



**atd2016**

INTERNATIONAL CONFERENCE & EXPOSITION  
MAY 22–25, 2016 | DENVER, CO

CONTENT

COMMUNITY

GLOBAL  
PERSPECTIVES

## **Session M121**

# **Cool Tools: Better Assignments, Better Learning**

Jean Marrapodi, PhD, CPLP  
Applestar Productions



# TODAY'S GOAL

**At the end of this session**

you should

**KNOW**

the importance  
of aligning  
outcomes  
& assignments

**DO**

and be able to  
create  
authentic  
assessments

**Know and Do**



**Why do we give  
student assignments?**



# To measure learning, right?



Thank you, Captain Obvious.

Captain Obvious is a trademark of hotels.com





A pair of hands is shown holding a metal caliper horizontally. The word "performance" is written in a bold, black, sans-serif font across the top beam of the caliper. The hands are positioned on either side of the caliper, with fingers gripping the ends. The background is plain white.


**performance**



**Assessment  
should measure  
learner  
PERFORMANCE**

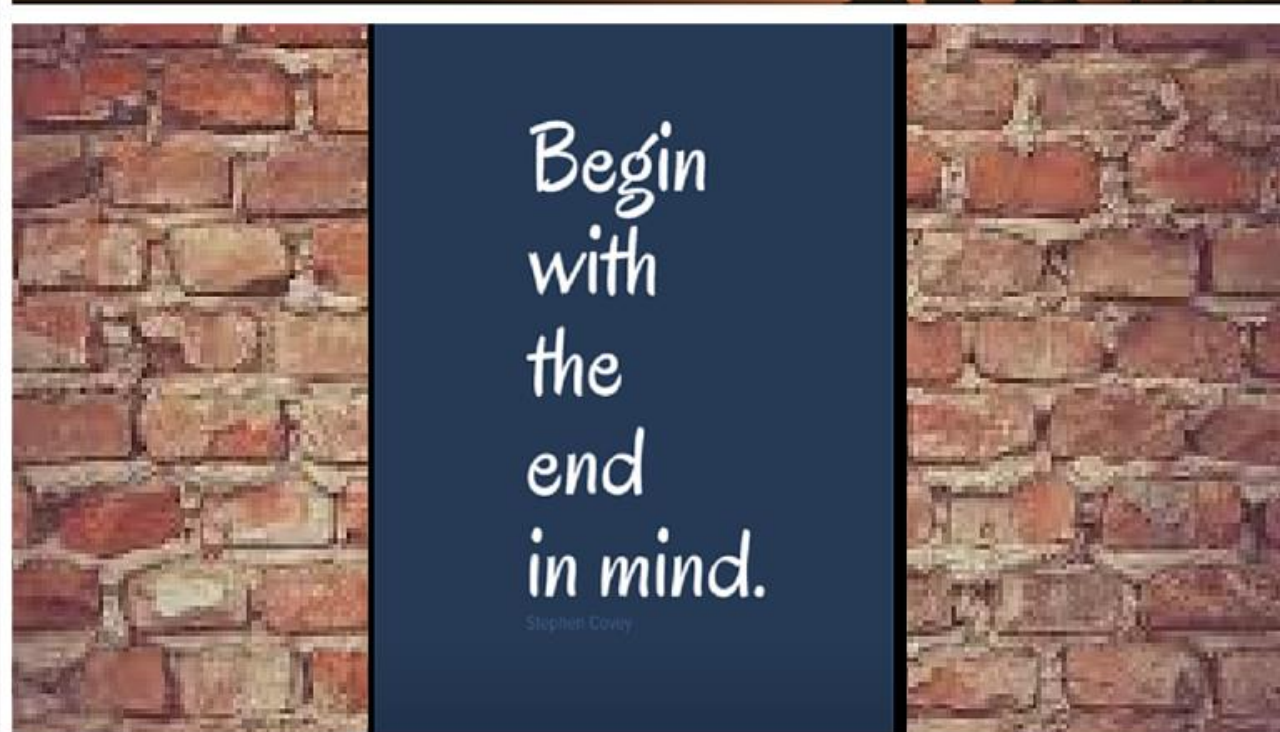
or a close  
simulation of it



A photograph of a wooden desk. On the left is a silver laptop with a black keyboard. To its right is an open, cream-colored notebook with a grid pattern. A black pen lies on the notebook's page. The notebook page contains three lines of text: 'Objective 1', 'Objective 2', and 'Objective 3'.

Objective 1  
Objective 2  
Objective 3

**Why do we write  
objectives?**







**In the end**

what do you  
want your  
learner to

**KNOW**  
and  
**DO?**

That's the goal.  
Measure THAT!

Learner should  
KNOW \_\_\_\_\_ and  
DO \_\_\_\_\_

**Course Goal**

Outcome 1

Outcome 2

Outcome 3

Outcome 4

**Add components of that goal**



# OUTCOMES



**Focus on the  
Learner**

**End State  
Results**

WIFFM?

# OBJECTIVES



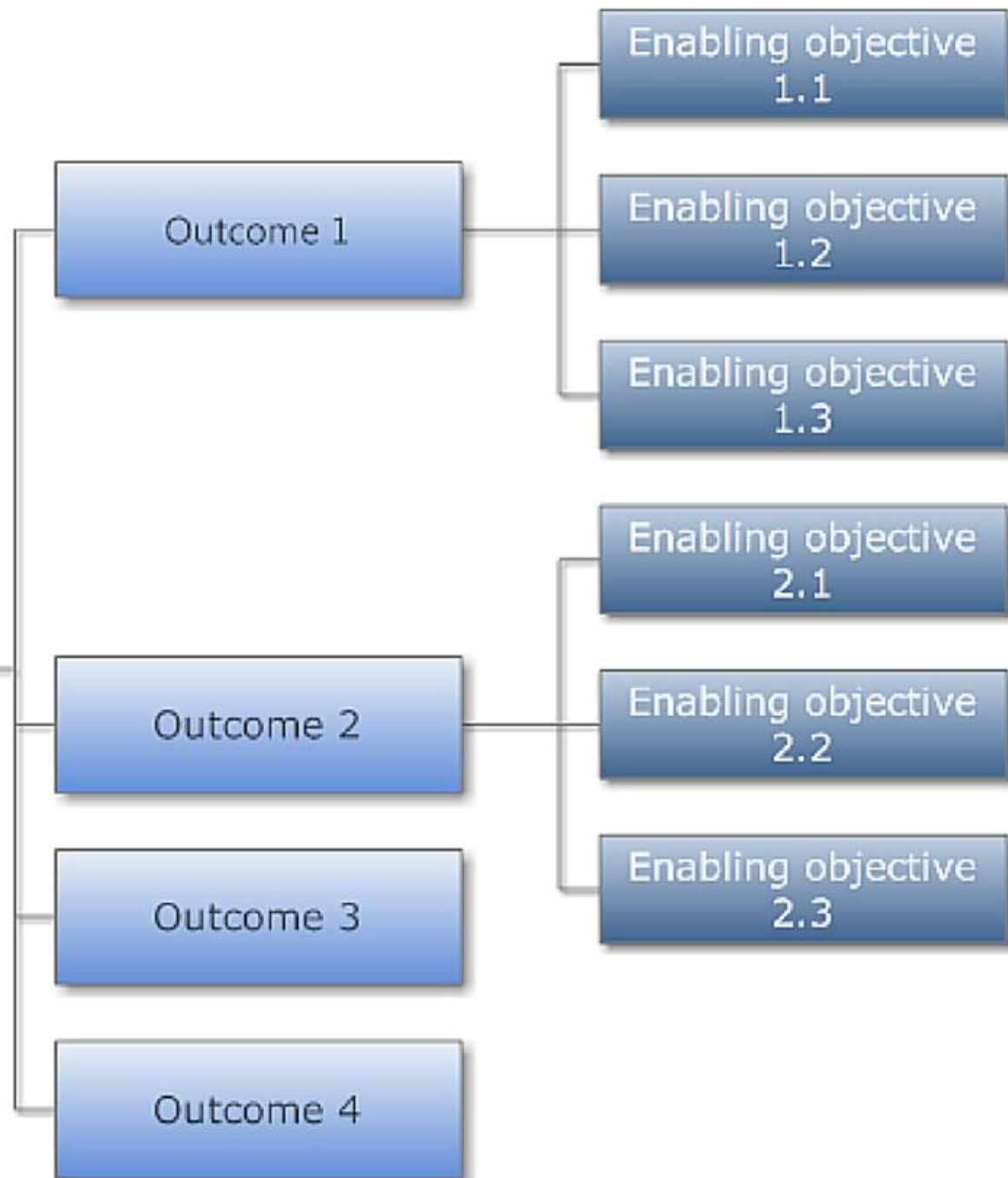
**Focus on  
Teacher/Designer**

**Lesson Plans  
How we get there**

**Add component  
steps of each  
outcome.**

In the end, the learner  
should know \_\_\_\_\_ and  
be able to \_\_\_\_\_

**Course Goal**







*How do you  
know they  
know?*



**ASSESSMENT!**

# How do they know that they know?

Feedback  
Self measures  
Progress checks  
Reviews





**How do you  
know  
that they  
know that  
they know?**



?????

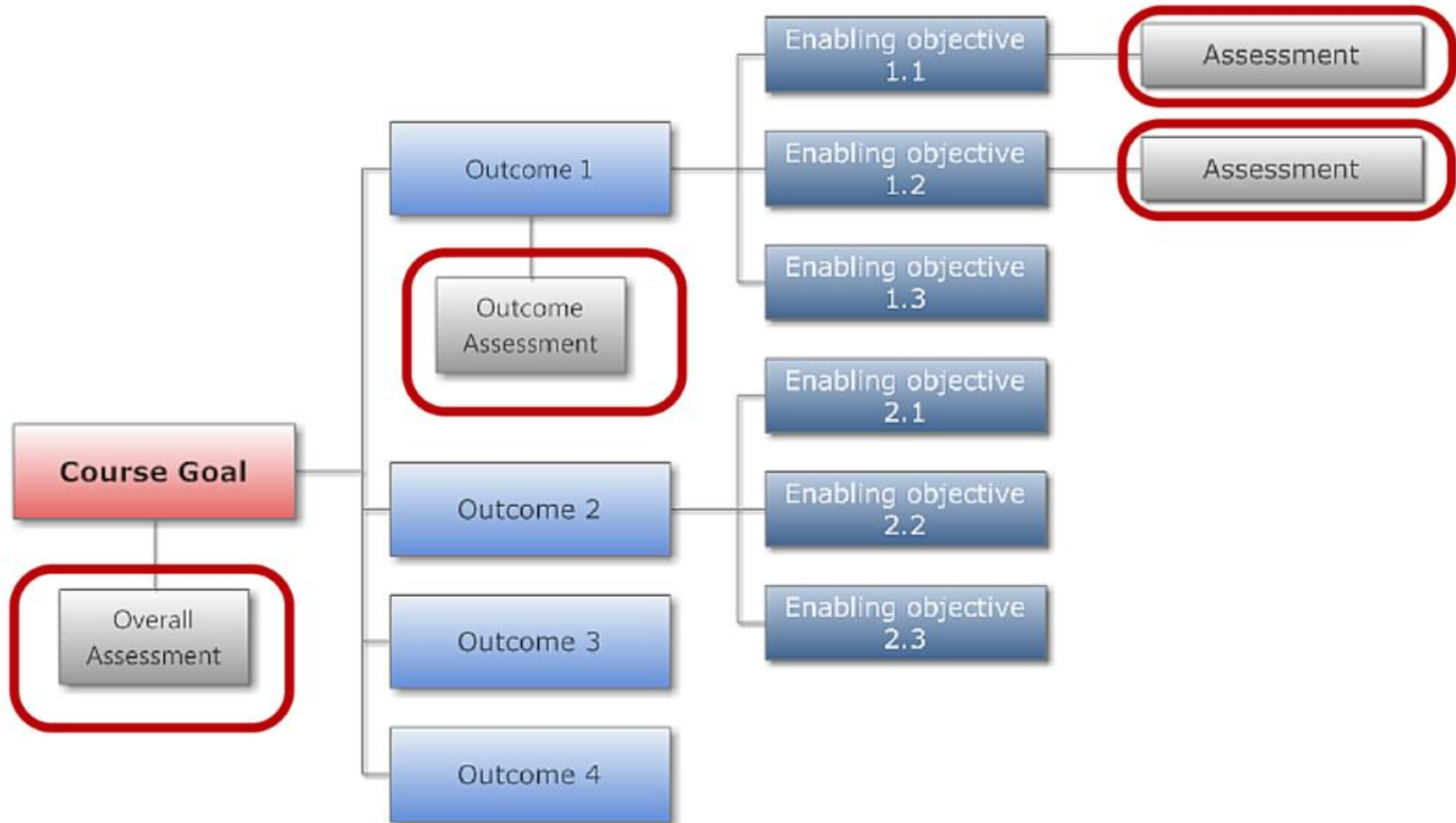


Eureka!



No sweat

# Assess each component

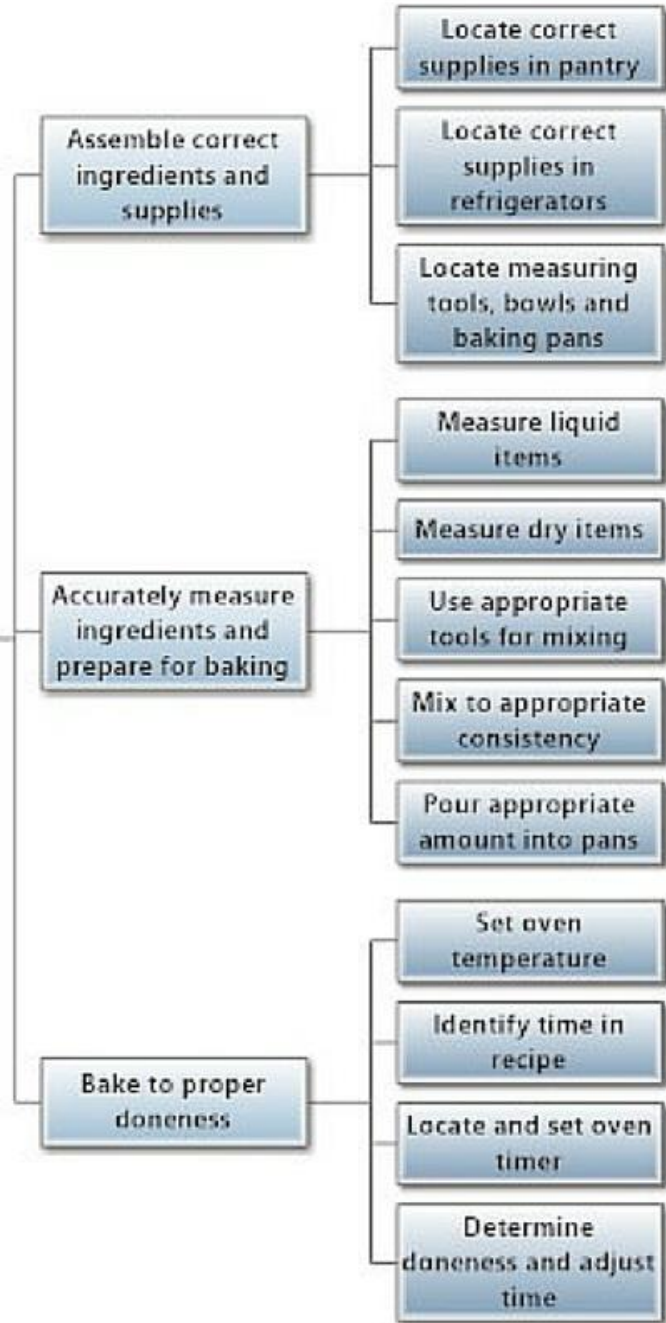




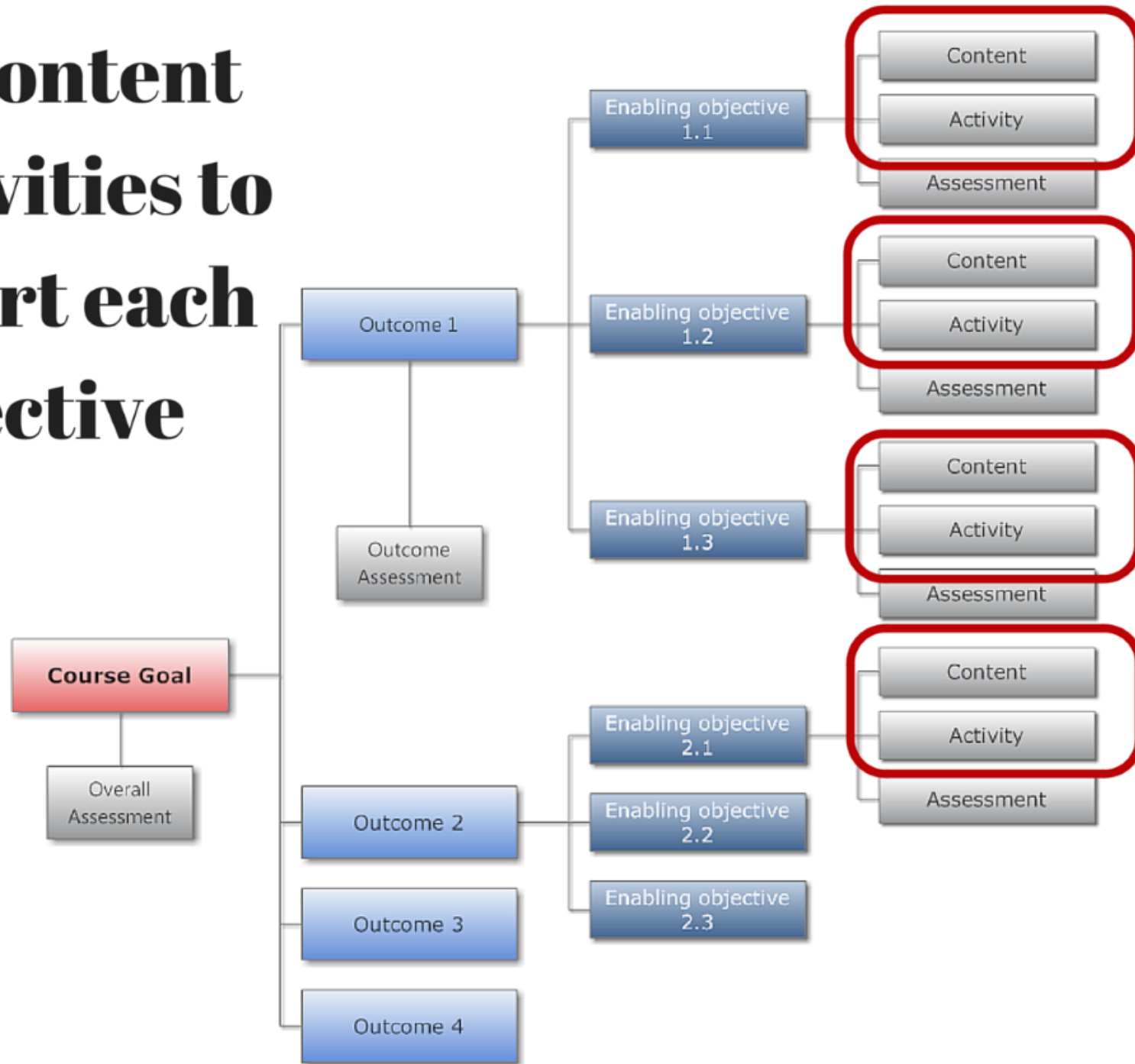
# Baking Blueberry Muffins



Learner will be able to select, assemble and measure ingredients to bake blueberry muffins



# Add content & activities to support each objective







# Diagnostic

## Pretest

How much do you know  
before we start?

# Formative

## In Process

How is the learning going?  
May need course correction

# Formative



# Summative

## Final Exam

Do you meet the goal of  
the learning?



## Think Summary

Do you know it?  
Can you do it?



# Assessment should measure learner **PERFORMANCE**

or a close simulation of it

HOW DO WE DO THAT?







# *Authentic Assessment*

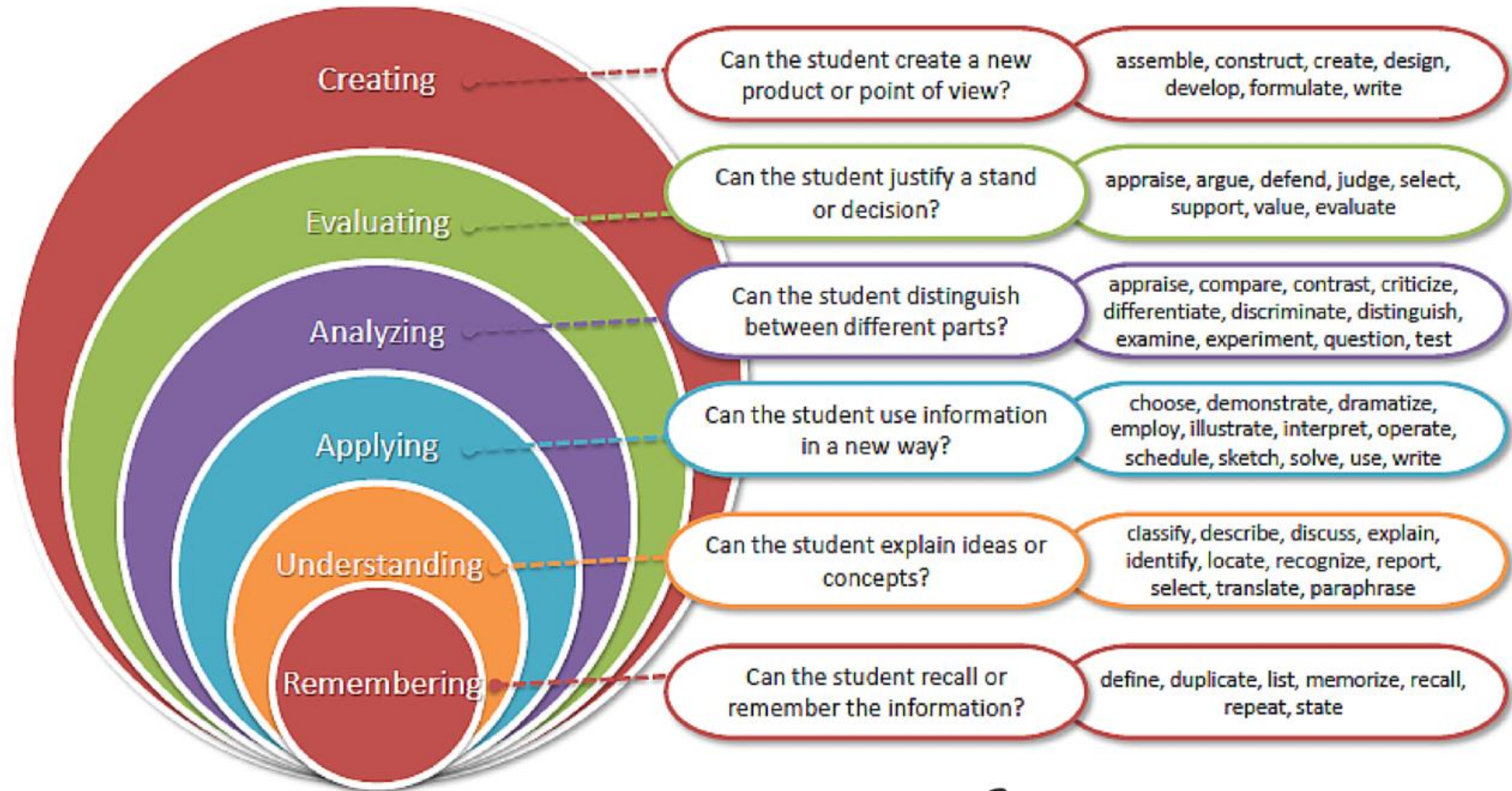
.....  
*only the best will do*

EXAMINES  
LEARNER ABILITY  
IN REAL WORLD  
CONTEXT

PROMOTES  
BETTER **TRANSFER**  
BACK TO THE JOB



# BLOOM'S TAXONOMY



*Aim for higher order thinking*



*Always ask*

**"What do you want  
the learner to  
KNOW and DO?"**



*Authentic  
Assessment*

.....

*Only the best will do*



# How do we ensure quality?

- Quality of understanding
- Quality of performance/product



## **Ask:**

**Does the assessment provide evidence that enables us to arrive at accurate conclusions about what students have learned?**

# How do we ensure validity?

- *Validity* says the assessment measures what it says it does.

## **Ask:**

- Could the task be performed well without understanding?
- Could the task be performed poorly in spite of understanding?





A close-up, warm-toned photograph of a person's hands writing in a notebook on a wooden desk. The desk is cluttered with various items: a laptop, a glass of iced tea, a pen, and other papers. The lighting is soft and focused on the writing area, creating a sense of quiet productivity. The text "How do you KNOW they know?" is overlaid in a large, dark red, serif font at the bottom of the image.

**"How do you KNOW  
they know?"**



A workshop wall covered in various tools. At the top, several hand planes are mounted in a row. Below them, a variety of chisels with different handle colors (wood, yellow, red) are organized on a wooden rack. To the left, a large hand saw and a smaller hand saw are hanging. On the right, there are pliers, screwdrivers with colorful handles, and other hand tools. The background is a light-colored wooden wall. The text "Now.... Let's look at the tools!" is overlaid in the center in a large, bold, black font.

**Now.... Let's  
look at the  
tools!**



# Presentations

A workshop wall with various tools hanging on it. The wall is made of light-colored wood. There are several rows of tools. The top row has several hand planes. Below that, there are several large hand saws hanging vertically. The middle section has two rows of chisels hanging from a wooden rack. To the right, there are several screwdrivers hanging from a rack. The bottom section has more tools, including hammers and wrenches, hanging from a rack. The overall scene is a well-organized workshop.

- **eMaze**
- **Haiku Deck**
- **Prezi**



# Infographics

A workshop wall with various tools hanging on a wooden pegboard. The tools include several hand planes at the top, a row of screwdrivers with different colored handles, and two rows of chisels with wooden handles. There are also some larger tools like a hand saw and a hammer on the left side. The background is a light-colored wooden wall.

- **Easel.ly**
- **Piktochart**



# Animated Story

A workshop wall with various tools hanging on it. The tools are organized on wooden racks and include saws, chisels, screwdrivers, and other hand tools. The background is a light-colored wooden wall.

- **Powtoon**
- **GoAnimate**



# Comic Strip

- **MakeBelifComix**
- **ToonDoo**



# Puzzles

• [Puzzlemaker.com](http://Puzzlemaker.com)

The screenshot shows the Puzzlemaker website interface. At the top, it says "CREATE YOUR OWN PUZZLES" and "PUZZLEMAKER" in large, stylized letters. Below this, a yellow box contains the text "Welcome to Puzzlemaker!" and a description: "Puzzlemaker is a puzzle generation tool for teachers, students and parents. Create and print customized word search, criss-cross, math puzzles, and more-using your own word lists." To the right, a blue box titled "Make a puzzle now! It's free!" lists various puzzle types: Word Search, Criss-Cross, Double Puzzles, Fallen Phrases, Math Squares, Mazes, Letter Tiles, Cryptograms, Number Blocks, and Hidden Message. A "FREE!" badge is next to the list. Below the list, there's a section "Try a Pre-Made Puzzle" with options like "Test Your Green IQ", "Math Mind Game", and "Parts of Speech". On the far right, there's a "Sign Up to Re" button and a "VIEW" button next to a "2015 Virtual archive is n" link. In the bottom right corner, a "Hidden Message" puzzle is shown with the word "SHARK" circled in a red oval.

CREATE YOUR OWN PUZZLES  
**PUZZLEMAKER**

**Welcome to Puzzlemaker!**  
Puzzlemaker is a puzzle generation tool for teachers, students and parents. Create and print customized word search, criss-cross, math puzzles, and more-using your own word lists.

**Make a puzzle now! It's free!**  
Choose a type of puzzle from the list below and make your own puzzle online for classroom or home use.

- Word Search
- Criss-Cross
- Double Puzzles
- Fallen Phrases
- Math Squares
- Mazes
- Letter Tiles
- Cryptograms
- Number Blocks
- Hidden Message

**FREE!**

**Try a Pre-Made Puzzle**

- Test Your Green IQ
- Math Mind Game
- Parts of Speech

**Hidden Message**

SHARK



# Flash Cards

A workshop wall with various tools hanging on a wooden pegboard. The tools include several hand saws, a variety of screwdrivers with different colored handles, chisels, and other hand tools. The background is a light-colored wooden wall.

• Quizlet



# Twitter/Facebook



- **Create a FB Page as a Character**
- **Tweet to connect with experts**
- **Create a class FB page for discussions**



# Diagramming



- **LucidChart**
- **SmartDraw**



# Leverage Rubrics

Rating Scale



	Excellent	Very Good	Good	Fair	Poor
Criterion 1	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 2	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 3	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description

Aspects to  
examine.  
One item per row!






# Rubrics

“Rubrics make assessing student work quick and efficient, and they help teachers justify [the] grades that they assign to students. At their very best, rubrics are also teaching tools that support student learning and the development of sophisticated thinking skills. When used correctly, they serve the purposes of learning as well as of evaluation and accountability.”

Andrade, H.G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5). p. 13-18



# Rubric Sample – Blueberry Muffins

	Excellent	Good	Fair	Poor
<b>Flavor</b> 	4 Blueberry, sweet cake, spices; nice balance	3 Blueberry, sweet cake	2 Tastes fake; Artificial flavors OR too much salt, sugar OR pockets of unmixed flour	1 Tasteless; no identifiable flavors
<b>Texture</b> 	4 Moist, light, holds together; minimal crumbs, blueberries moist	3 Moist, holds together; some crumbs	2 Dry, overly crumbly, does not hold together OR too dense; heavy	1 Underdone, Soggy OR overdone, dry
<b>Appearance</b> 	4 Light brown; Abundant blueberries, Blossoms over top of wrapper	3 Some blueberries visible; at or above blueberry wrapper	2 Few visible blueberries, not rising above muffin wrapper	1 Burned top No evidence of blueberries





Peer Review



Manager Review



Self Review

**EXAMINE AGAINST  
RUBRIC CRITERIA**



# Have we met our goal?



Do you  
**KNOW**

the importance of  
aligning outcomes &  
assessments

?



and can you  
**CREATE**

authentic assessments

?



**How could we  
assess that?**





**Please take a moment to complete your evaluation.**

**Thanks for coming!**

**Jean Marrapodi**

[jmarrapodi@applestar.org](mailto:jmarrapodi@applestar.org)

[@jmarrapodi](#)

[www.applestar.org](http://www.applestar.org)