



Image above generated by Bing AI generator

THE CATS MEOW: Classroom Assessment Techniques



Please respond to the
Polleverywhere Question: (skip
adding author):

***What are your biggest concerns
related to assessments?***

Join by
Web **PollEv.com**
/leighanntoma070

Join by
Text Send **leighanntoma070** and
your message to **37607**



Workshop Goals

By the end of this session, we hope you will be able to

- Think about alignment of assessments to goals, scaffolding learning, and Blooms
- Describe the difference between summative and formative assessments
- Identify formative strategies for your course that balance the need for student feedback and your time

Assessments of Today: Aligned

What: Skills, Behaviors, Knowledge

To what depth:

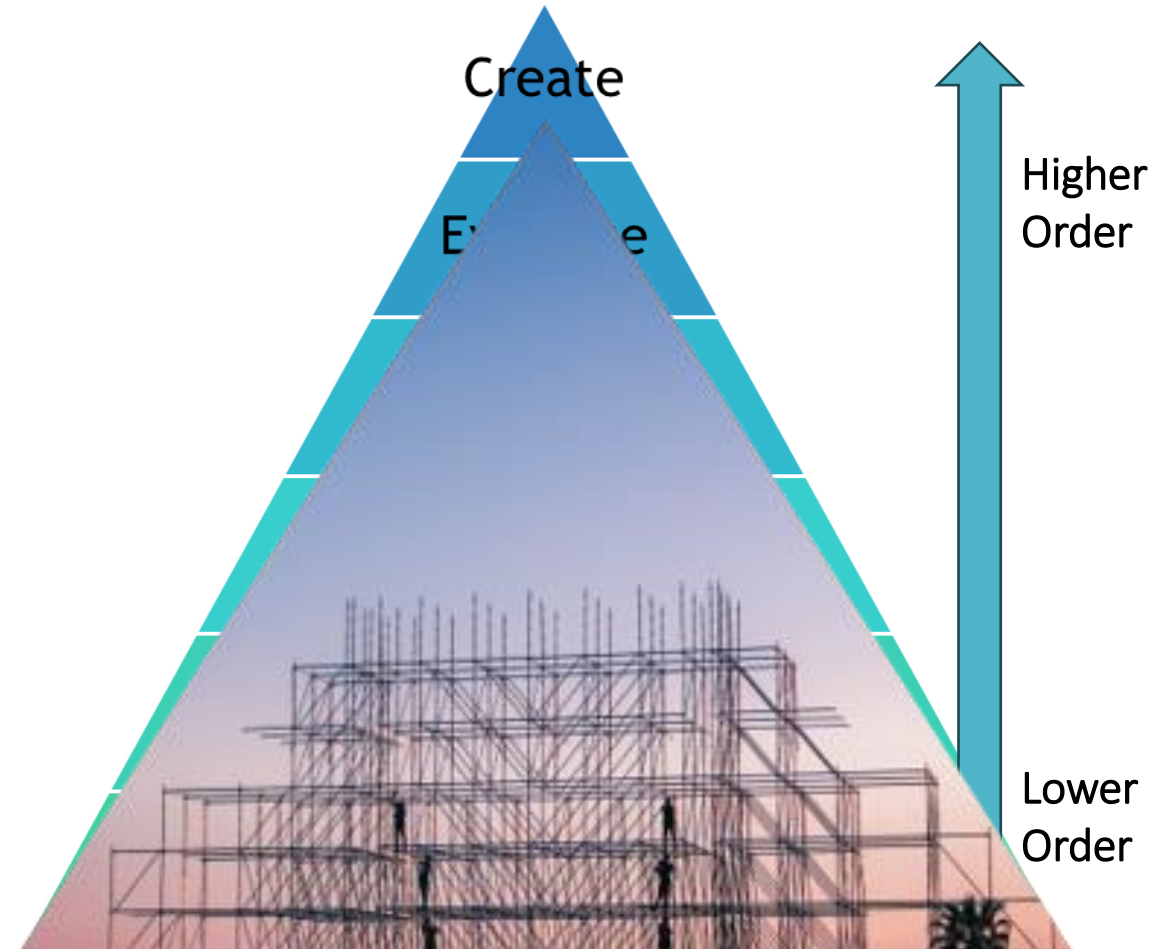
Higher order thinking

Lower order thinking

Appropriate supports:

Build foundation/scaffolding

Practice & feedback at all levels



Assessments of Today: Balanced



- For evaluation
- May be high stakes
- Exam/paper/presentation/project

- For learning
- Low stakes
- Early and often quizzes

how students prepare

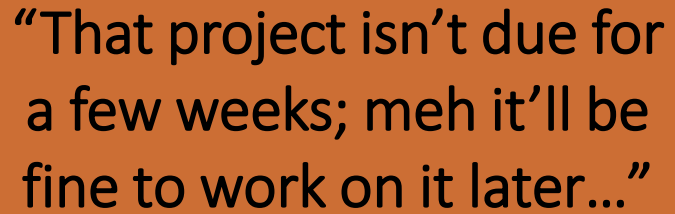


Formative Assessments

“effective feedback provides information about a learner’s current state of knowledge and performance that can guide them in working toward the learning goals”

Ambrose, S. et al (2010) p 137

Formative Assessments as Feedback



"That project isn't due for a few weeks; meh it'll be fine to work on it later..."

Process & Draft Feedback

Critique along the way

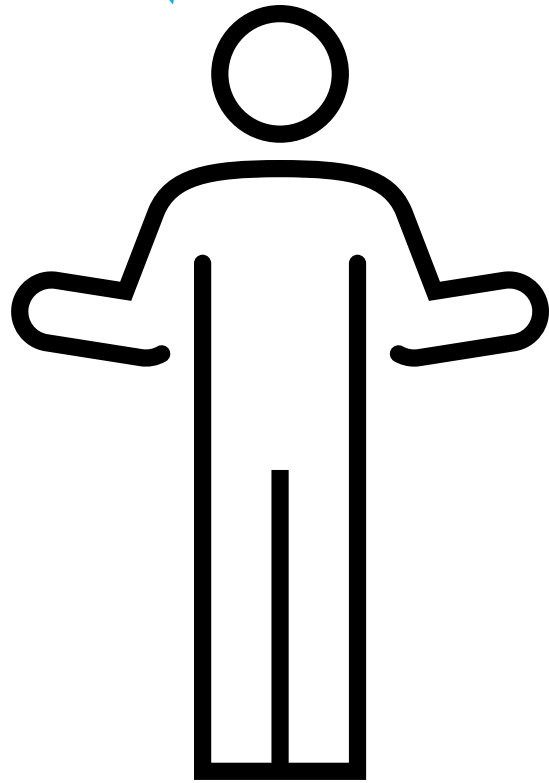
Substantive individualized feedback

- *Plans for development*
- *Rubrics*
- *Toolbox of phrases ready to copy & paste*

WISE framework

Formative Assessments & Metacognition

"I'm going to rock the exam..."



Challenge:

Knowing what you do and don't know...

Solution:

Add check-ins via formative assessments

Knowledge checks via retrieval practice

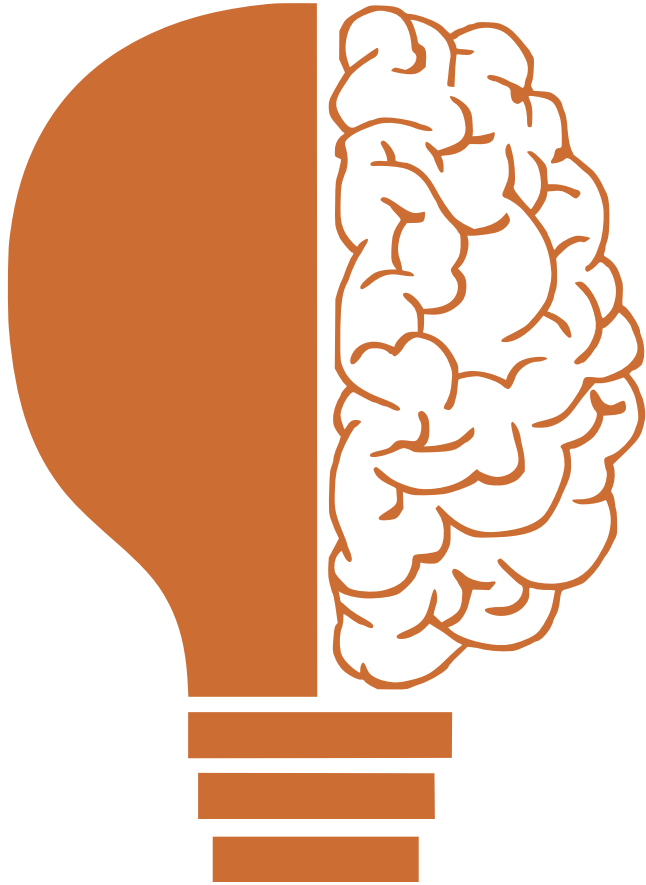
"low/no stakes act of recalling information without having "it" in front of you"

Process checks via metacognitive reflections

Muddiest point

Formative Assessments Strategies

Quick Knowledge Checks



Add check-points / feedback

Minute paper - One sentence summary

Quick quiz

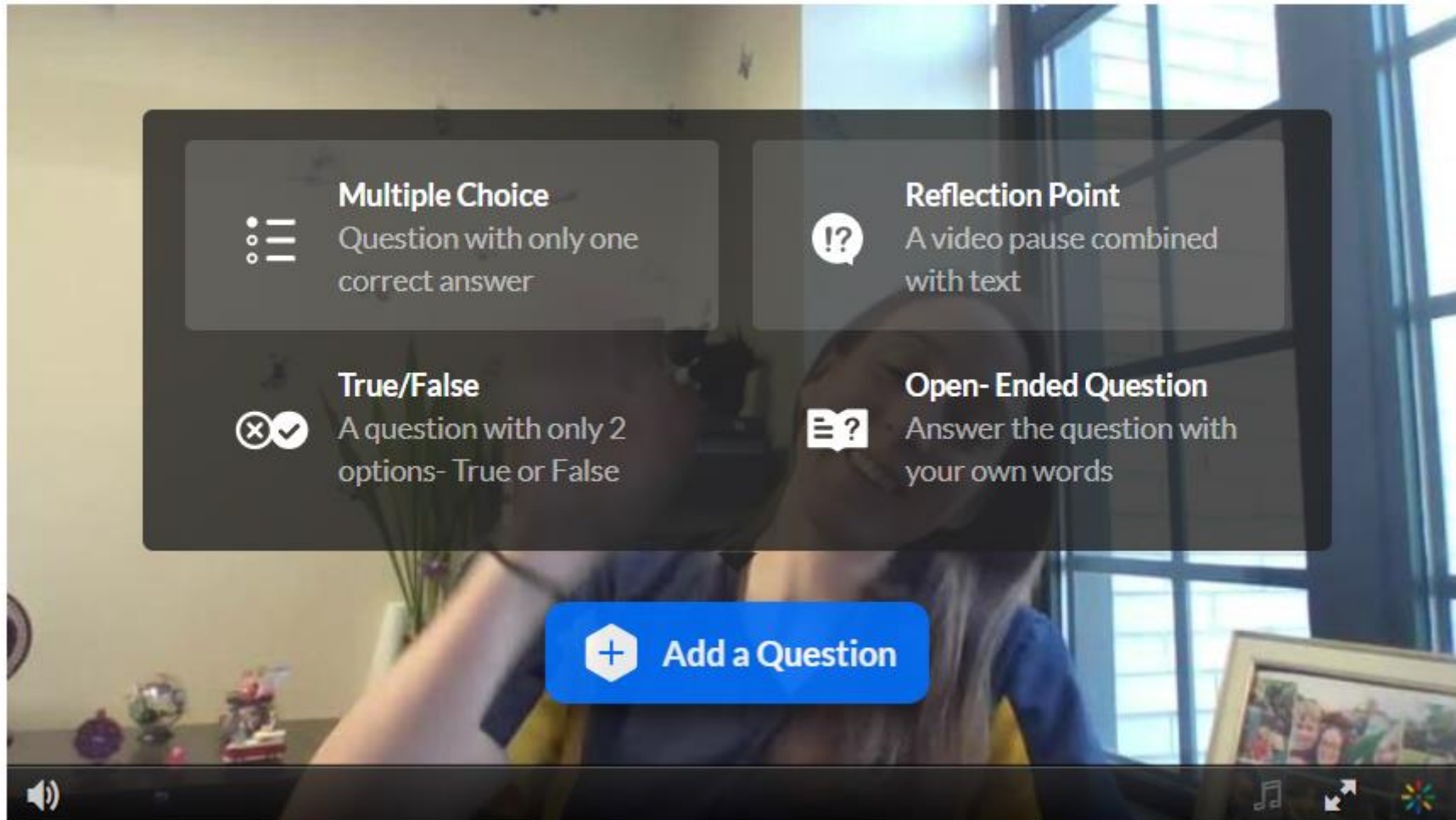
Blooket

Canvas

Mentimeter/PollEverywhere

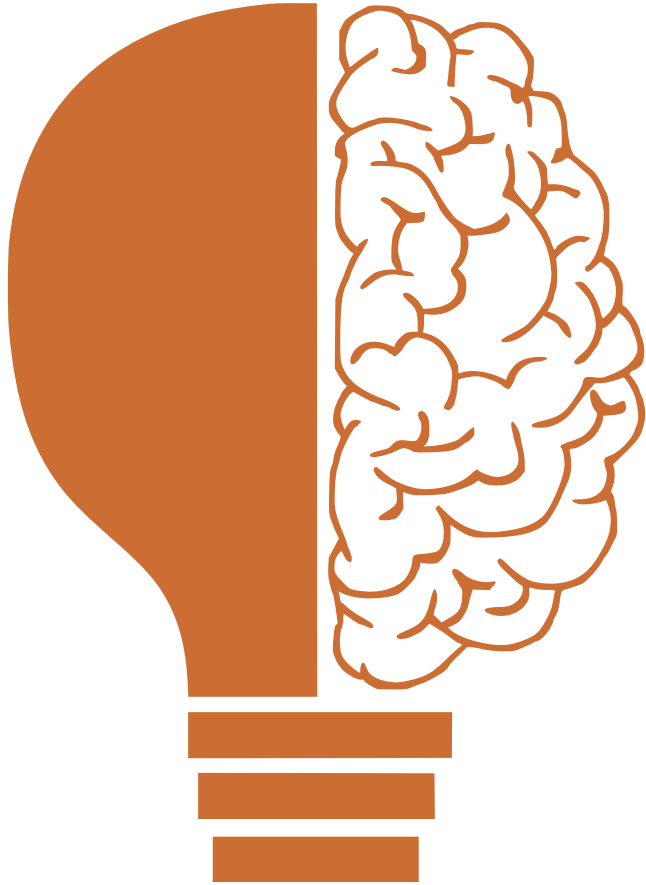
Kaltura (video-embedded)

Kaltura: Video-embedded Formative Assessment



Formative Assessments Strategies

Quick Knowledge Checks



Add check-points / feedback

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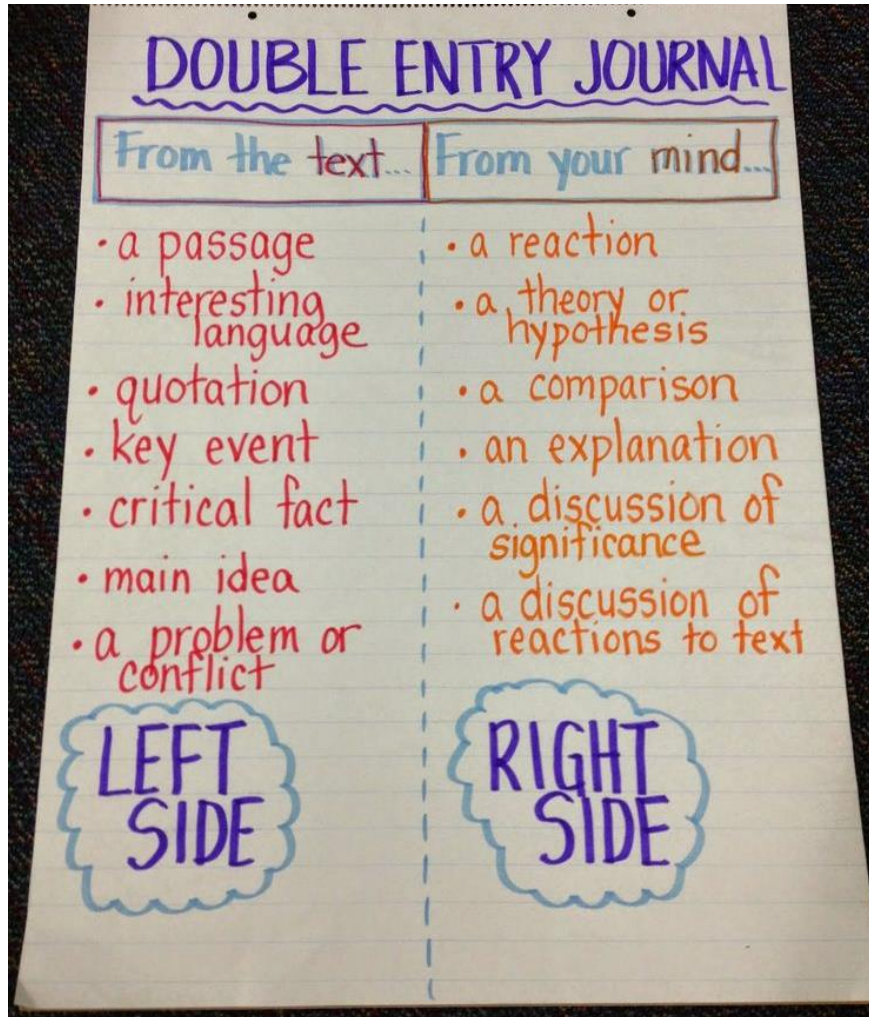
Mentimeter/PollEverywhere

Kaltura (video-embedded)

What other strategies are there?

Processing Information Examples

Double Journalling



Perusall[®]

Canvas-connected platform

Students annotate & engage with each other
AI provides info on student engagement

Assignment types supported

- Readings
- Videos
- Websites
- Podcasts
- Image review

Skill & Problem-Solving Formative Assessments

Is it important for students to recognize the principle or process before solving a problem/answering a question?

Principle recognition – identify principles needed to solve a problem/case

Problem Recognition Task – process rather than solving

Clinical case study

Stats test use

Student-to-Student Formative Assessments

Problem solving: Drill review pairs

Student-led Exam Reviews / Test Question Making

Send a Question/Problem



Question (posed by Group A)

This is a template for an index card. It has a yellow background with blue horizontal lines. The text 'Question (posed by Group A)' is written on the first line. There are several blank lines below it for writing the question.

Index card is passed to
another group
Group discusses best
answer, then writes their
answer on the back



Suggested Answer from Group B

This is a template for an index card. It has a yellow background with blue horizontal lines. The text 'Suggested Answer from Group B' is written on the first line. There are several blank lines below it for writing the answer.

Suggested Answer from Group C
+ corrections for B

Student-to-Student Formative Assessments

Direct Paraphrasing

Knowledge/Understanding: Read/watch and explain pairs

Performance/Skill: Watch and explain pairs or Watch & repeat pairs



Assessing Knowledge & Understanding

Knowledge: Focus-listing – gauge a starting point or progress

List the terms you would use to describe Japanese art and music

Define fundamental concepts related to stocks

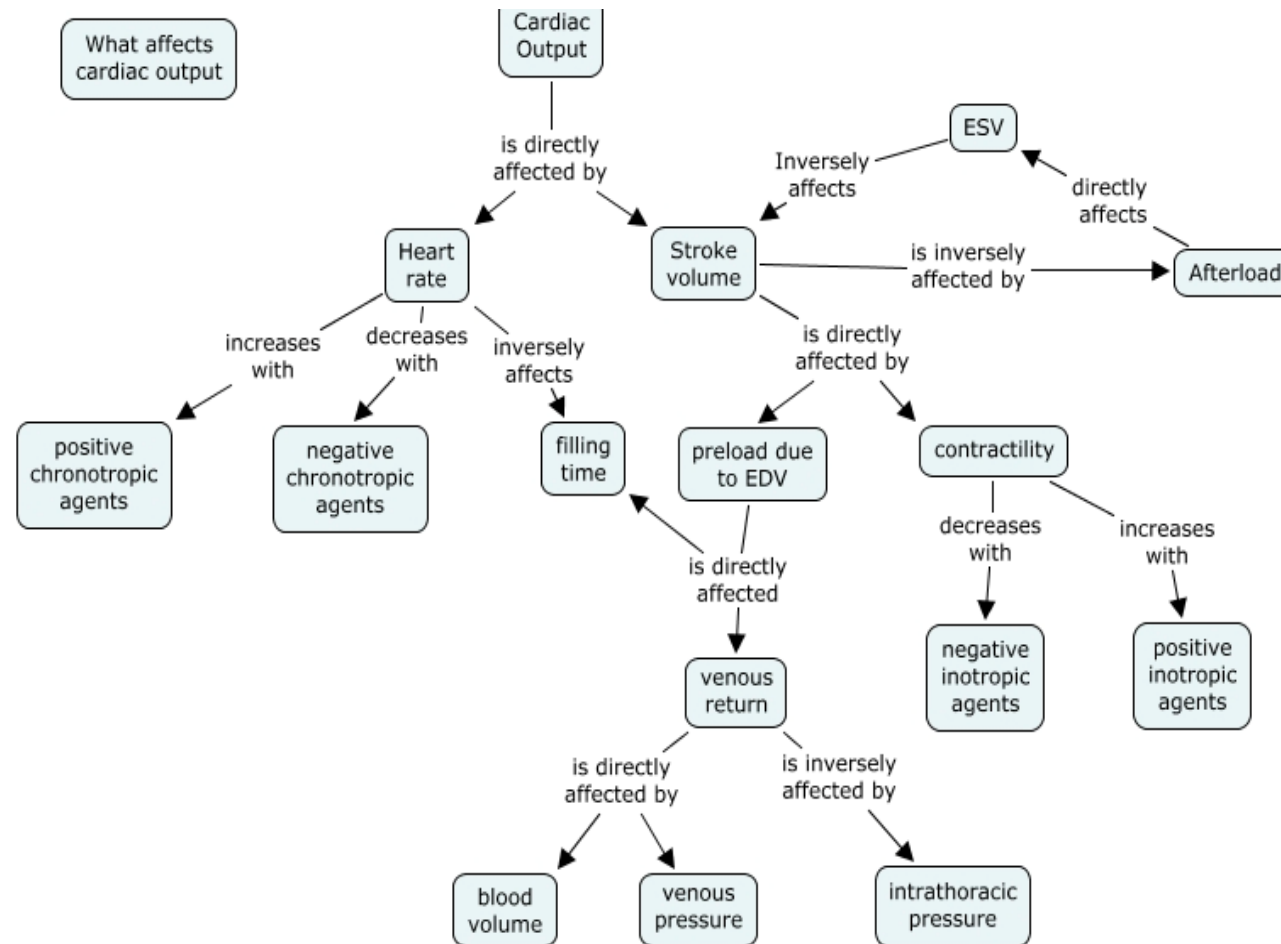
Analytical Skills: Categorizing activity

Write the animals in the correct subclass of species

What other strategies do you use/or are aware of?

Assessing Knowledge & Understanding

Concept Mapping & Visualization



Individual or collaborative

Group Formative Assessments

Fishbowl debate

Critique – Along – the – Way
Gallery Walk

Analytic Teams

Individual student or team roles:
*Proponents, Critics, Example Givers,
Summarizers, Questioners*



Assessments of Today: Express Learning in Different, Meaningful Ways



Artwork



Play



Article



Video



Podcast



Tour

*Same learning objectives, different mechanisms
More meaningful for students, more enjoyable for us*

Formative Assessment Considerations

- *Is it graded? Is it graded for correctness?*
 - How are your students motivated?
 - What other incentive might be enough?
- Automatic predetermined responses / toolbox of phrases
- *Who gets feedback:* Individual / grouped / whole class

Is it necessary to give detailed feedback to each?

- *Opportunity for reflection/metacognition.*

Formative Assessments

Alignment & WISE feedback framework

Knowledge checks

- Retrieval practice
- Muddiest point
- One sentence summaries
- Quick quiz

Processing

- Double journalling / Perusall
- Principle or problem recognition task
- Critique along the way

Peer Engaged

- Drill review pairs
- Send-a-problem
- Direct paraphrasing

Application

- Focus-listing
- Categorizing activity
- Concept mapping or visualization
- Fishbowl debate
- Gallery walk
- Analytic Teams

One Small Thing

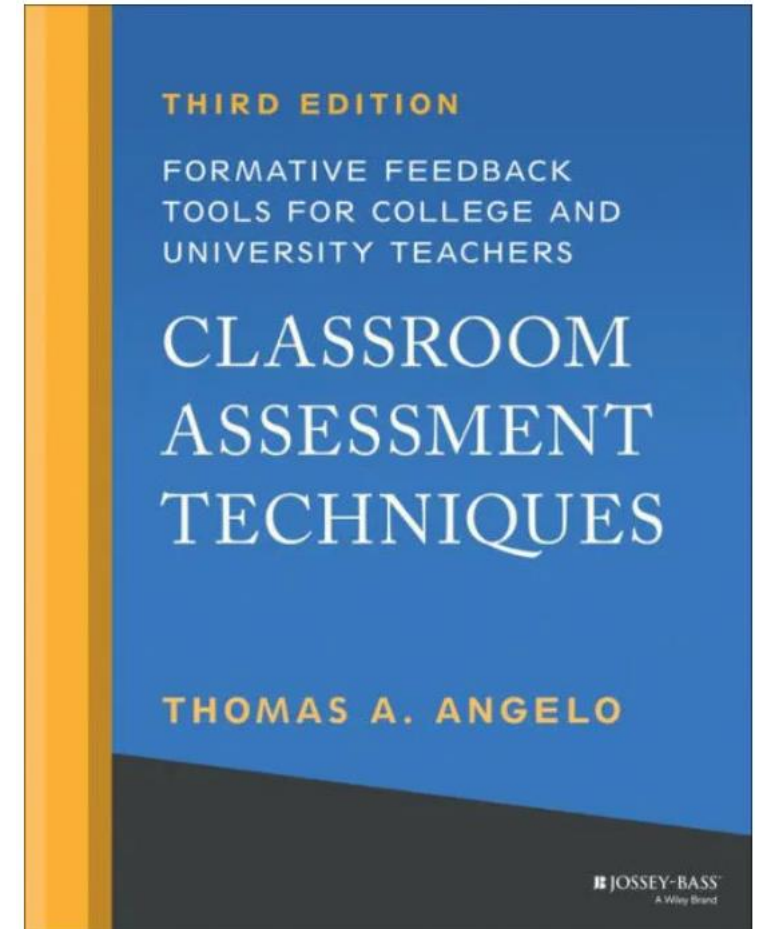
Thomas A. Angelo

Feedback for Learning: How Less Can Be More

Friday November 18th, 2022

Original Lilly Conference

Miami University,



Coming Summer 2024

What questions do you have?



We'd appreciate
your feedback





Thank you for joining us!

Center for Teaching and Learning



Consultations

Workshops/Events

Programming

Teaching Recognition Awards



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