- Compare and contrast analytic and holistic rubrics

- View and analyze sample rubrics

- Describe additional marking schemes such as marking outlines

- Apply rubrics to own assignments

- Explain why rubrics/marking schemes are our best friends

Questions to Ponder

- What are your challenges with assessing your students (content exam, assignments, performance)?

- Share with partner

- Discuss back in group

Constructive Alignment

Rationale: what drives curriculum – aims, goals, professional standards- drives curriculum

Course Objectives: Curriculum content – input

Learning/Performance Outcomes: demonstrated evidence of what you want students to learn- measured through assessments

Implementation: teaching and learning – students learn through what professor teaches AND through what student does through activities and assignments

Assessment and Evaluation: as indicated by learning outcomes, rubrics=outcomes

Objectives

- Focus of course design in 1970's and 80's

- Input

- Intended results

- Statement of Intent

- Discrete units of knowledge or skills

- Course objectives focus on what is being taught

Learning Outcomes

- Focus of course design since 1990's

- Output

- Achieved results

- Demonstrated evidence of performance

- Wider range of knowledge and skills

- Focus on application and higher level learning

Authentic Assessments

- Authentic Assessments directly measure students' performance through "real life tasks" or "situations" that resemble "real life situations" (Wiggins, 1989)

- Often used synonymously with "alternative assessments" or "performance assessments"

- Examples include demonstrations, debates, field work, simulations, problem solving

Types of Authentic Activities

- Case Study
- Simulations
- Debate
- Poster presentations
- Research
- Lab work
- Reflections
- Problem-based activities
- Role Play
- Report/essay
- Field experience/report

Authentic Activity & Assessment

- Beauty of using this approach is that
  - Empowers students to take ownership in their learning
  - Learning experience
  - Meaningful, relevant, and practical
  - Assess the actual learning experience (i.e. do not need to "teach" and then assess, rather, you assess the actual learning experience)

Comparing Authentic Assessment to Traditional Assessments (Ableser, 2007)

Authentic Assessments

- Portfolios, demonstrations, field work, case studies, assignments, lab reports

- Students take an active role in process

- Qualitative

- Interpretive

- Focuses on process and product

- High level thinking

- Use of rubric/criterion levels for evaluation

- Part of teaching and learning process

- Shows mastery and learning performance

- Generally extends over time

Traditional Assessments

- Multiple choice tests, true-false, fill in the blanks

- External- teacher driven

- Quantitative

- Objective

- End product

- Standardized or norm referenced

- Isolated facts

- Low level content

- Generally occurs in "one sitting"

Worksheet for Designing a Course (adapted from Fink, 2003)

Name of Course:

Learning Outcomes	Content (what)	Learning Activities	Type(s) of Assessments	Comments/Resources

Activity

- Using the Worksheet from the previous page, work on your own or in teams of 2 and plot out a course that you will be teaching next semester

Rubrics

- Marking Schemes
- Can be used for any assessment, especially performance reviews or authentic assessments
- Criterion for evaluation
- Used to assess your learning outcomes
- Range of formats but all include
  - What you want you student to demonstrate
  - Criterion for evaluation
  - Levels of expectations

Rubrics

(1) description of the task,

(2) the scale to be used,

(3) the dimensions of the task,

(4) the description of each dimension on the scale.

(Boatend, Bass, Blaszak & Farrar, 2009)

Creating Rubrics/Marking Schemes

1) **Categories to assess-** different components or elements that will assess
   - Factual information
   - Application
   - Analysis
   - Writing skills

2) **Criterion for assessment**
   - Accuracy
   - Completeness
   - Length or number of examples
   - Supported with research
   - Range of answer
   - Description and support

3) **Levels or points- 3-5 levels**
   - Exemplary, proficient, acceptable, not acceptable
   - Excellent, good, fair, poor
   - 10 points, 5 points, 1 point

Analytic Rubric

Assesses the finished product of more than one content area

Template for Analytic Rubrics					
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Criteria #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

http://pareonline.net/getvn.asp?v=7&n=25; *Mertler, C. A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25).*

Holistic Rubric

Assesses the finished product as a whole but looks at multiple factors in each level

Template for Holistic Rubrics	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

http://pareonline.net/getvn.asp?v=7&n=25; *Mertler, C. A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25).*

Journal Article Critique (Powered by iRubric)

	Excellent 10 points	Good 8 points	Fair 5 points	Poor/Unacceptable 0 points
Summary	The article is clearly but succinctly summarized – only the key points of the article are touched upon. The article summary takes no more than one third of the total assignment.	The article is clearly summarized, but some sub points are addressed along with main points. The summary is not succinct, is too long and cumbersome.	The article summary is somewhat unclear and/or overly detailed, so long as to appear more like a short, unclear article than a summary.	The article summary is very unclear and/or overly detailed. Not at all clear summary.
Article Choice	Article selected is current (<5 years), topic is specific to task. Article published in peer-reviewed scholarly journal.	Article selected may be current (<5 years) or somewhat older, topic is related to task, but less specific. Article published in peer-reviewed scholarly journal.	Article is somewhat related to task and/or is grossly outdated (>10 years). Article not from acceptable source.	Article is not or barely related to task or is grossly outdated (>10 years). Article not from acceptable source.
Organization	Summary is well organized, and clearly stated. The points of the article are clear from the beginning and the name and author of the article is made clear early in the paper.	Paper is organized, has an intro, body and conclusion. The purpose of the paper becomes clear within the paper and the name and author of the article is mentioned within the paper.	Paper is not well organized, has an unclear or non-existent intro, body and conclusion. The purpose of the paper is unclear and the name and author of the article is not stated or stated late.	Paper is not well organized, has non-existent intro, body and conclusion. Poorly organized.
Mechanics Requirements	APA and page length (1-2) requirements are met and there are few grammatical errors or typos.	APA and page length (1-2) requirements are met and there are some grammatical errors or typos that affect comprehension.	APA and page length (1-2) requirements are not met. There are numerous grammatical errors or typos in previously learned areas.	AHHHH! I don't even know what to say!

Websites

iRubric:

http://www.rcampus.com/indexrubric.cfm

Marking Schemes- Outlines

- Rubrics are one style of a marking scheme

- Checklists and outlines are other formats

- I find "outlines" are preferable as they provide a guideline for students to include and master all the components in an assignment

- clearly identifies how marks/grades are earned

Rubric: Assignment #2 – Family Profile

Name: _____

Intro (2)

- Intro paragraph

- Brief overview of family

- How, when and where you collected the information

Family Description – information and examples of (8)

- Family information: nuclear, extended family, ages, siblings, etc.

- History: how and when they found out the disability

- Life cycle events: have members describe events and how they responded to them (i.e. beginning of school, IEP, transition times, family events, interaction with siblings)

- Family dynamics between members

- Strengths of family

- Cultural, religious, social networks and involvement

- Family needs

- Coping strategies

- Community resources and support

- Family goals for individual

- Other: i.e. personal stories

Analysis (8)

- Analyze each component above using current research and theory

- Cite appropriate references

Recommendations (4)

Reflections (3)

- Communication skills needed

- Personal comments

Format (5)

- On time, complete

- APA style

- 15+ pages

- Plus references

- Well written

Comments: /30

Activity 2

- In teams, using the website or samples, select sample rubrics that you could use with your courses, assignments and evaluations

- Modify to fit your needs

- Discuss in large group

Why are Rubrics (or Marking Schemes) our Best Friend?

- students' best friend…
  - Give to student with assignment so they know what is expected of them
  - No surprises
  - Use as a guide as they are developing their assignments
- Instructors' best friend
  - Makes marking easy and efficient
  - Equity in marking- reduces students saying marking wasn't "fair"
  - consistent evaluation

Discussion and Feedback

- Comments
- Questions

References

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