

LEARNING SOLUTIONSSM CONFERENCE & EXPO

Session #LS806

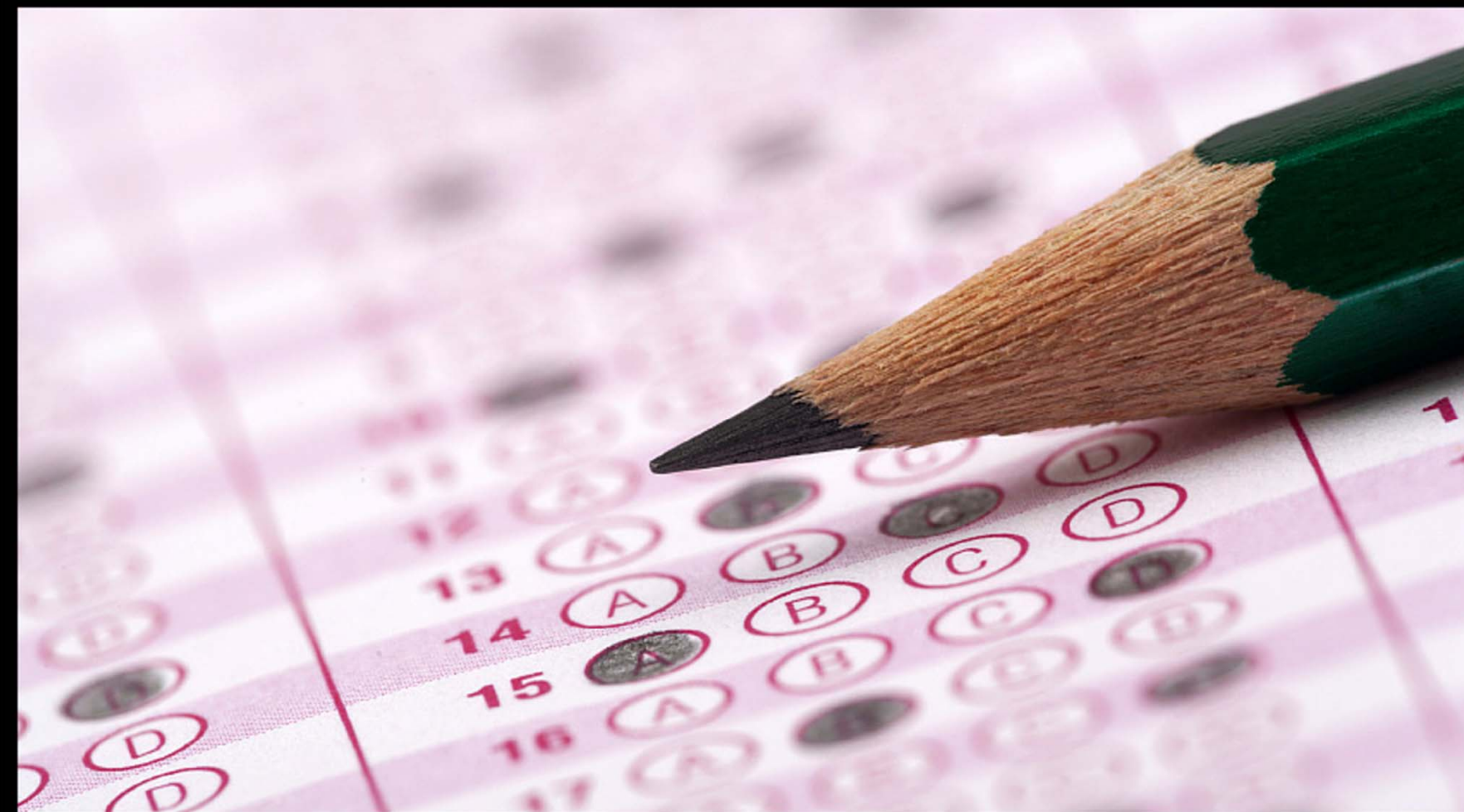
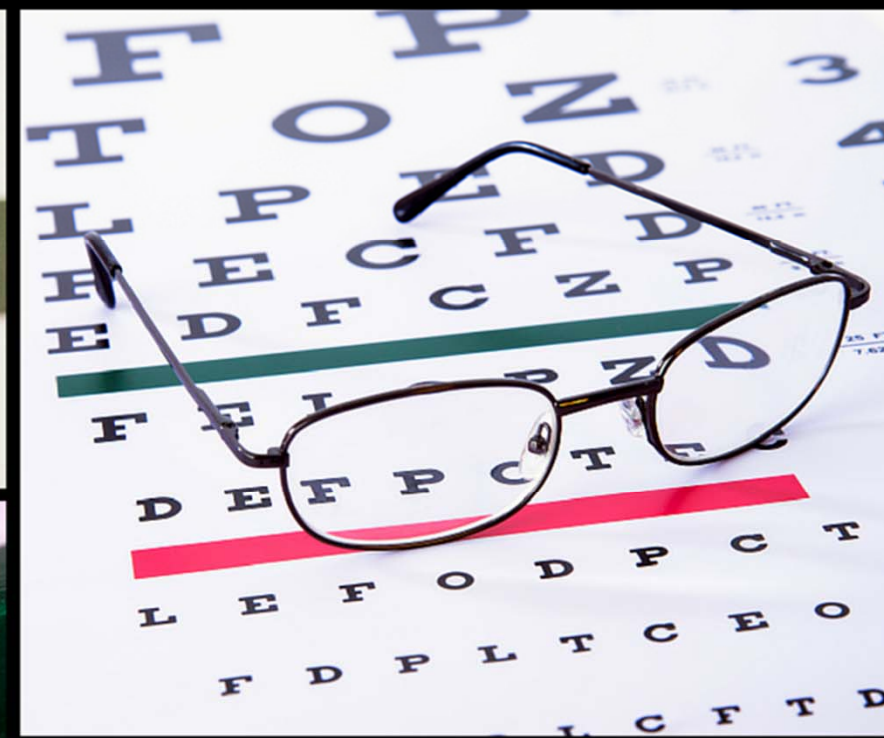
Evaluating Your Assessments:

Are You Testing the Right Thing?

Jean Marrapodi, Applestar Productions
Kara Witt, Citizens Bank

Orlando, FL • March 16 – 18, 2016





Let's Talk

What tests have you taken that stood out to you? What made them memorable?



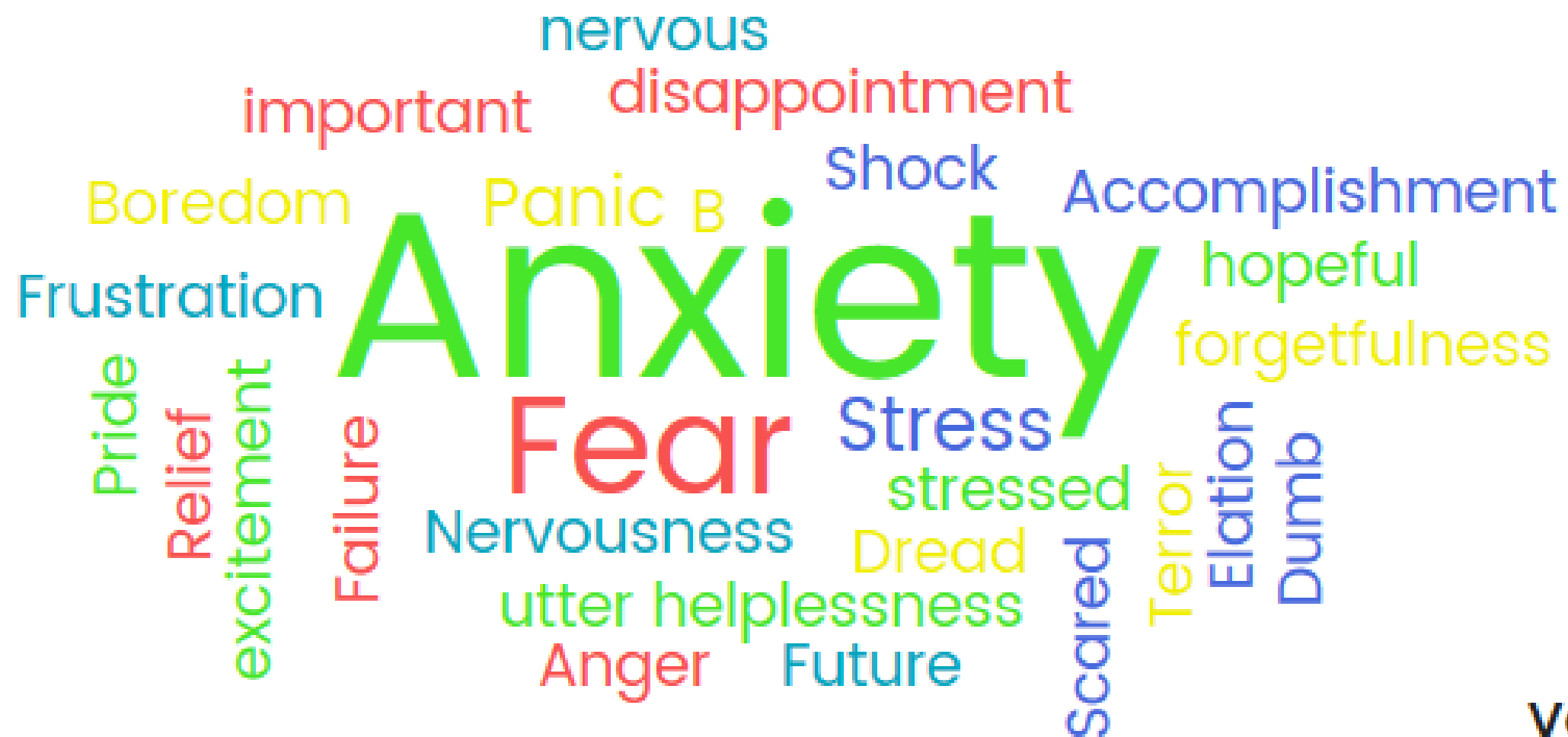
What emotions
were connected
to that event?



Go to www.govote.at and use the code **44 76 04**

What emotions were connected to that assessment event?

 Mentimeter



Votes: 38



**Our elearning
shouldn't do this.**

TODAY'S GOAL

At the end of this session

you should

Know and Do

KNOW

the importance
of aligning
outcomes &
assessments

DO

and be able to
create
authentic
assessments

Clarification

LET'S CLEAR UP SOME OF THE FUZZY TERMINOLOGY DIFFERENCES



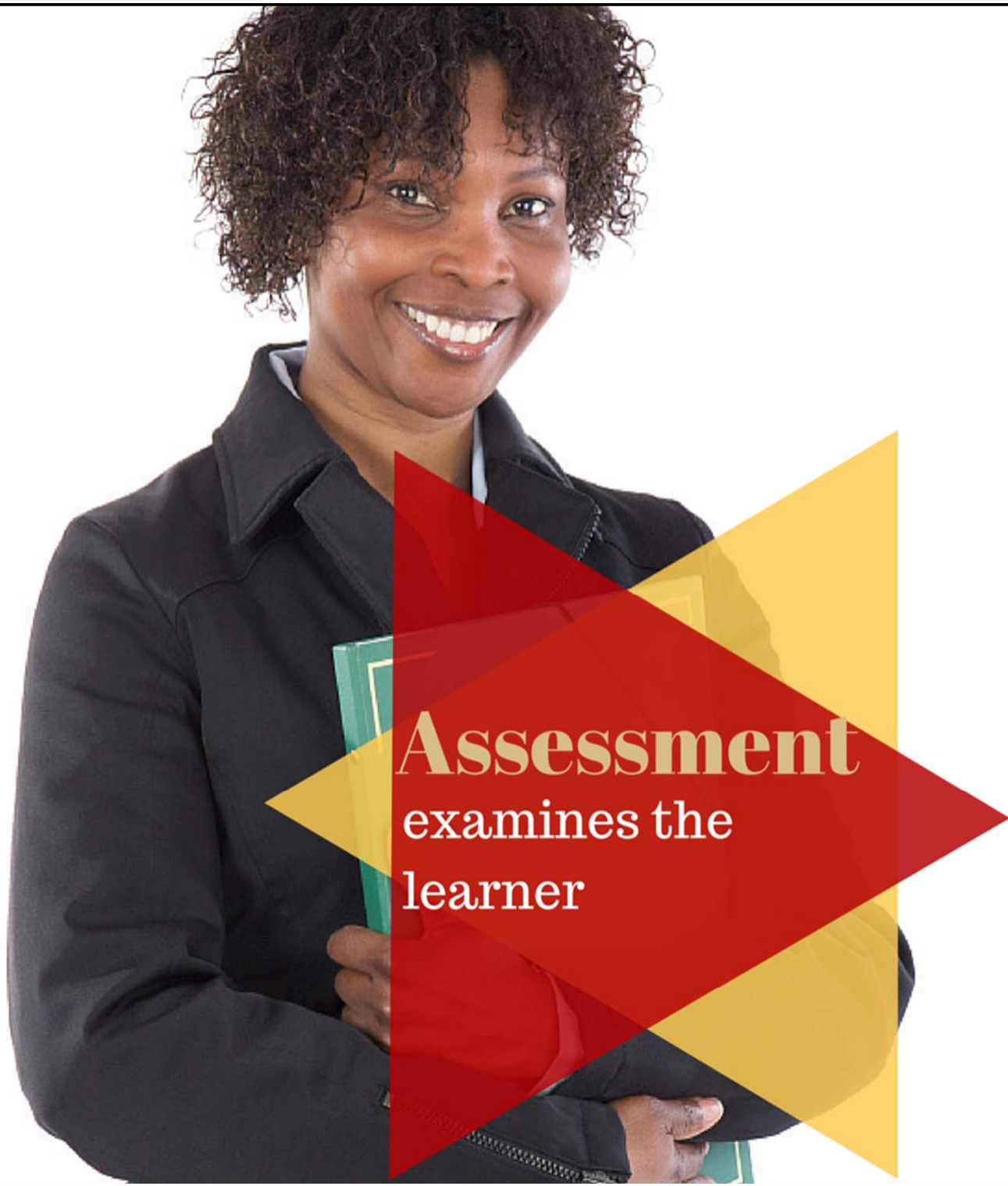
Assessment



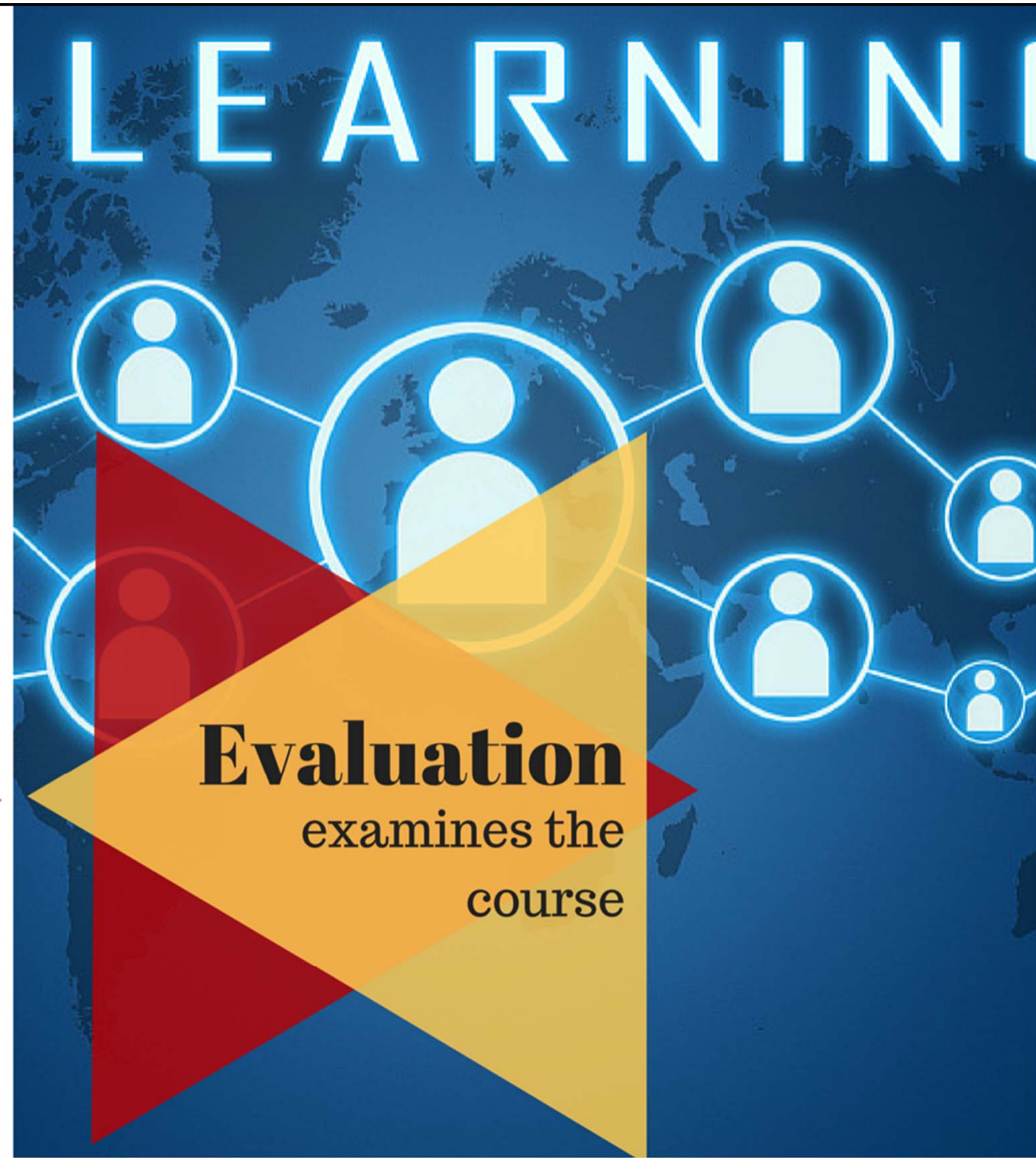
Survey



Evaluation



Assessment
examines the
learner



Evaluation
examines the
course



Kirkpatrick Levels

ASSESSMENT

EVALUATION

Level 2

Did they learn it?

Knowledge

Level 3

Can they do it?

Behavior

Level 1

Did they like it?

Reaction

Level 4

Was it worth it?

ROI/ROE



**Inquiring minds
want to know.....**



LET'S TAKE A POLL!

When do you usually create your assessments?

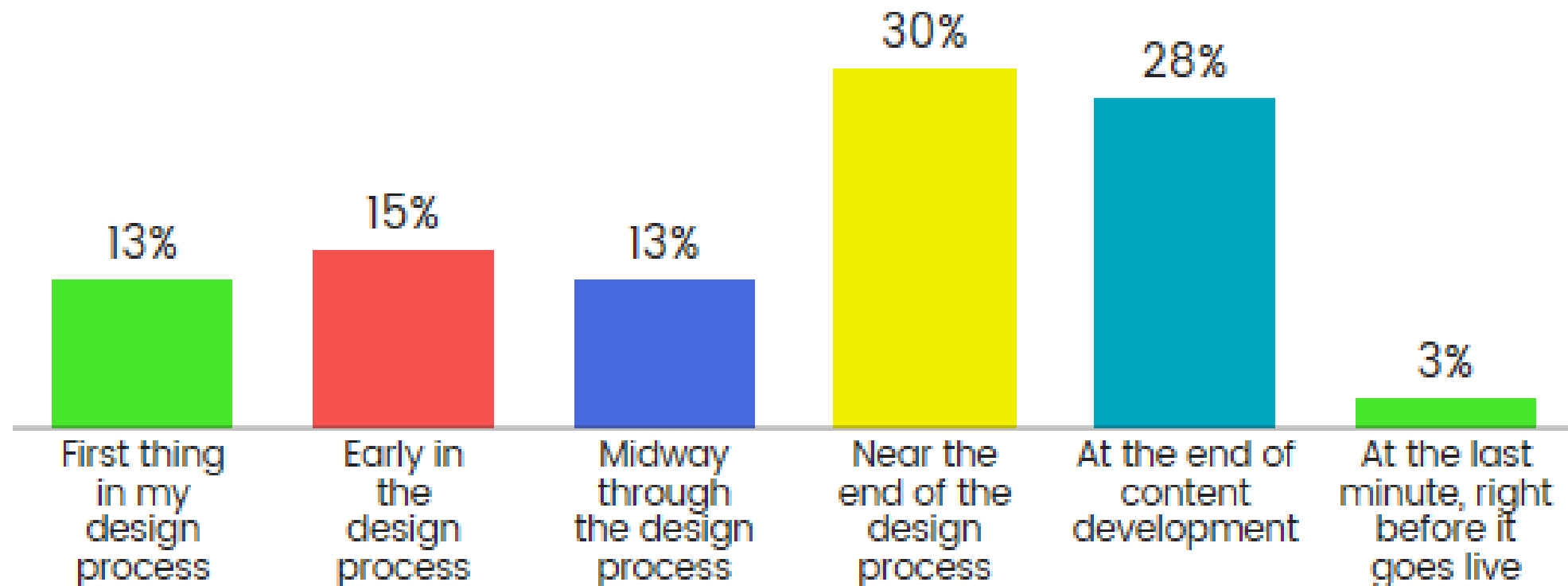
- a) First thing in my design process
- b) Early in the design process
- c) Midway through the design process
- d) Near the end of the design process
- e) At the end of content development

We'll return to Mentimeter

Go to www.govote.at and use the code 44 76 04

When do you usually create your assessments?

Mentimeter



Votes: 40



**Why do we assess
learners??**

To measure learning, right?



Thank you, Captain Obvious.

Captain Obvious is a trademark of hotels.com



performance



Which ribbon section is used for creating a page break in Word 2010?

(Check all that apply)

- Home: Clipboard
- Insert: Pages
- Page Layout: Page Setup
- Page Layout: Arrange
- Insert: Illustrations

What's wrong with this question?




Assessment
should measure
learner
PERFORMANCE
or a close
simulation of it



**So why do we keep
testing vocabulary??**

**We forget
the goal.**



A photograph of a desk setup. On the left is a silver laptop with a black keyboard. To its right is a white, spiral-bound notebook with a grid pattern. A black pen lies on the notebook. The desk is made of dark wood. The background is slightly blurred, showing a window and a chair.

Objective 1
Objective 2
Objective 3

**Why do we write
objectives?**

Let's Take a Poll

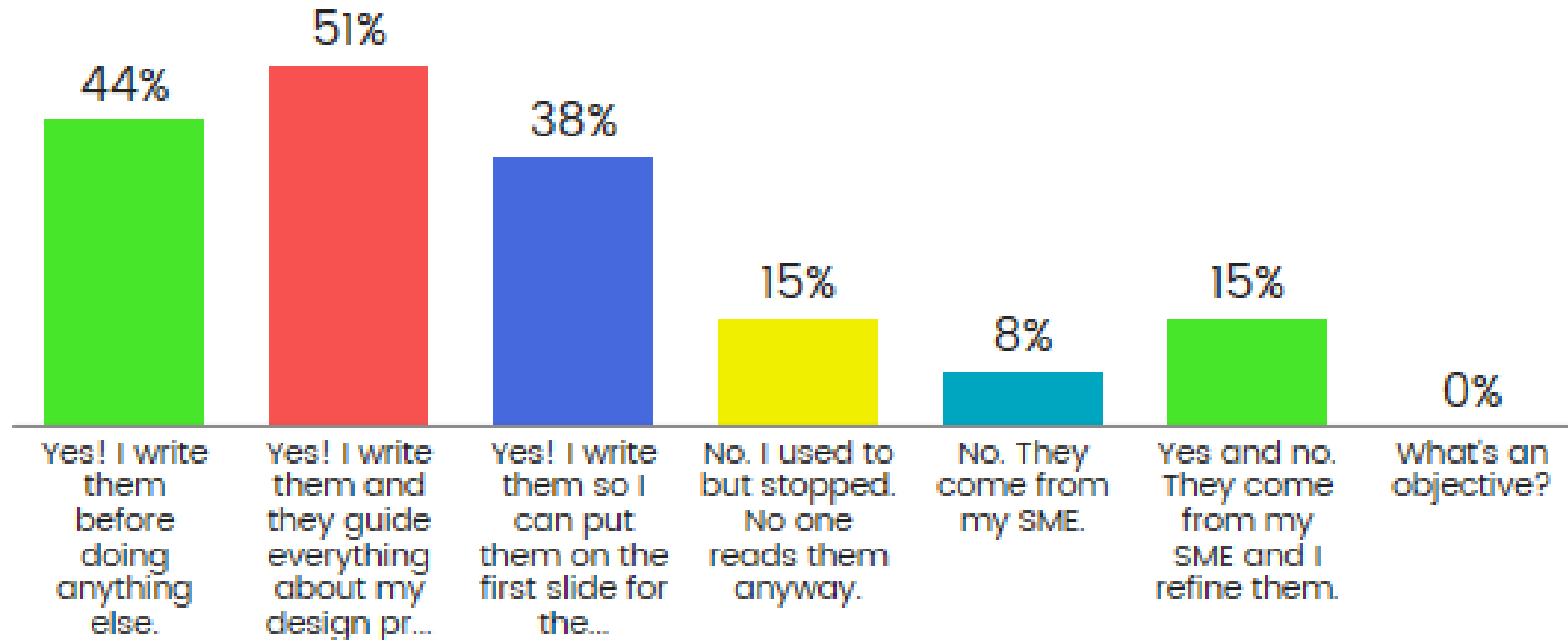
Do you write objectives?

- a) Yes! I write them before doing anything else.
- b) Yes! I write them and they guide everything about my course design.
- c) Yes! I write them so I can put them on the first slide for the learner to know what's coming up.
- d) No. I used to but stopped. No one reads them anyway.
- e) No. They come from my SME.
- f) Yes and no. They come from my SME and I refine them.
- g) What's an objective?

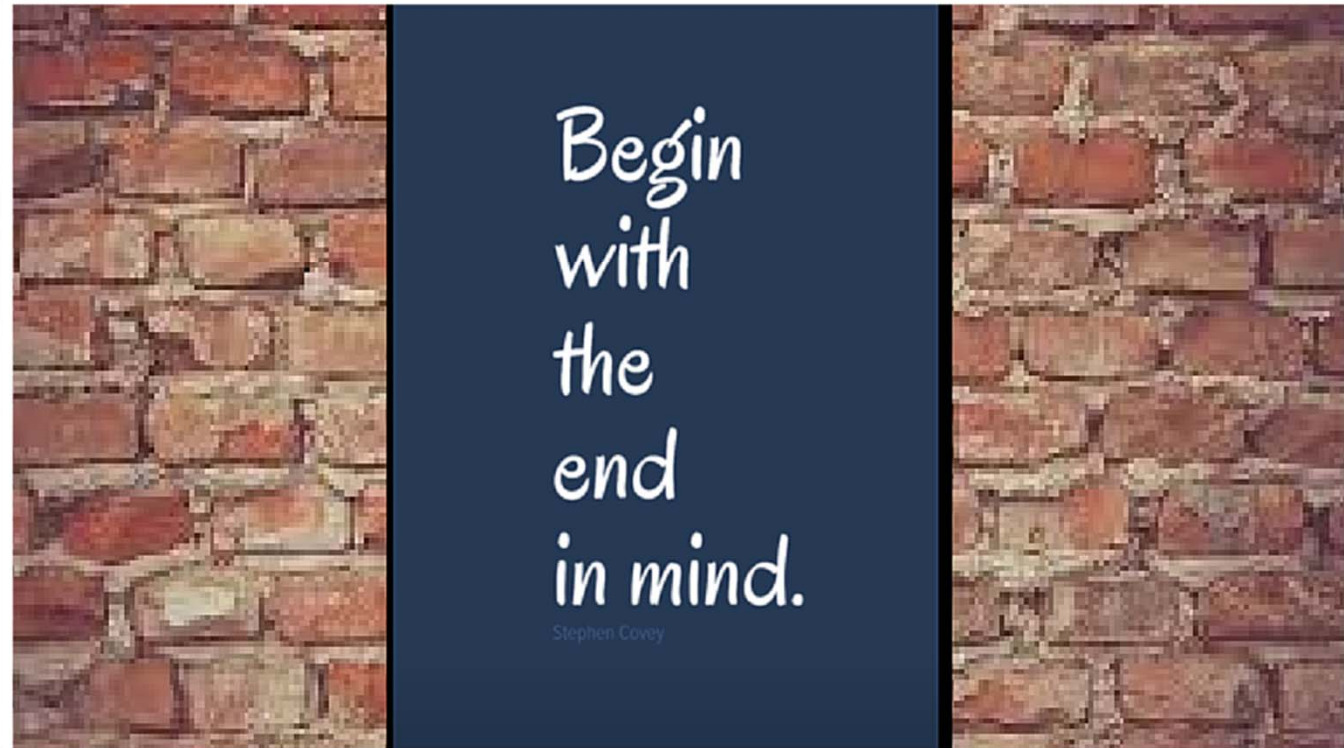
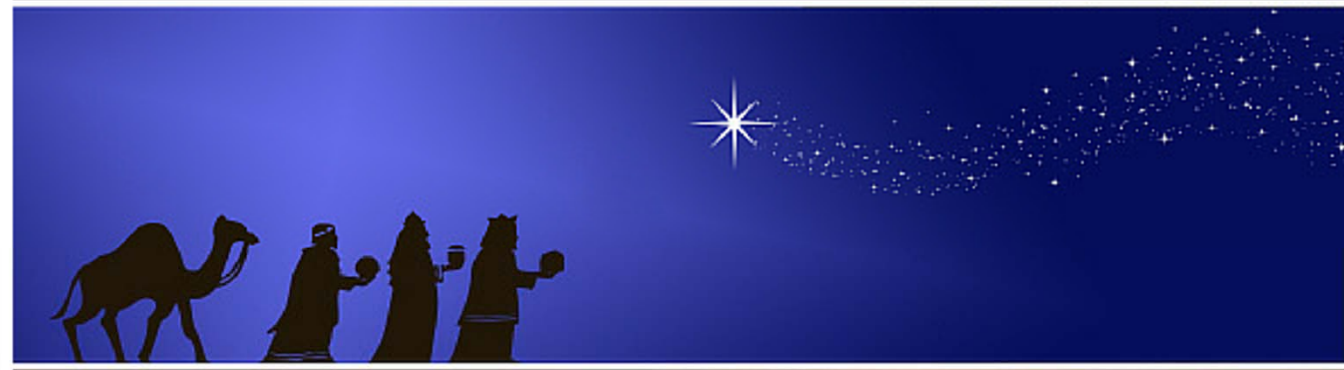
Go to www.govote.at and use the code 44 76 04

Mentimeter

Do you write objectives?



Votes: 39



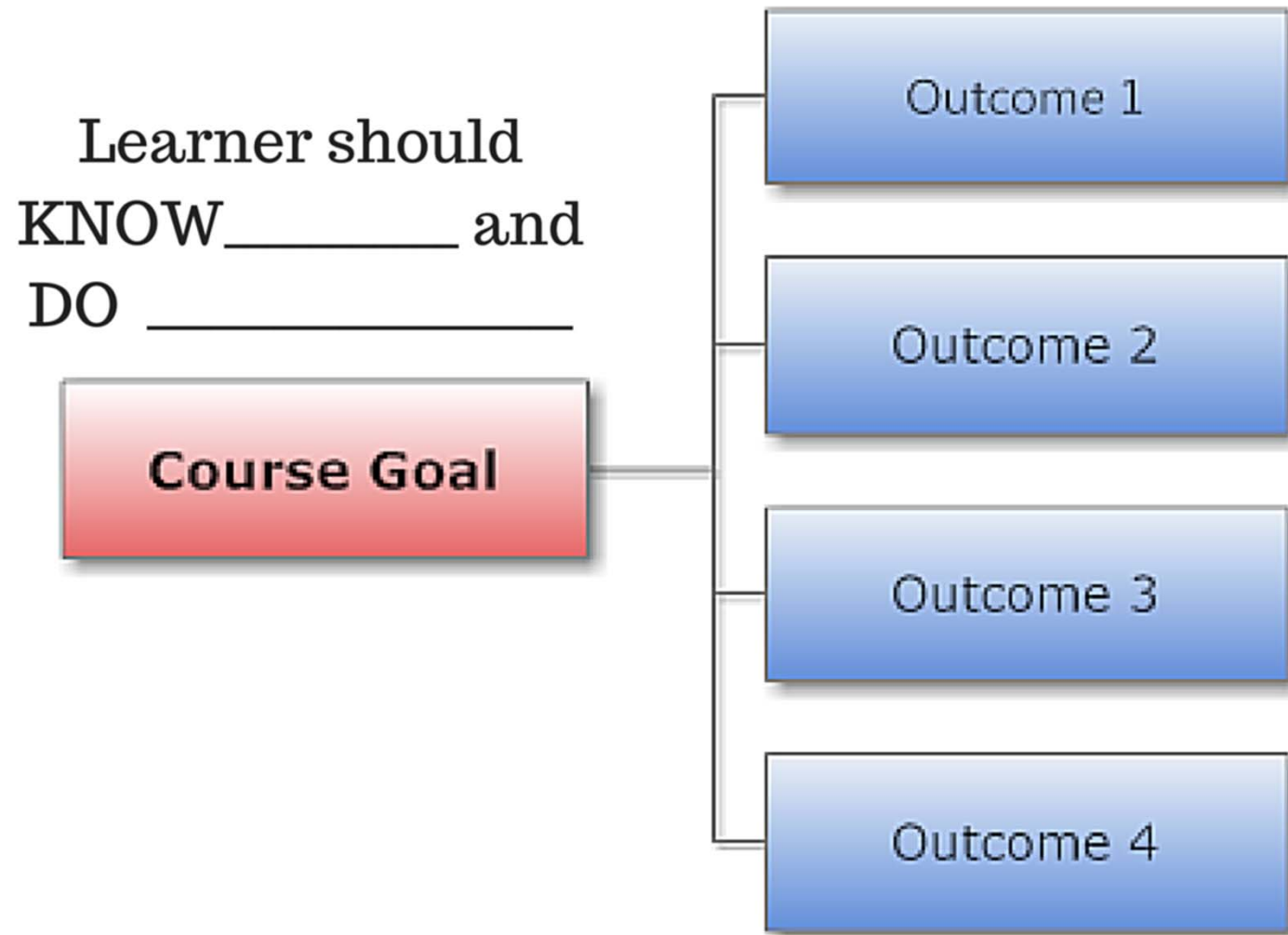


In the end

what do you
want your
learner to

KNOW
and
DO?

That's the goal.
Measure THAT!



Add components of that goal

OUTCOMES



**Focus on the
Learner**

**End State
Results**

WIFFM?

OBJECTIVES

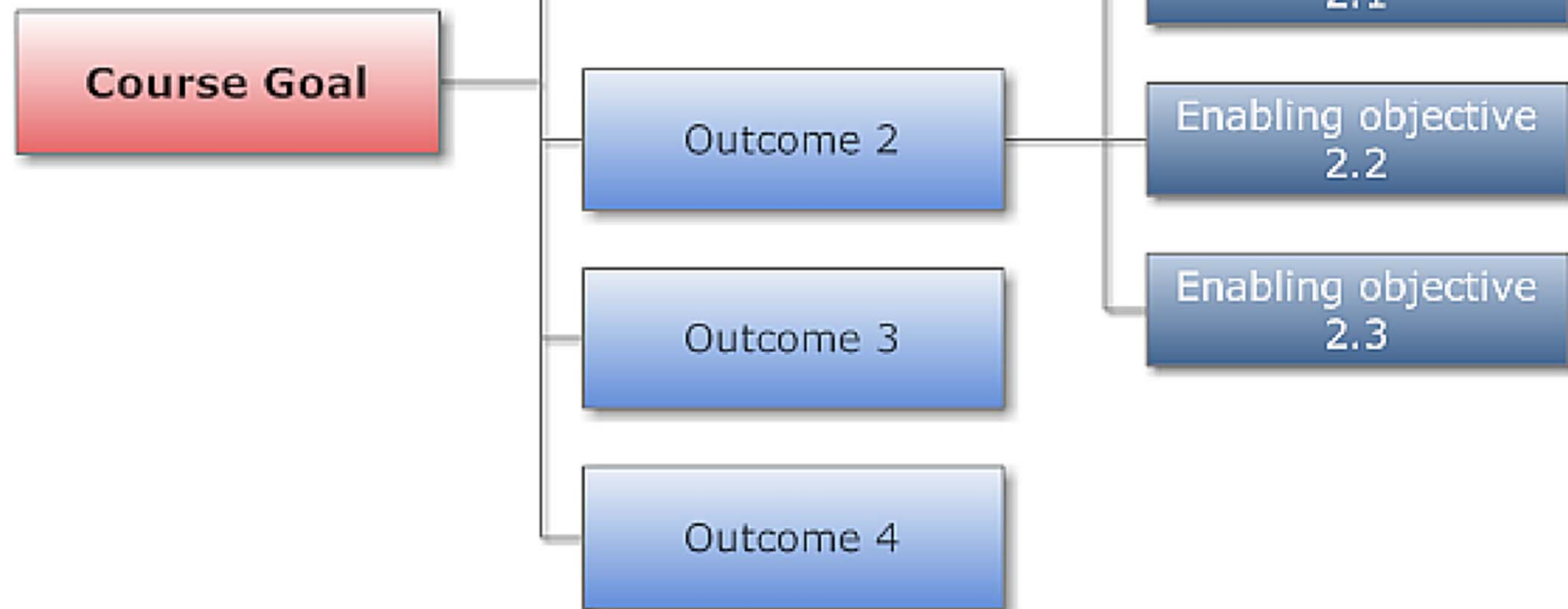


**Focus on
Teacher/Designer**

**Lesson Plans
How we get there**

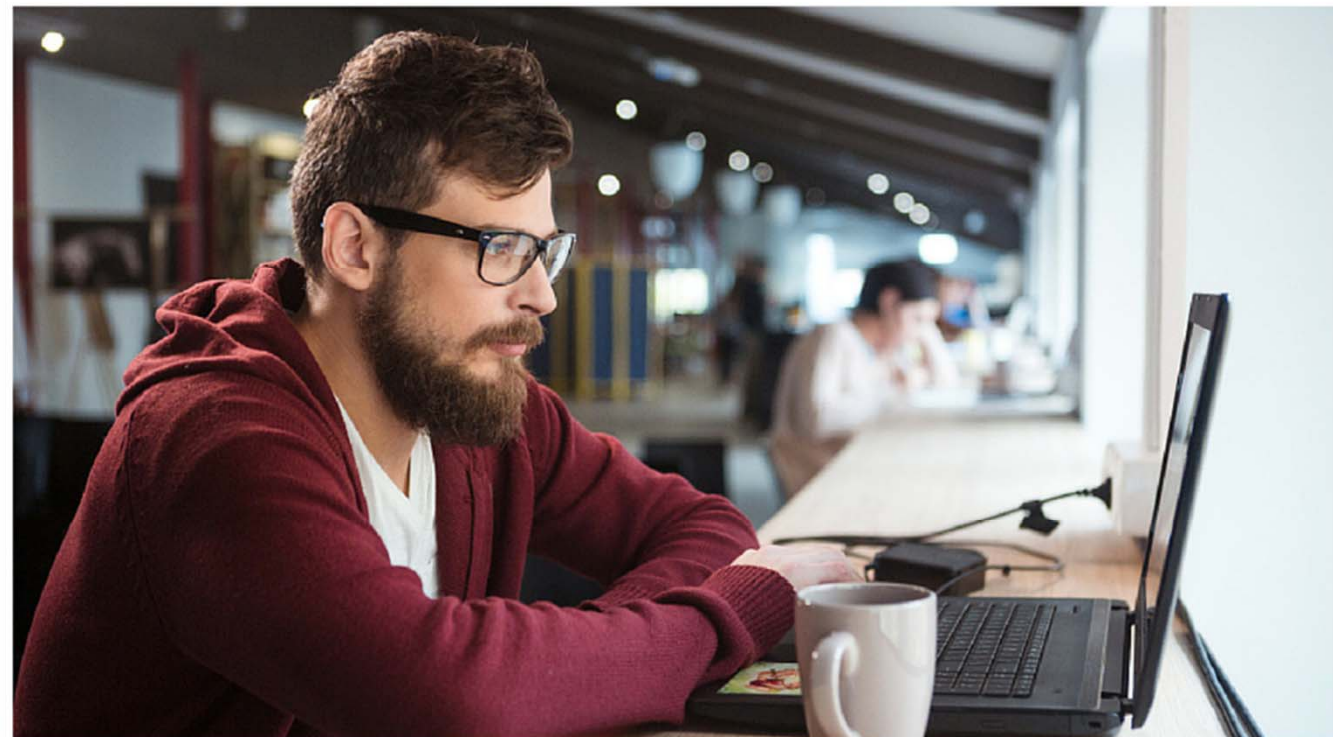
Add component steps of each outcome.

In the end, the learner should know _____ and be able to _____





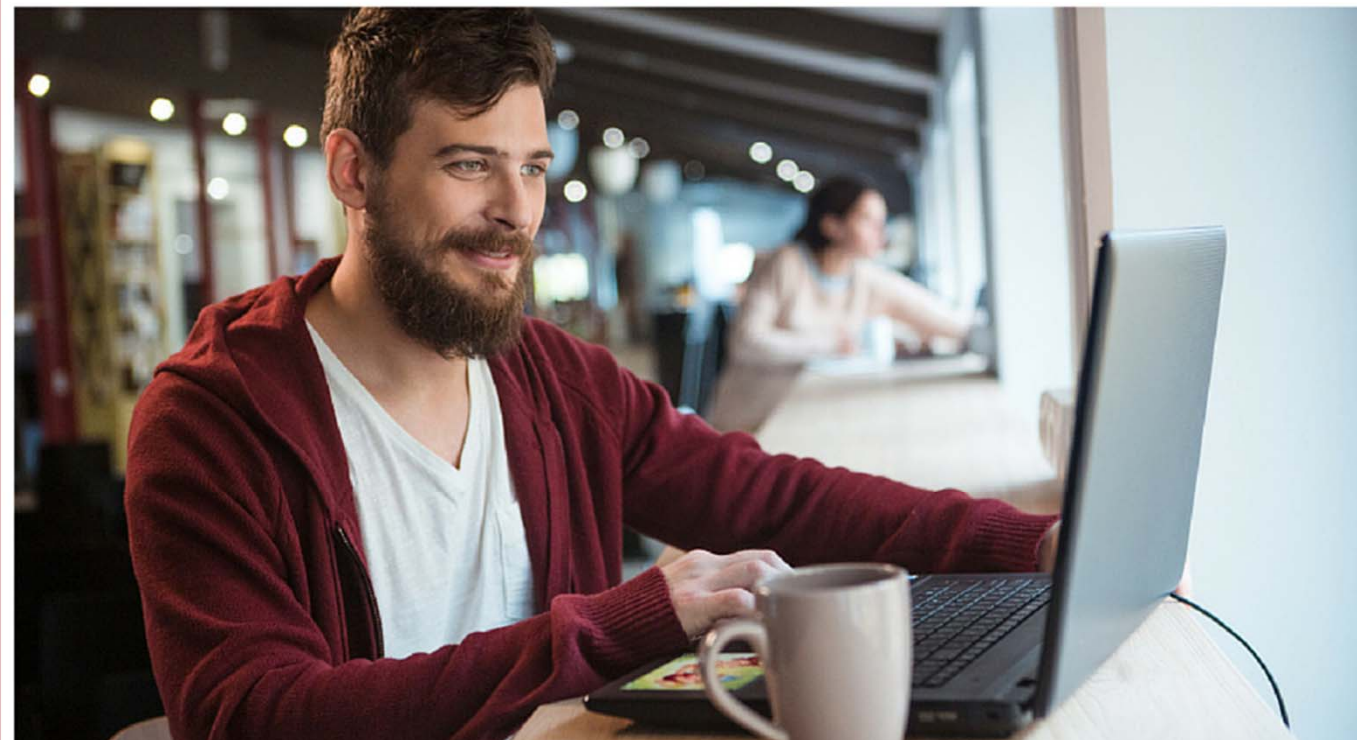
**How do you
know they
know?**



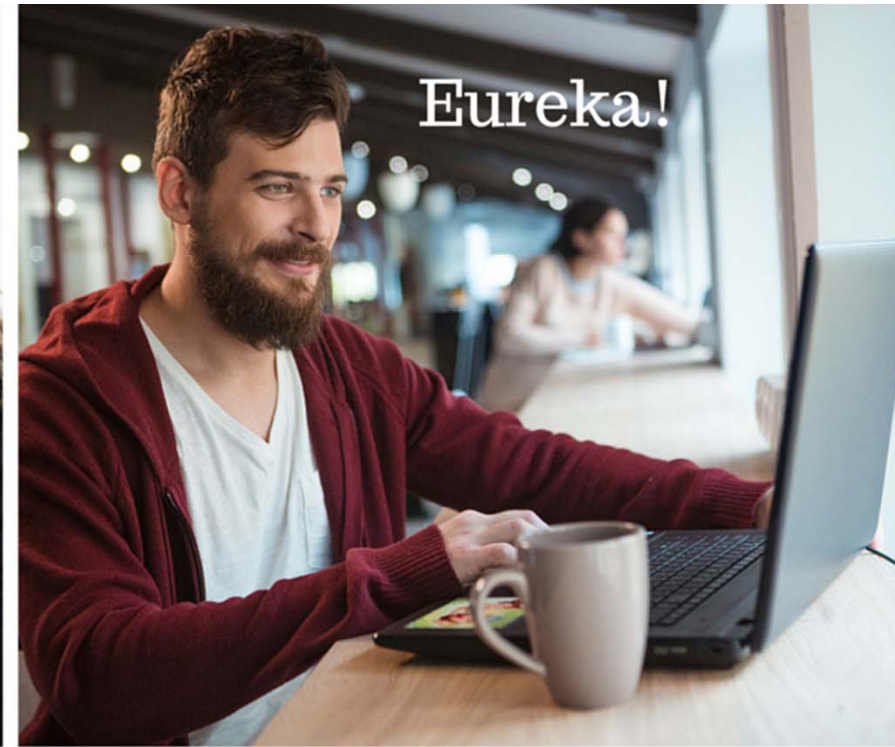
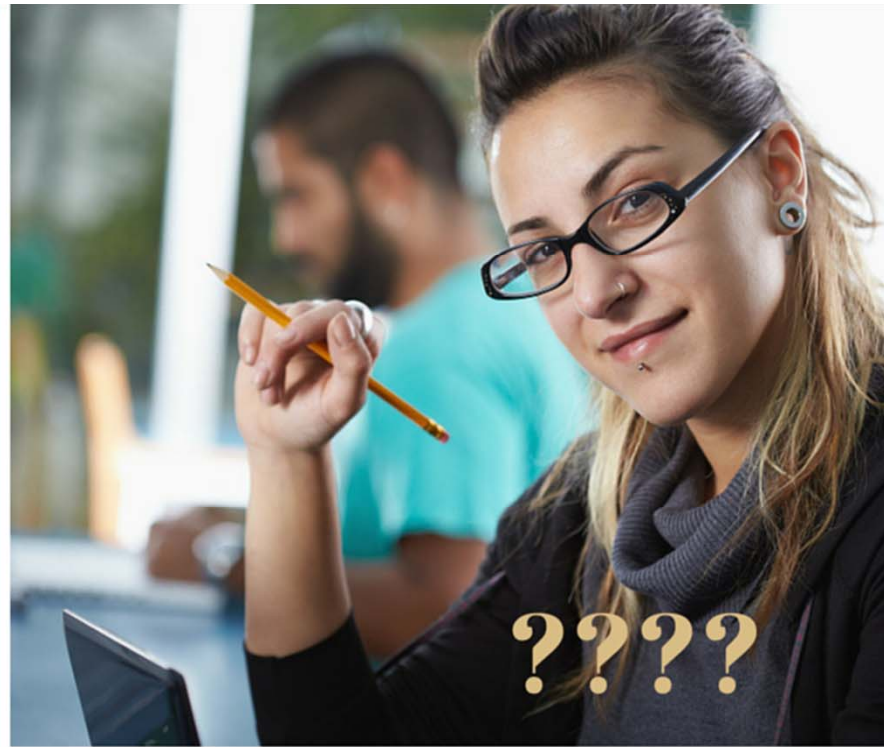
ASSESSMENT!

How do they know that they know?

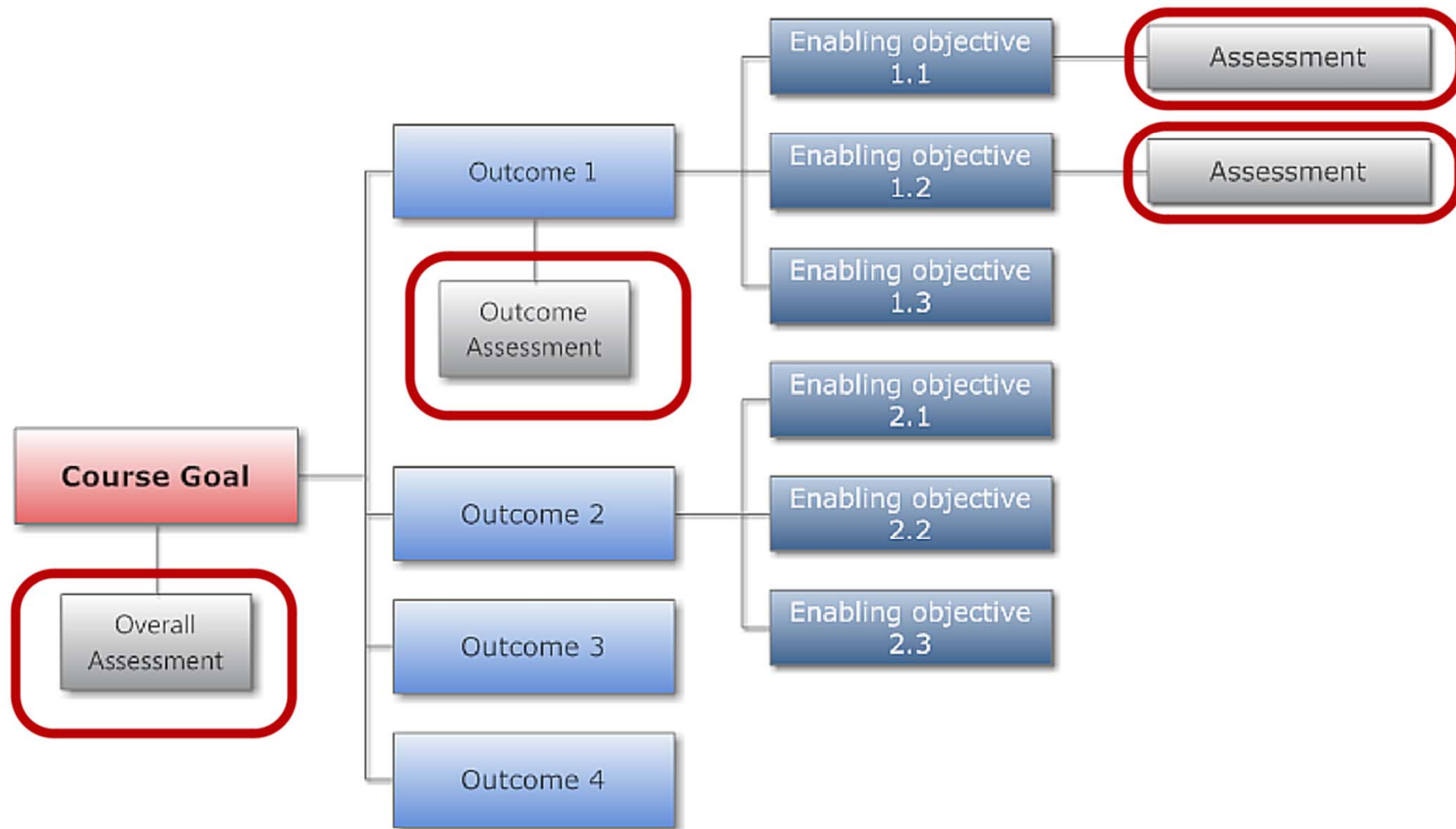
Feedback
Self measures
Progress checks
Reviews



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



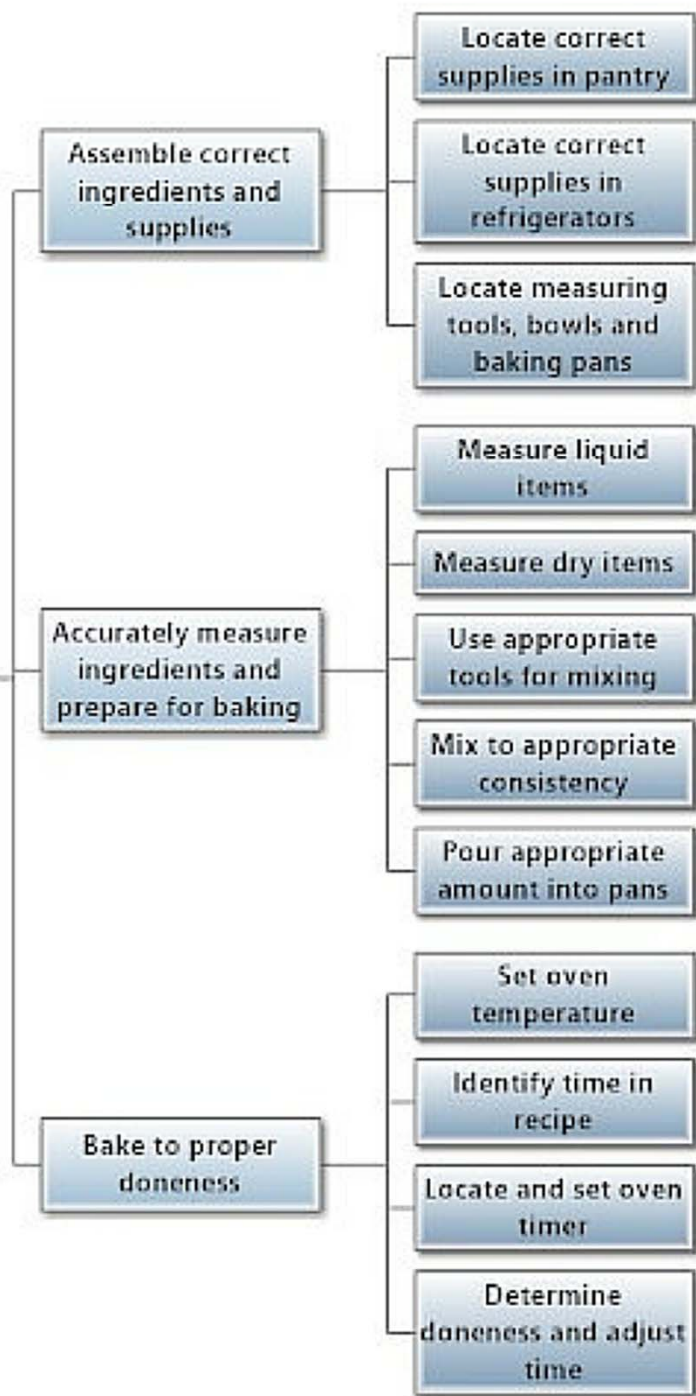
Assess each component



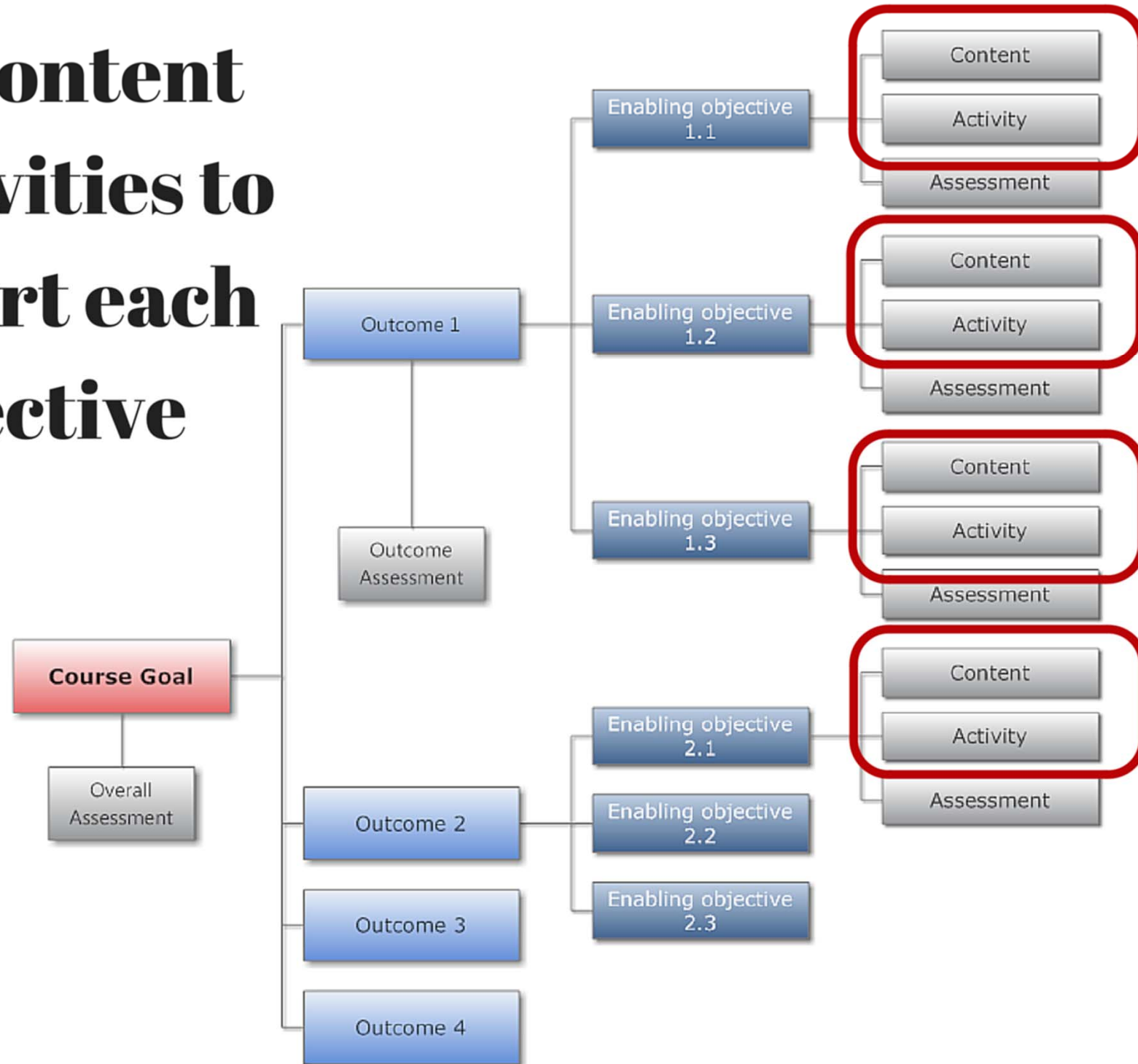
Baking Blueberry Muffins



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



Add content & activities to support each objective





Formative



Diagnostic

Pretest

How much do you know
before we start?

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?



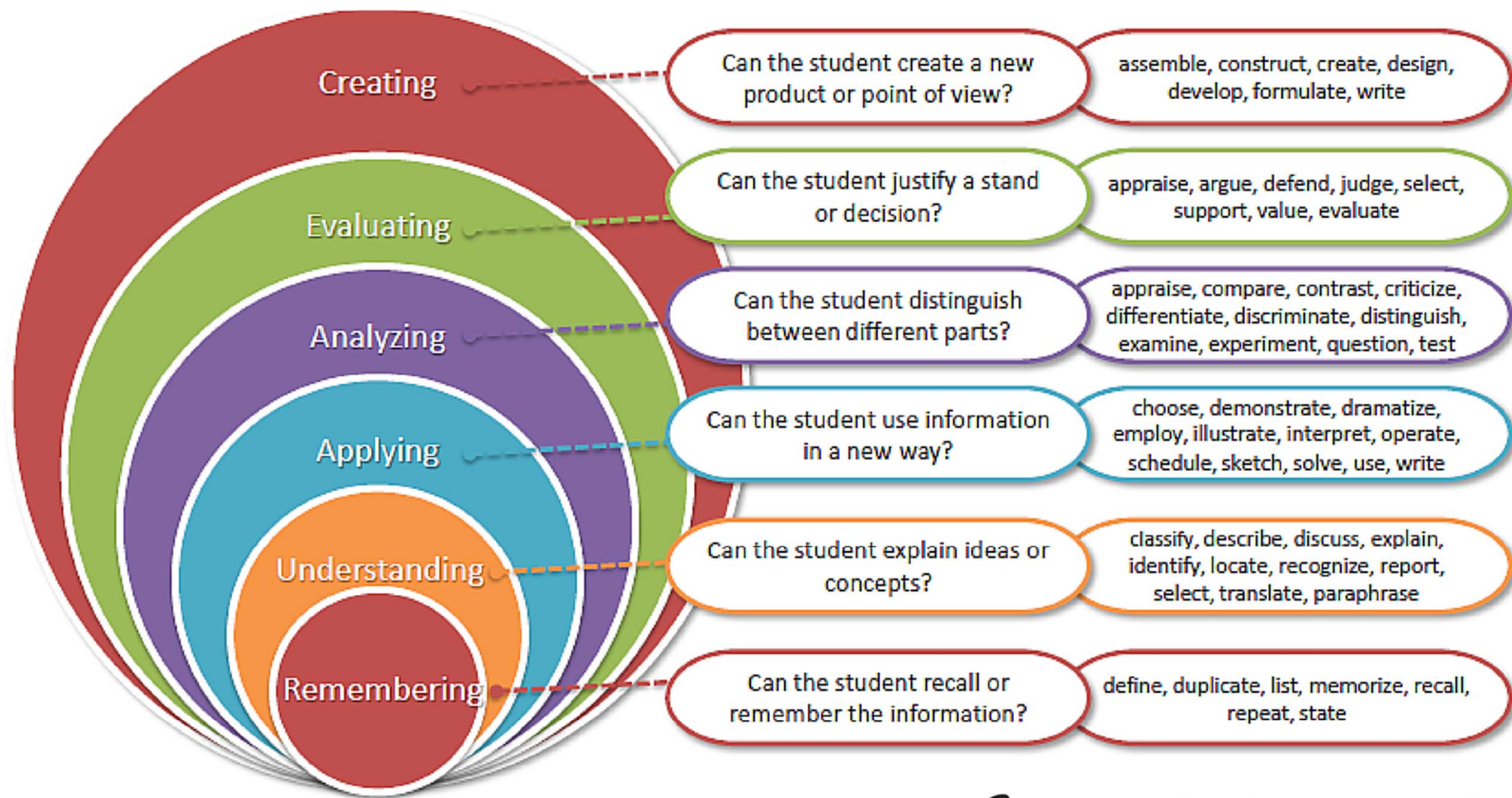
Authentic Assessment

.....
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

What makes this a good question?

In this video, the Sky Hero simulated skydiving that the protagonist does at the beginning of the film is considered:

An immersive game

An example of gamification

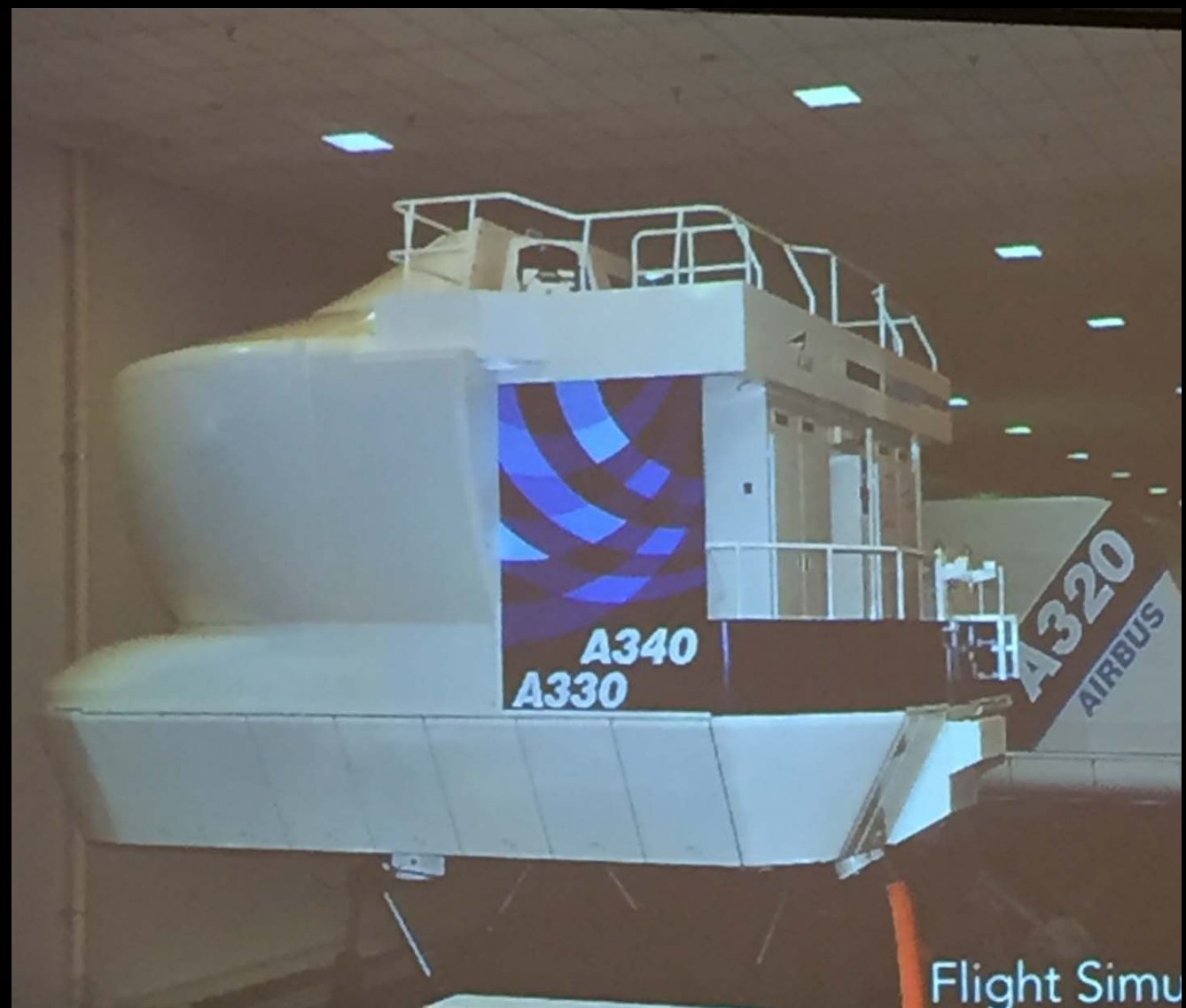
A game element

A game for change



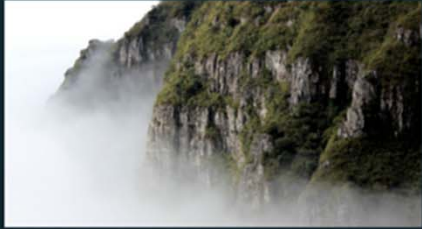
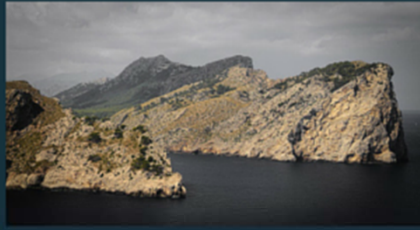
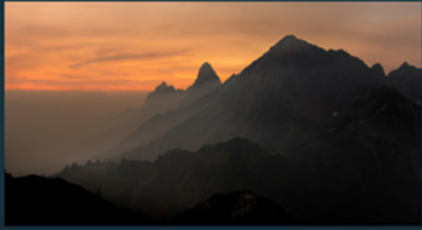
Sight. (2013) Robot Genius.
Available on YouTube and Vimeo

How can we
create this in
our learning?



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?





Tasks for Completion



Learner Response



COMPONENTS OF ASSESSMENT

<http://files.eric.ed.gov/fulltext/ED435630.pdf>



Rules for Scoring



**Interpretation
of Response**



A

B

C

D

F

**How do we
determine
proficiency?**

Share your
method with
your neighbors.

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
Flavor 	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
Texture 	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
Appearance 	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**

**LET'S PRACTICE
A FEW**

COMPLIANCE

EVERYONE'S FAVORITE!

HEALTHCARE
HOSPITAL STAFF

HIPPA

AGAIN??

HEALTHCARE
INSURANCE CO.



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



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

SOFTWARE UPGRADE

NEW AND IMPROVED!

**BANKING
BACK OFFICE STAFF**

INFORMATION SECURITY

PROTECT OUR ASSETS

**BANKING
ALL COLLEAGUES**

ACCOUNTING

DETAILS MATTER

COLLEGE
2ND YEAR STUDENTS

DIGITAL MARKETING

LET'S GET SOCIAL

COLLEGE
3RD YEAR STUDENTS

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?**





Thanks for joining us!

Jean Marrapodi

Kara Witt

jmarrapodi@applestar.org

kara.witt@citizensbank.com

[@jmarrapodi @kara_witt](#)

www.applestar.org