

A photograph of two women sitting at a desk, looking at a laptop screen. The woman on the left is wearing a light blue button-down shirt and has her hands resting on her chin, looking thoughtful. The woman on the right is wearing a plaid shirt and is gesturing with her hands while speaking. The background shows a white shelving unit with books and plants. The image has a semi-transparent dark overlay.

SPOTLIGHT

POWERED BY
Adobe Connect

ASSESSMENTS:
**ARE YOU TESTING
THE RIGHT THING?**

Jean Marrapodi, PhD, CPLP



 **illumina**
INTERACTIVE LEARNING

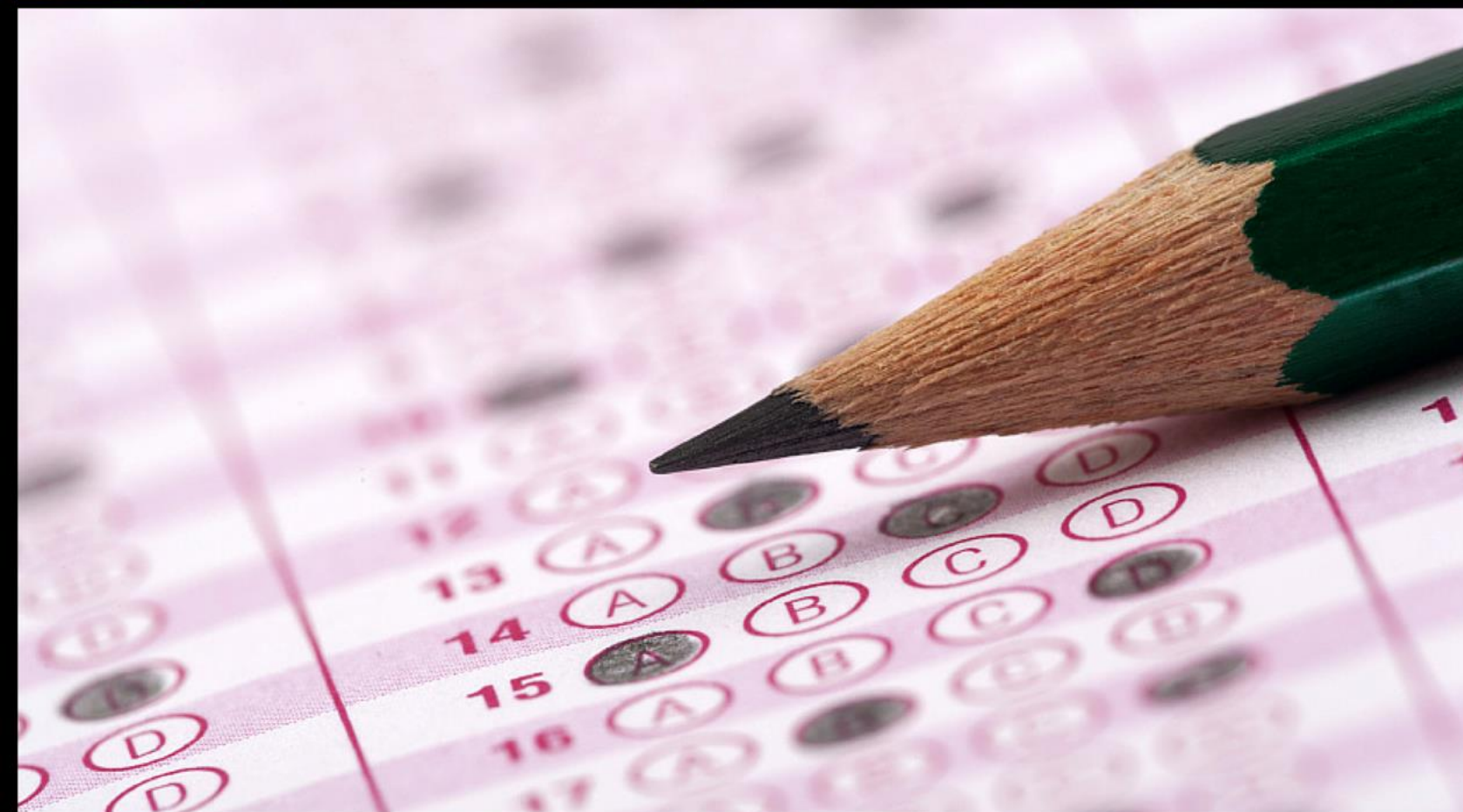
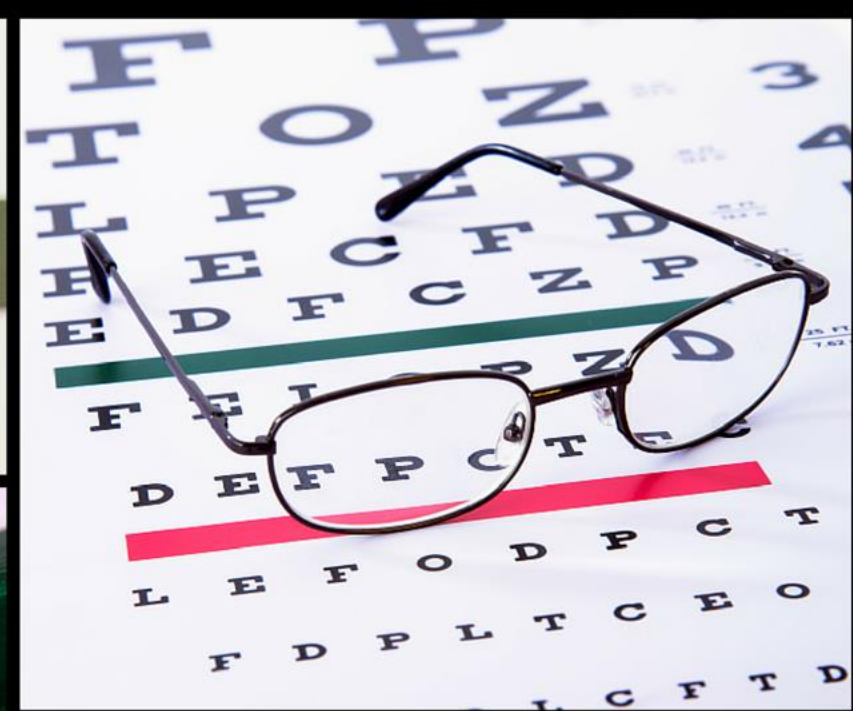
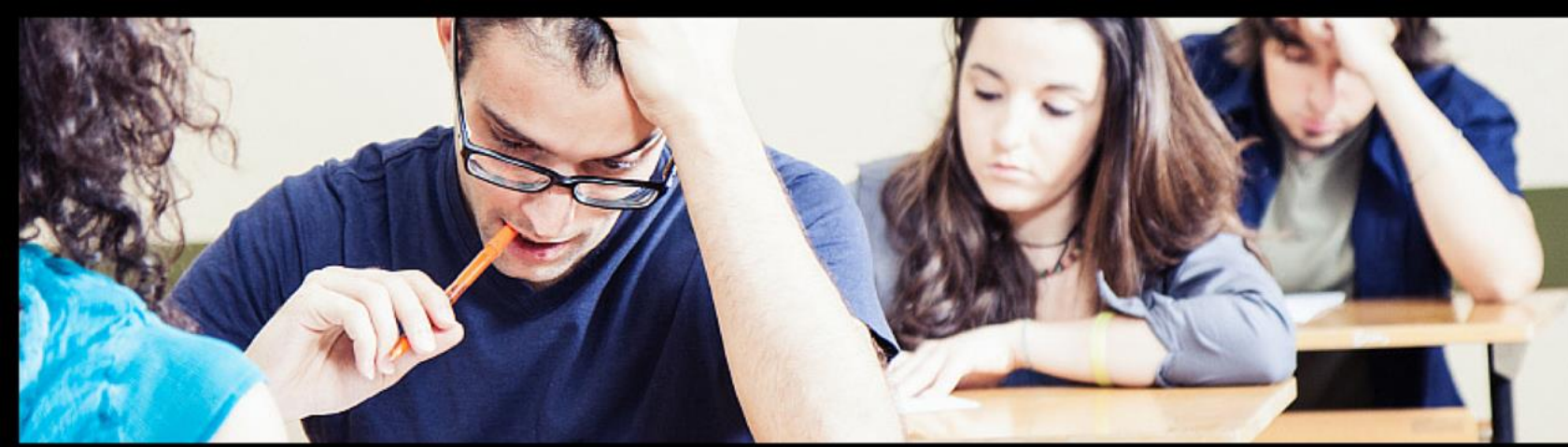
APPLESTAR PRODUCTIONS
VIDEO LEARNING

Jean Marrapodi, PhD, CPLP
Chief Learning Architect
jmarrapodi@applestar.org
401-440-8253
@jmarrapodi



 **by design ministries**

 **NEW ENGLAND COLLEGE OF BUSINESS**



Let's Talk

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



What emotions
were connected
to that event?



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



TODAY'S GOAL

At the end of this session

you should

KNOW

the importance
of aligning
outcomes &
assessments

DO

and be able to
create
authentic
assessments

Know and Do

Clarification

LET'S CLEAR UP SOME OF THE FUZZY TERMINOLOGY DIFFERENCES



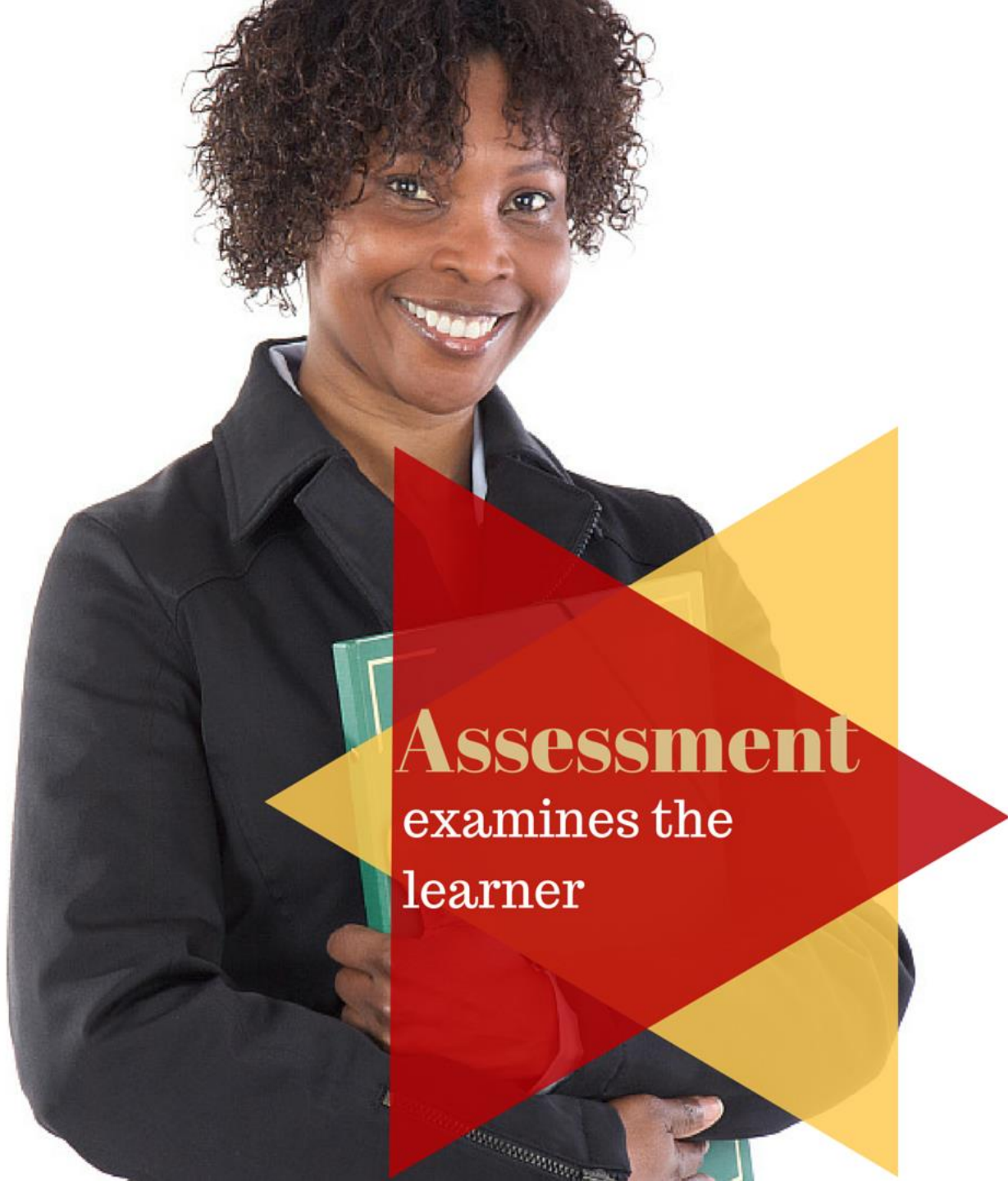
Assessment



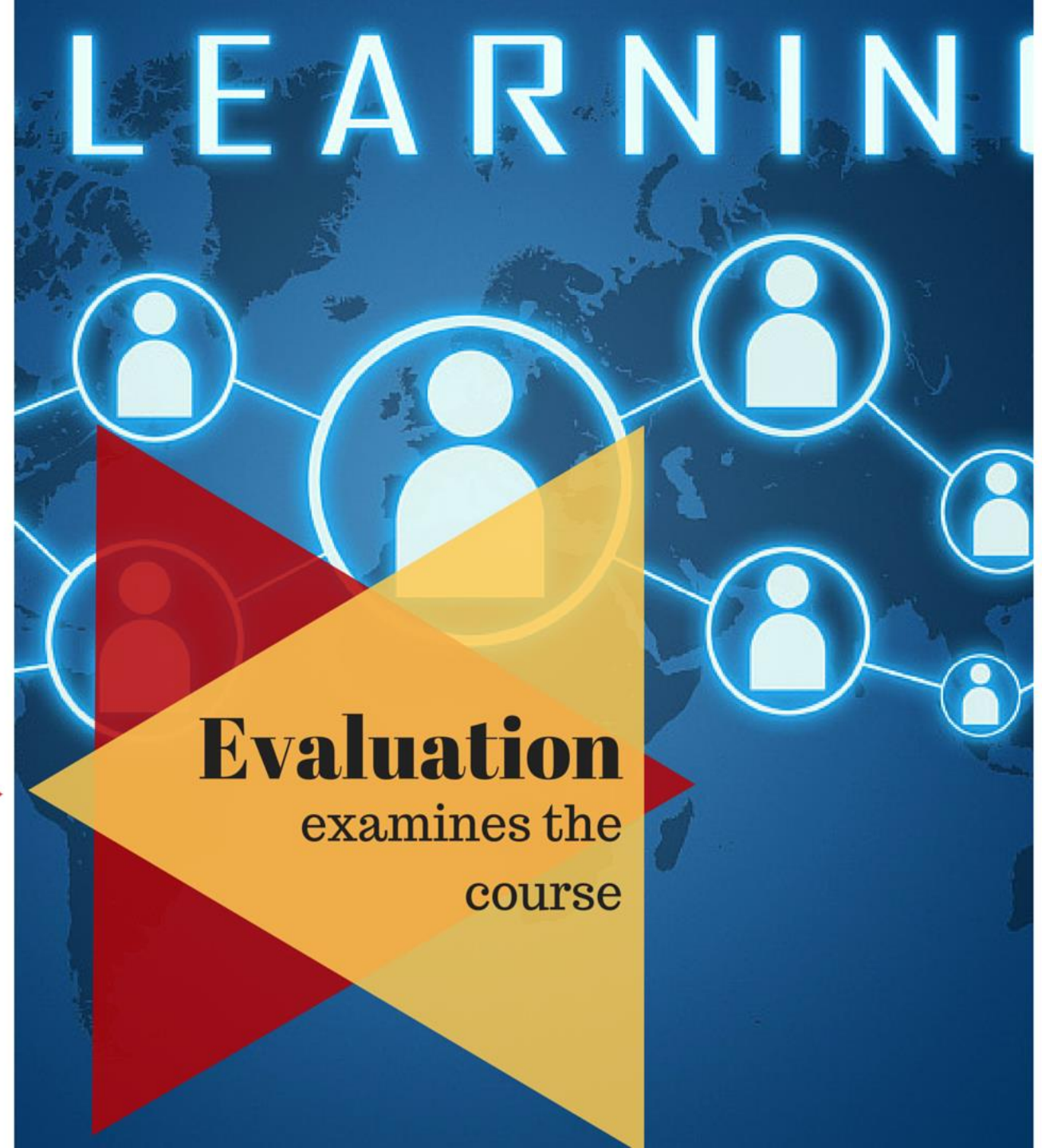
Survey



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?





**Why do we assess
learners??**

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

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 workspace on a wooden desk. On the left is a silver laptop with a black keyboard. In the center is an open, cream-colored notebook with a grid pattern. A black pen lies on the right page of the notebook. The text 'Objective 1', 'Objective 2', and 'Objective 3' is written on the notebook page. The background is a blurred wooden floor.

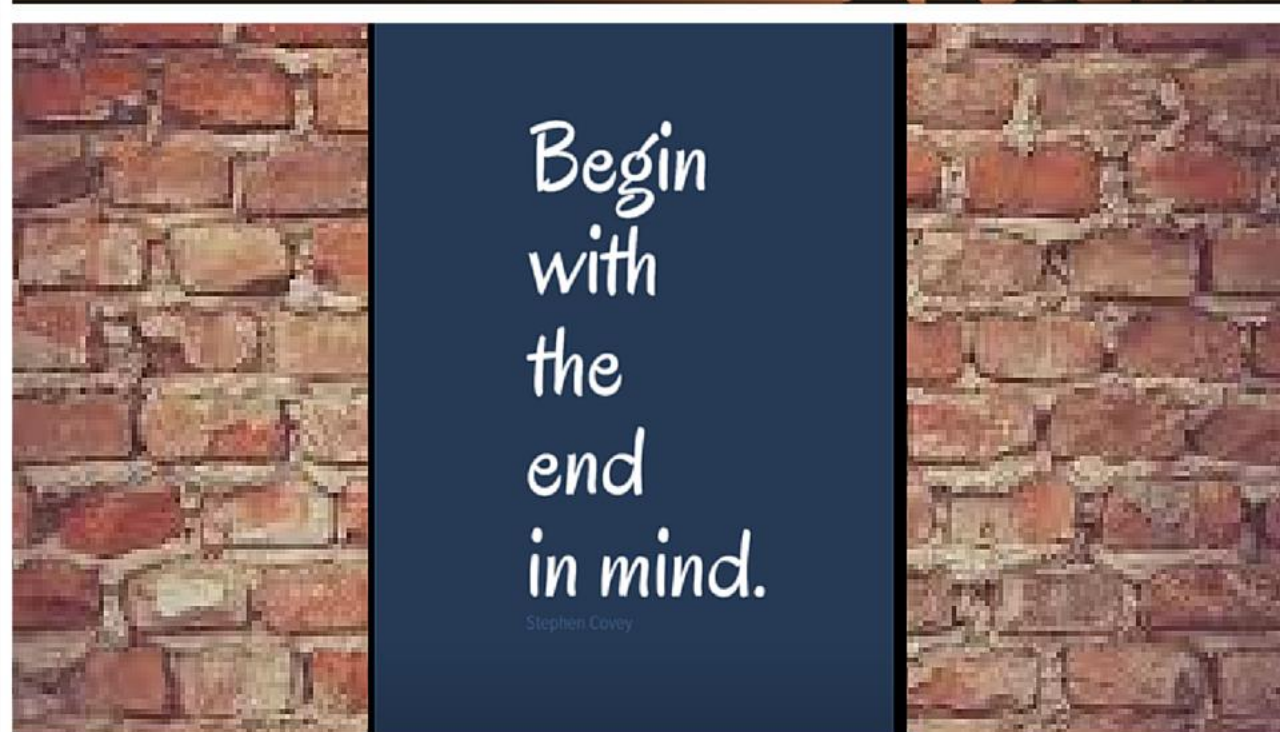
Objective 1
Objective 2
Objective 3

**Why do we write
objectives?**

**LET'S
TAKE
ANOTHER
POLL!**

Do you write
objectives?







WHAT IS THE GOAL?

**IN THE END,
WHAT DO YOU WANT
YOUR LEARNER TO
KNOW
AND DO?**

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

ESTABLISH THE GOAL

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

OUTCOMES

Outcome 1

Outcome 2

Outcome 3

ADD OUTCOMES TO THE GOAL

INSTRUCTIONAL DESIGN 101

OUTCOMES

- Focus on the learner
- End state results
- WIIFM

At the end of this lesson, you should be able to use the style features of Word to create professional looking documents.



INSTRUCTIONAL DESIGN 101

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OBJECTIVES

- Focus on the teacher/designer
- Lesson plans
- How we get there

In this lesson, you will learn how to use the Format Painter to copy font styles

INSTRUCTIONAL DESIGN 101

OUTCOMES

- Focus on the learner
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Focus on **DOING**
Practical application

OBJECTIVES

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Focus on **LEARNING**
Task based

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

OUTCOMES

Outcome 1

Outcome 2

Outcome 3

OBJECTIVES

Objective 1a

Objective 1b

Objective 2a

Objective 3a

Objective 3b

ADD OBJECTIVES TO EACH OUTCOME



LET'S BAKE SOME BLUEBERRY MUFFINS



GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

In the end, the
learner will be able
to select, assemble
and measure
ingredients to bake
blueberry muffins

LET'S BAKE SOME BLUEBERRY MUFFINS

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

In the end, the
learner will be able
to select, assemble
and measure
ingredients to bake
blueberry muffins

OUTCOMES

Learner will be able to

Assemble correct
ingredients and supplies

Accurately measure
ingredients and prepare
for baking

Bake to proper doneness

LET'S BAKE SOME BLUEBERRY MUFFINS

GOAL

In the end, the learner will KNOW _____ and be able to (DO) _____

In the end, the learner will be able to select, assemble and measure ingredients to bake blueberry muffins

OUTCOMES

Learner will be able to

Assemble correct ingredients and supplies

Accurately measure ingredients and prepare for baking

Bake to proper doneness

OBJECTIVES

Learner will be able to

Locate correct supplies in pantry

Locate correct supplies in refrigerator

Locate measuring tools, bowls & baking pans

Measure liquid items

Measure dry items

Use appropriate tools for mixing

Mix to appropriate consistency

Pour appropriate amount into pan

Set oven temperature

Identify time in recipe

Locate and set oven timer

Determine doneness and adjust recipe

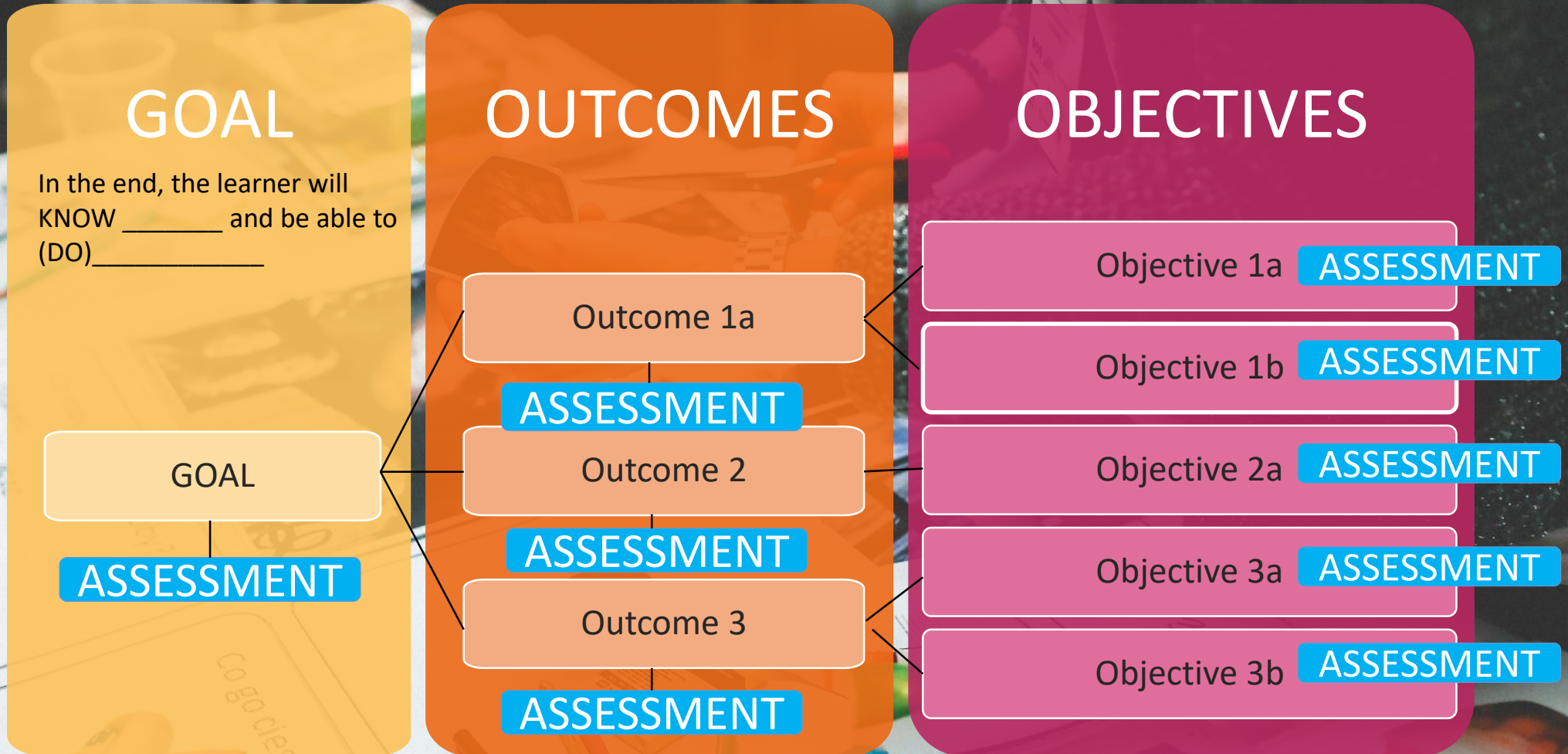
LET'S BAKE SOME BLUEBERRY MUFFINS



HOW DO YOU KNOW
THAT THEY KNOW?

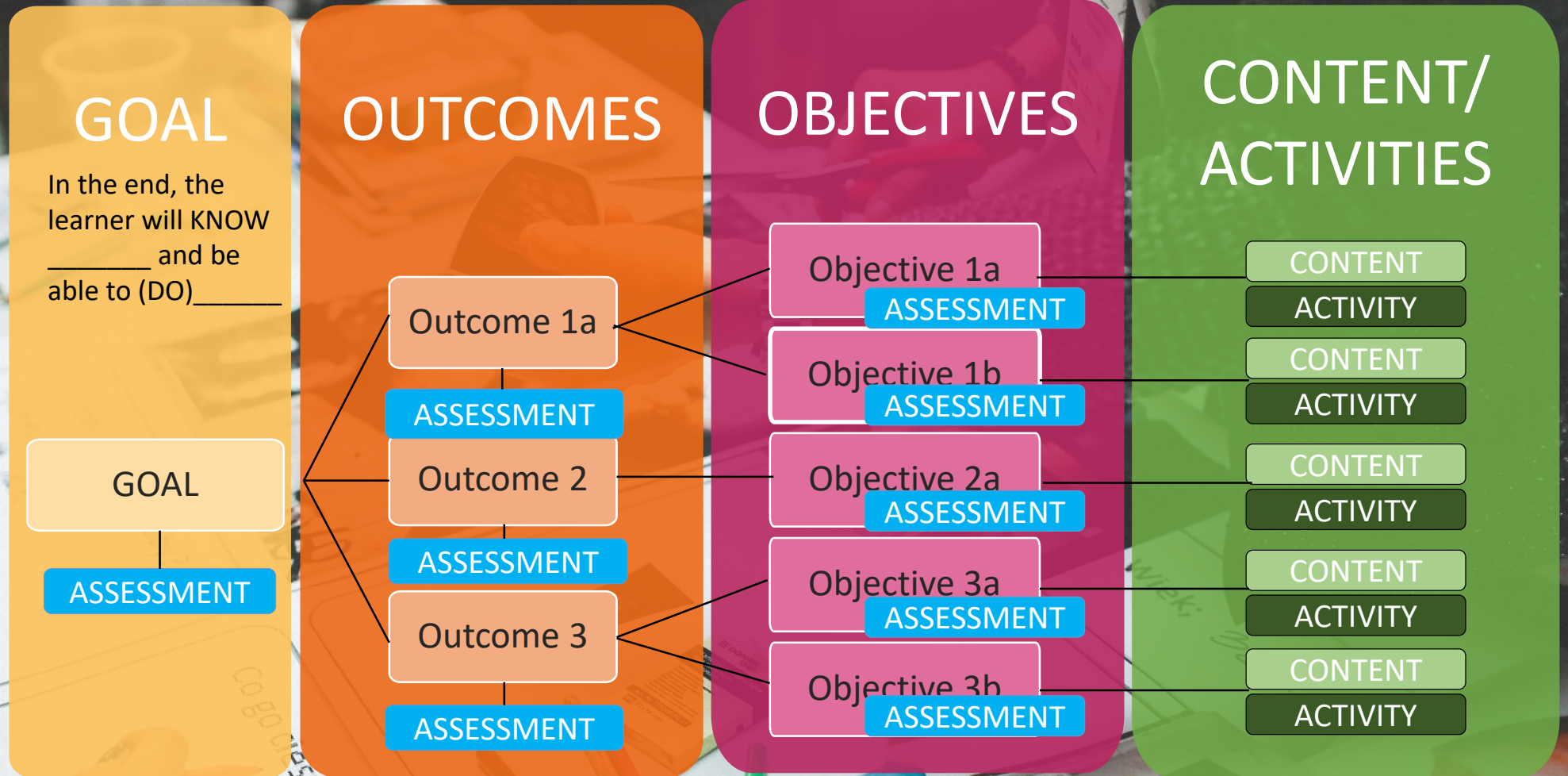
ASSESSMENT

INSTRUCTIONAL DESIGN 101



ASSESS EACH COMPONENT

INSTRUCTIONAL DESIGN 101



ADD ALIGNING CONTENT AND ACTIVITIES

HOW DO THEY KNOW THAT THEY KNOW?

- Feedback
- Self measures
- Progress checks
- Reviews and

ASSESSMENT





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?





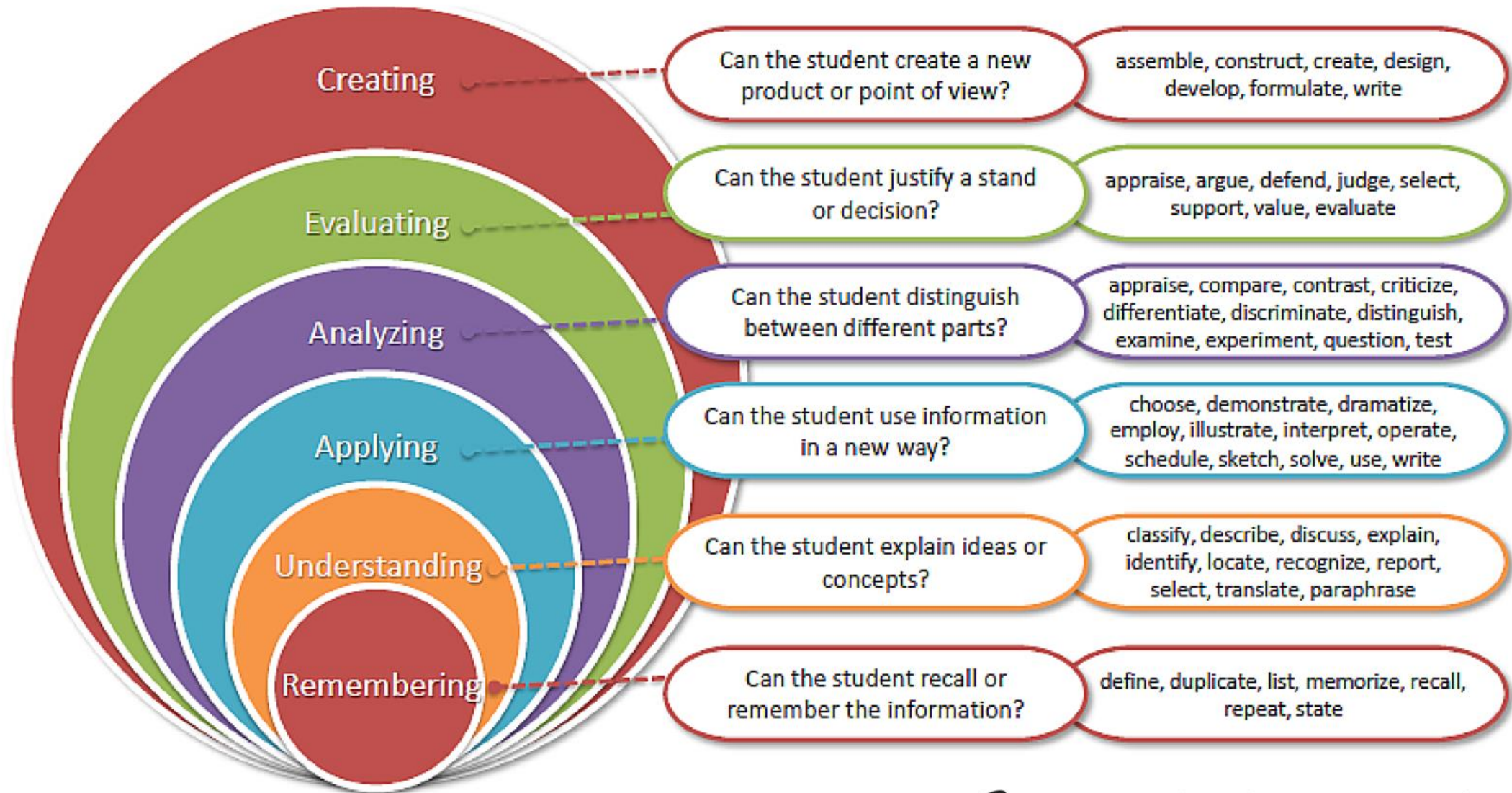
Authentic Assessment

.....
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

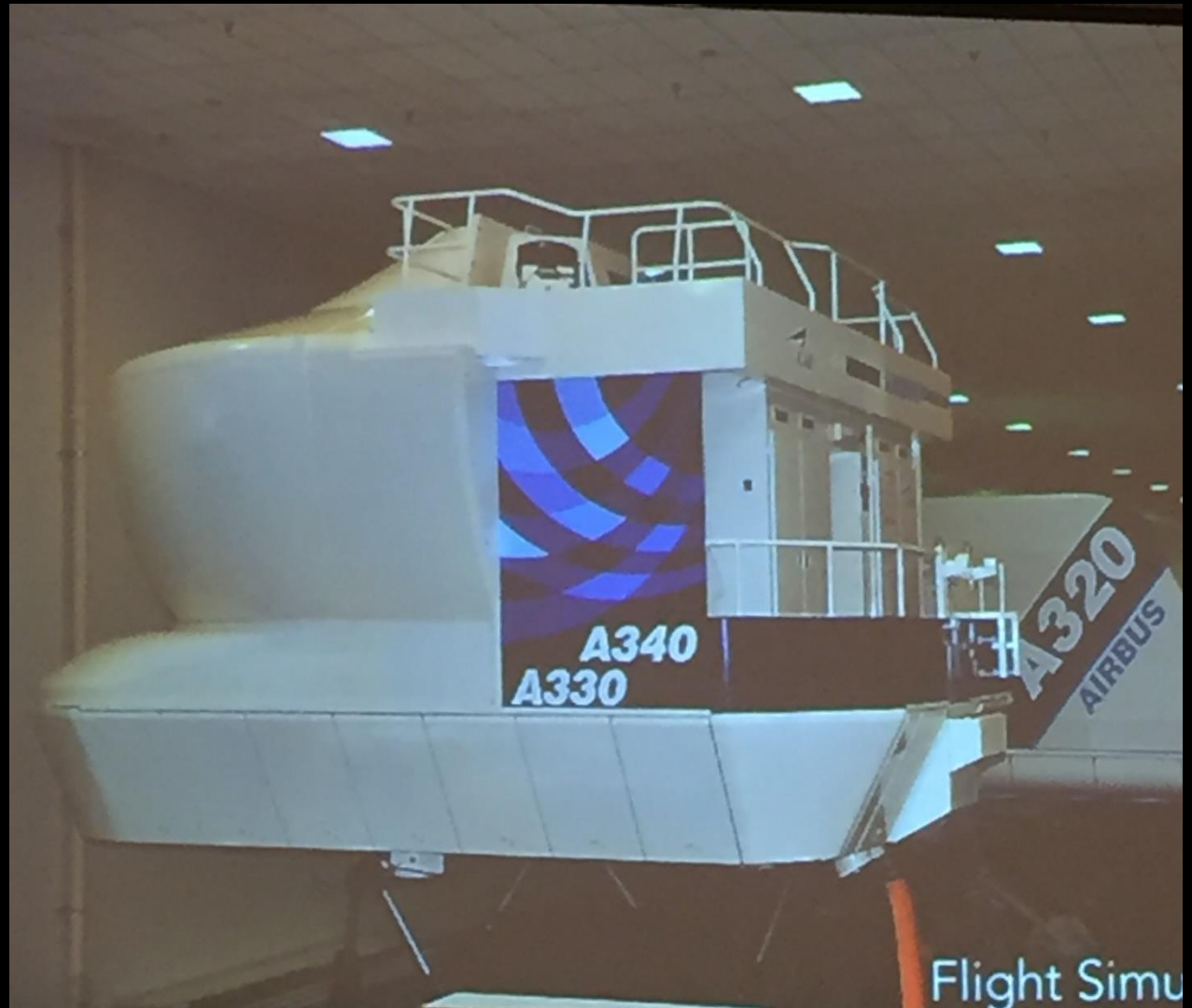
A game element

A game for change



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

How can we
create this in
our learning?



Flight Simu

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

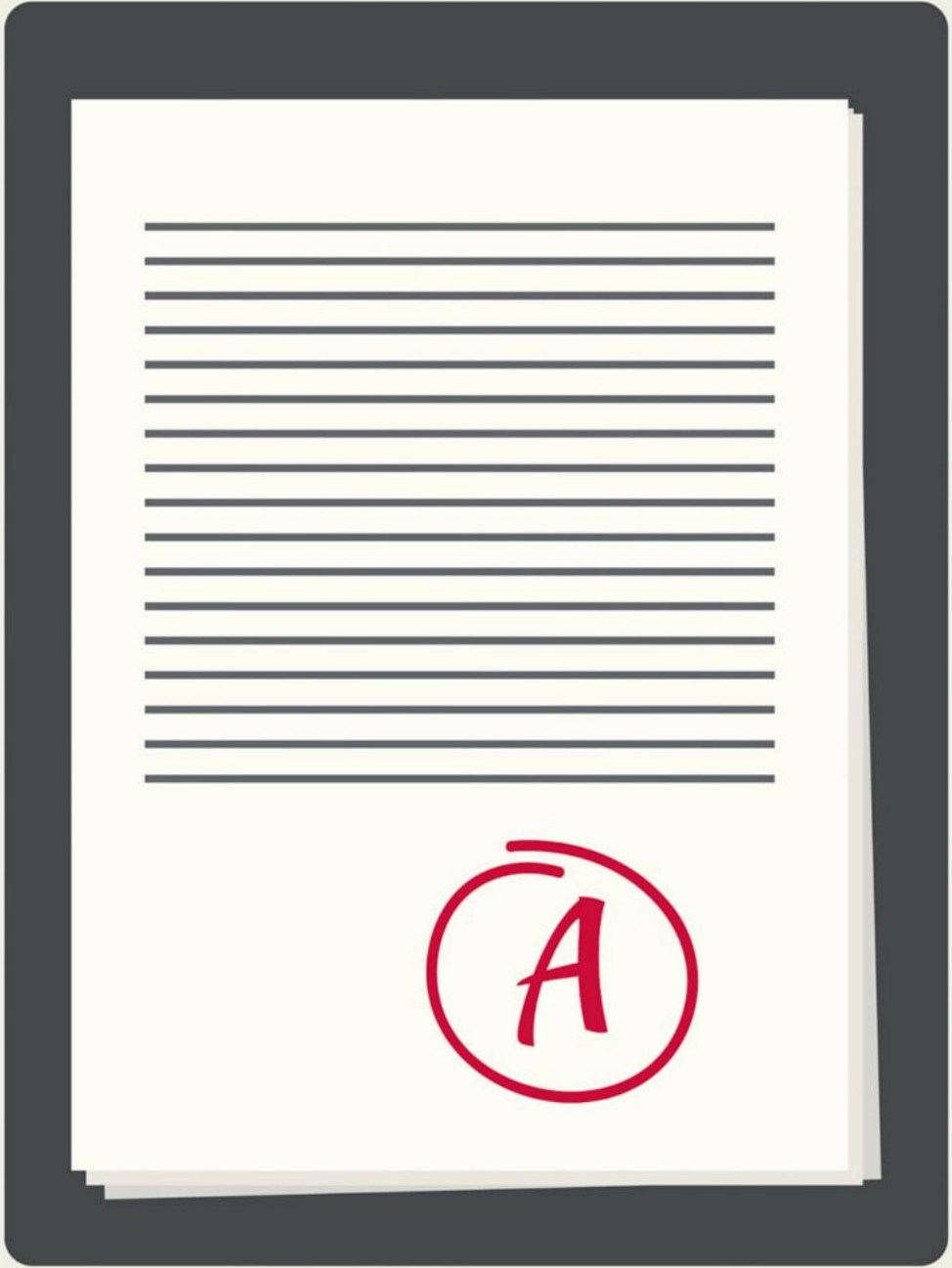
<http://files.eric.ed.gov/fulltext/ED435630.pdf>



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

BLUEBERRY MUFFIN RUBRIC

Task: To bake an edible blueberry muffin

	Criteria	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

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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

Dual question boxes

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?**



Please take a moment to complete your evaluation.

Thanks!

Jean Marrapodi

jmarrapodi@applestar.org

[@jmarrapodi](#)

www.applestar.org