California
HSI Alliance

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?

- <u>Find those LOs</u> (on department websites, in course materials, etc.)

- Write them in <u>Active Language</u>:

    - Students will be able to … "[VERB] [Direct Object]."

- Write them with the <u>student's perspective</u> 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.

- <u>Get out & Summarize</u> 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 …

- 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]

  E.G.: "Argument, Reasoning, and Evidence" Row (in a writing assignment):

ideas and points are clearly **developed and supported with sufficient, relevant, and appropriate details; the writer** *shows* **and tells.** Development includes the **writer's own analysis and explanation/reasoning**. **Alternative perspectives** are considered, and the **reader's questions** are anticipated. Outside **sources are accurately and honestly introduced, quoted, paraphrased, summarized, integrated, and documented**.	**ideas and points** are generally well developed although occasionally points are underdeveloped inadequately supported . effective supporting evidence or illustrations but **analysis or explanation** of evidence is occasionally inadequate. There may be occasional inconsistencies with introducing or setting up the **sources**.	**Ideas and points** 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. infrequent **explanation or analysis of the evidence.** frequent problems with the **use of sources**: rarely introduced and set up, inaccurately cited, unethically used.	**ideas or points** are consistently underdeveloped (little specific illustrations, examples, supporting evidence, use of outside sources….) **details** are disconnected from or are inconsistent with the thesis or the writer's point. Reliance on **sweeping generalizations** that are unproven or unwarranted. No outside **sources** are used or they are used inappropriately or unethically.

[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:

<u>NOTE</u>: 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 yo 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 …

- <u>Draft</u>: 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..."

- <u>Situate</u>: **Where/When/How** will you ask? E.G.:

* In-Class / Take-home * Written / Spoken * Individual / Group * First Day / After an Assignment *

[Whiteboard!]

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. —>

E.G.: Graphic Lesson Plan

[Topic (Time) / Facilitator Does / Participants Do / Materials Needed]

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):

Topic, Timing	Facilitator	Participants	Materials
0-5 minutes *Review and overview of new material*	Review previous material Roadmap of new material in the context of previous material	Ask questions about previous course material	Powerpoint
5-10 minutes *What is a subsidy?*	Define subsidy in everyday use of word	Given the everyday use of the word, what kinds of subsidies can you imagine ecosystems?	Powerpoint
10-20 minutes *What is a cross-ecosystem subsidy?* *Salmon systems*	Define subsidy in the context of an ecosystem Describe salmon system Draw on more recent research		Powerpoint
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 …