


### Let's Talk

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






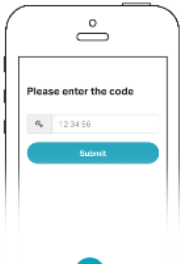
Go to [www.menti.com](http://www.menti.com) and use the code 21 29 67



1  
Grab your phone



2  
Go to [www.menti.com](http://www.menti.com)



3  
Enter the code 21 29 67 and vote!



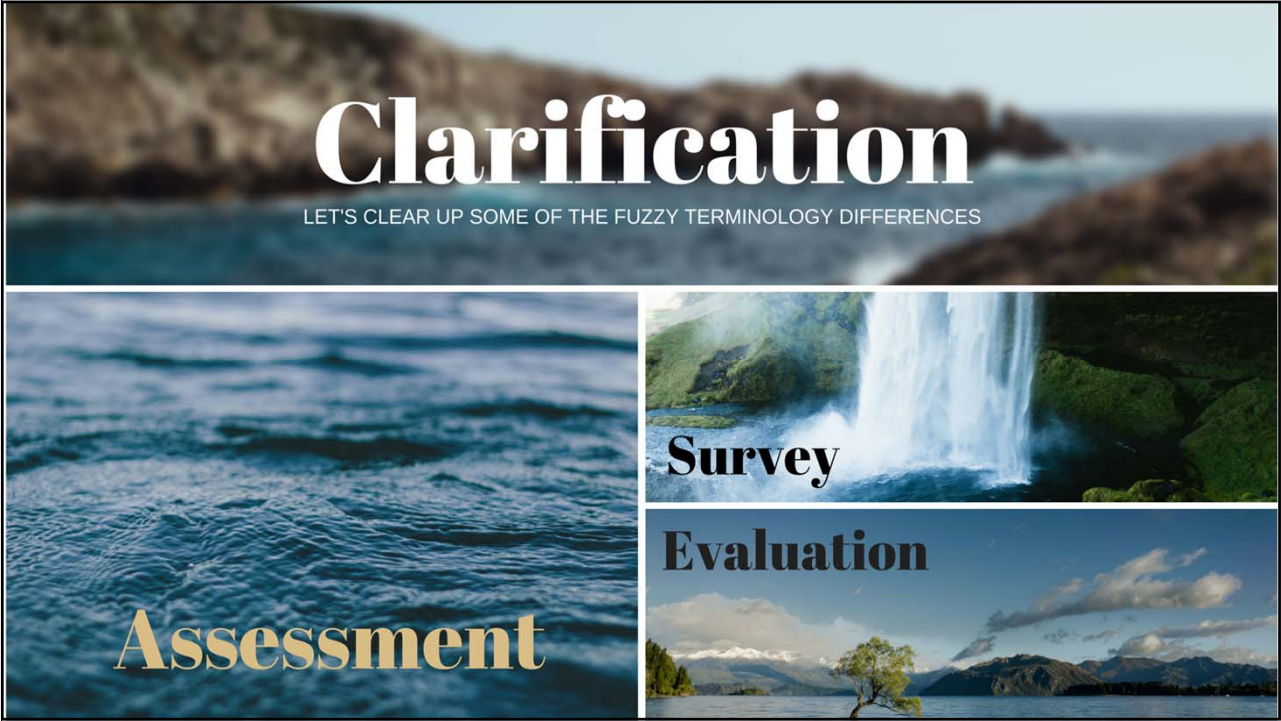


**TODAY'S GOAL**  
At the end of this session  
you should

**KNOW**  
the importance  
of aligning  
outcomes &  
assessments

**DO**  
and be able to  
create  
authentic  
assessments











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.menti.com](https://www.menti.com) and use the code 21 29 67

When do you usually create your assessments?

Mentimeter

0%

First thing in my design process

0%

Early in the design process

0%

Midway through the design process

0%

Near the end of the design process

0%

At the end of content development

0%

At the last minute, right before it goes live

0









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??**







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.menti.com](https://www.menti.com) and use the code 21 29 67

## Do you write objectives?

Mentimeter

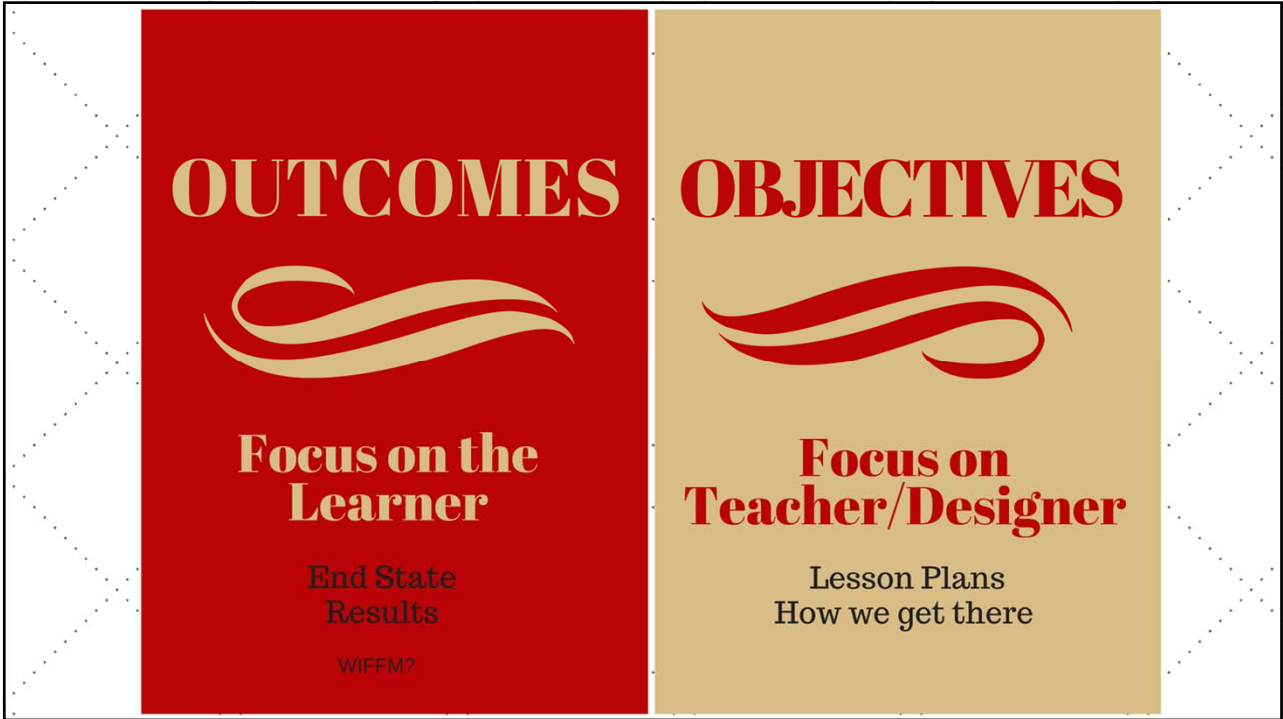
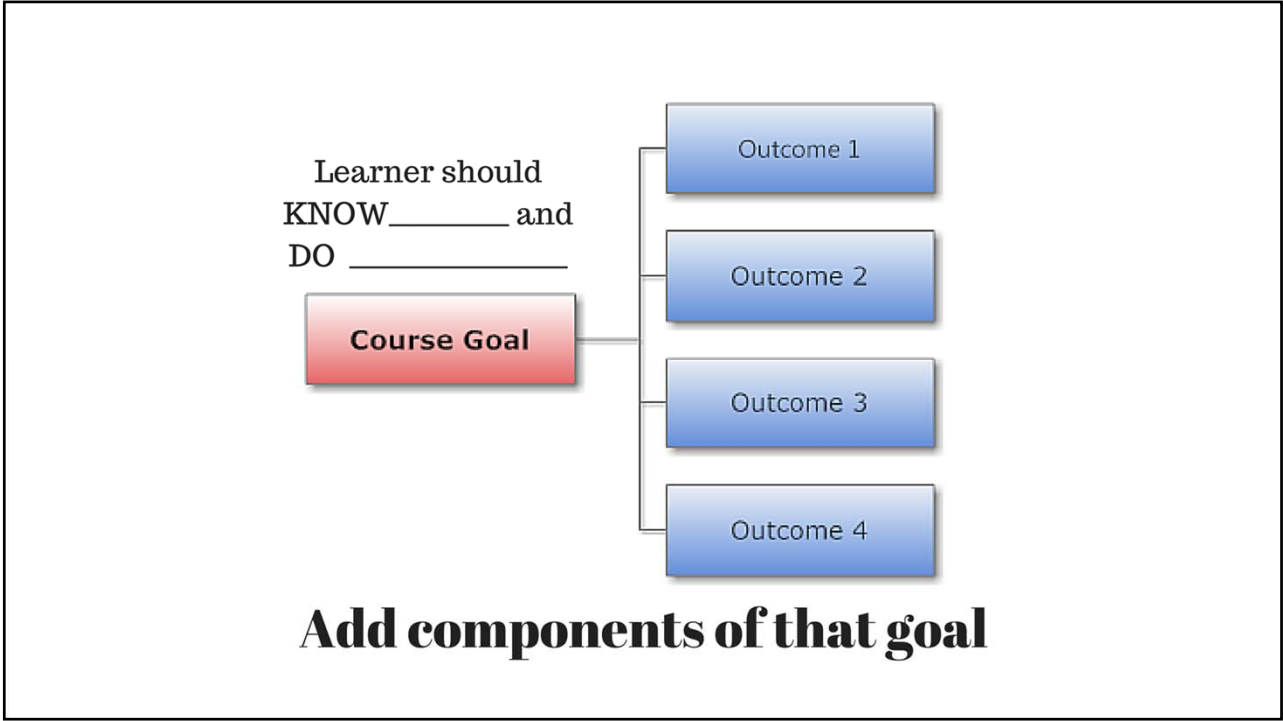
0%	0%	0%	0%	0%	0%	0%
Yes! I write them before doing anything else.	Yes! I write them and they guide everything about my design process.	Yes! I write them so I can put them on the first slide for the learner to know what's coming up.	No. I used to but stopped. No one reads them anyway.	No. They come from my SME.	Yes and no. They come from my SME and I refine them.	What's an objective?

0

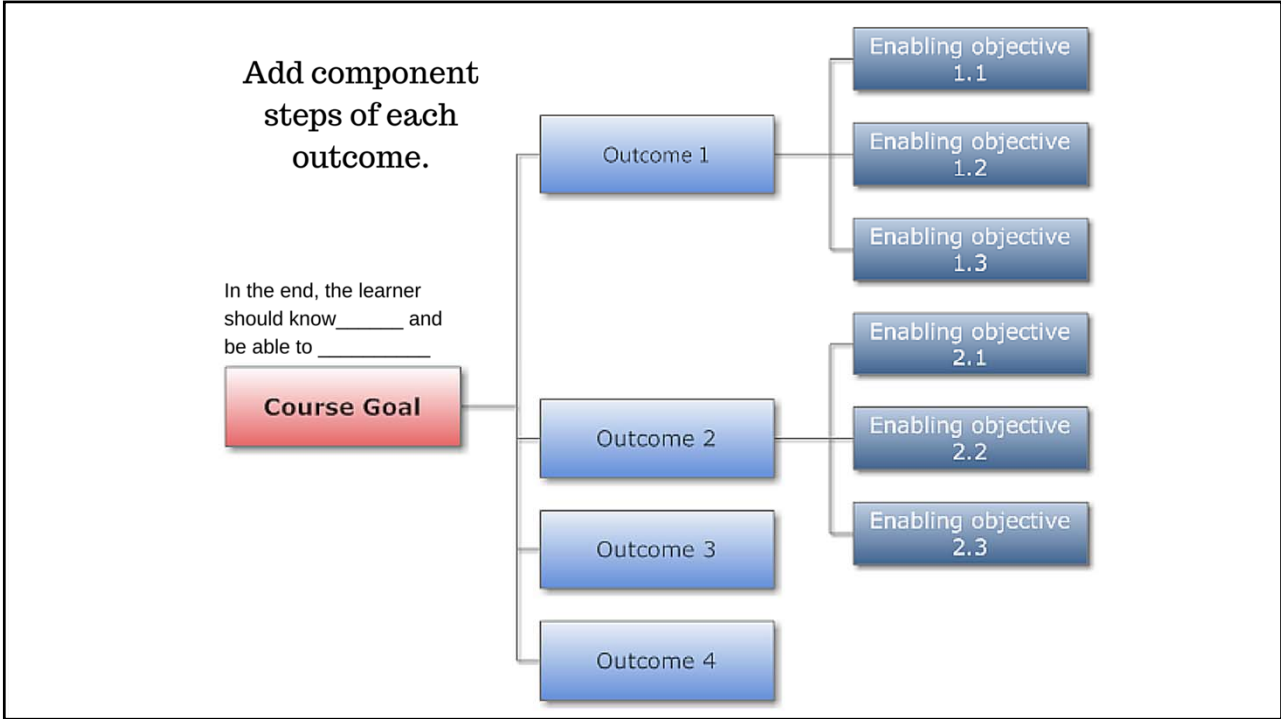
















How do you  
know they  
know?

**ASSESSMENT!**



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

Feedback  
Self measures  
Progress checks  
Reviews

????



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

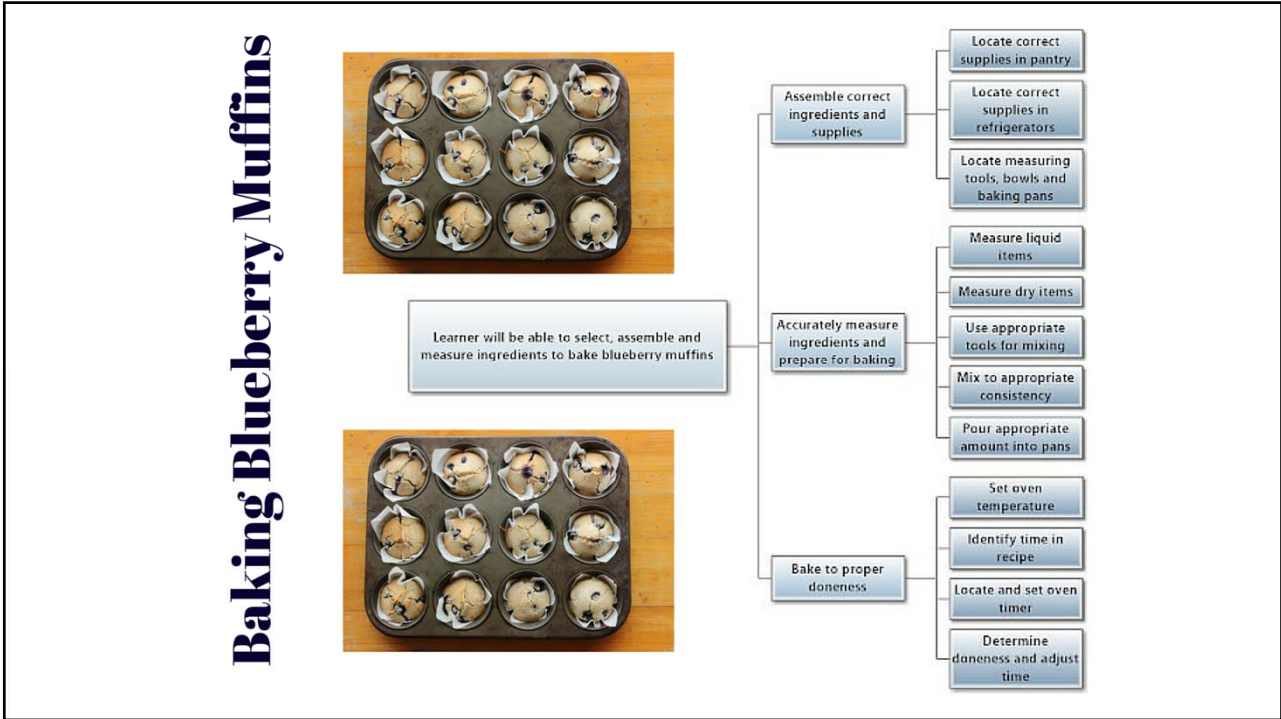
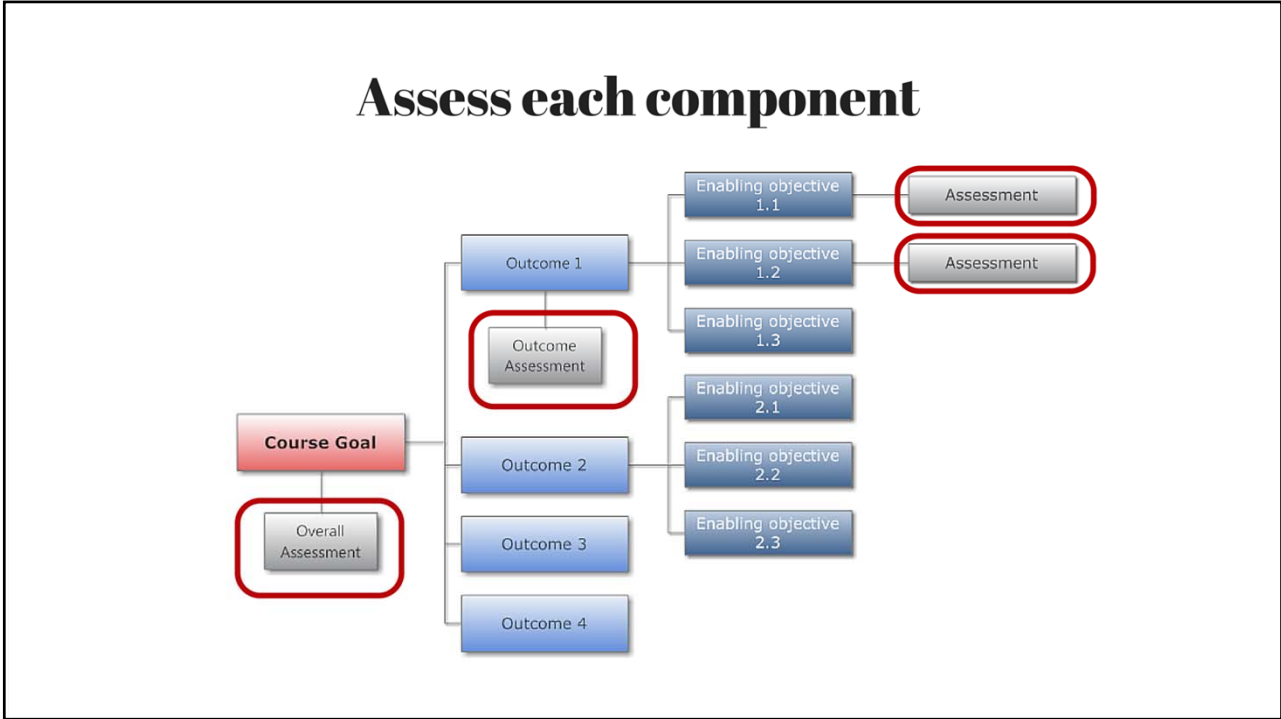


Eureka!

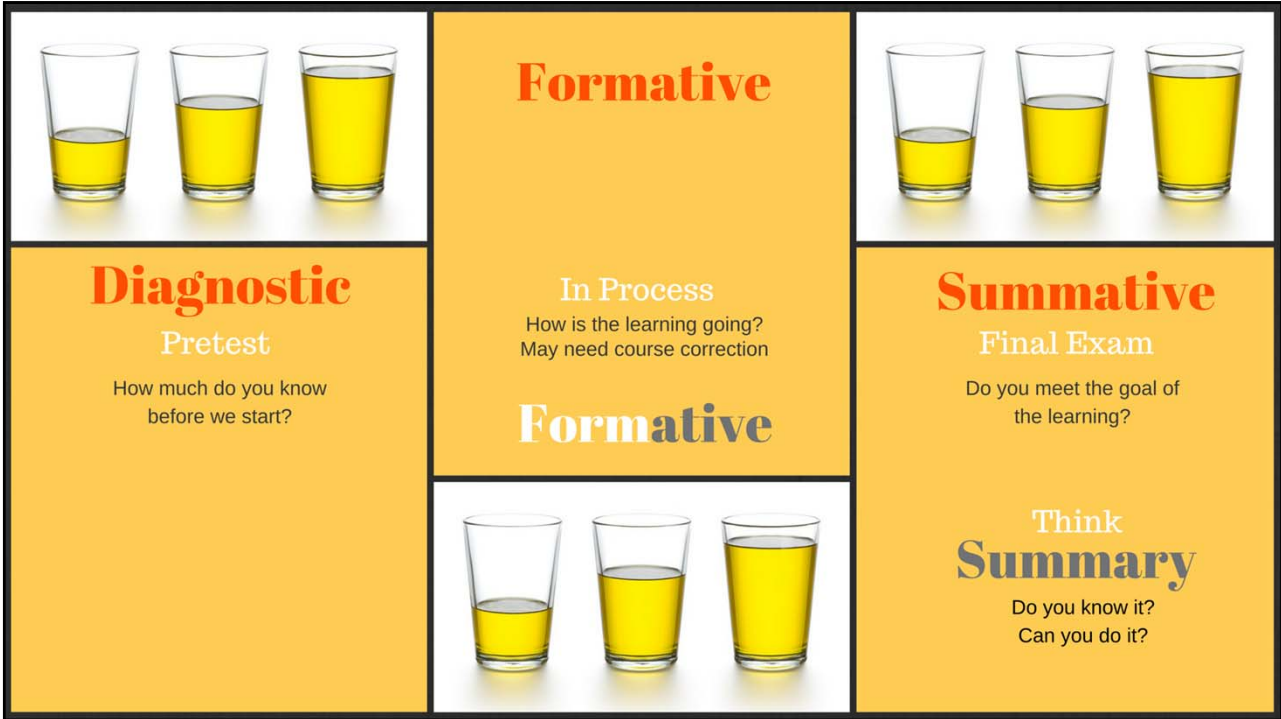
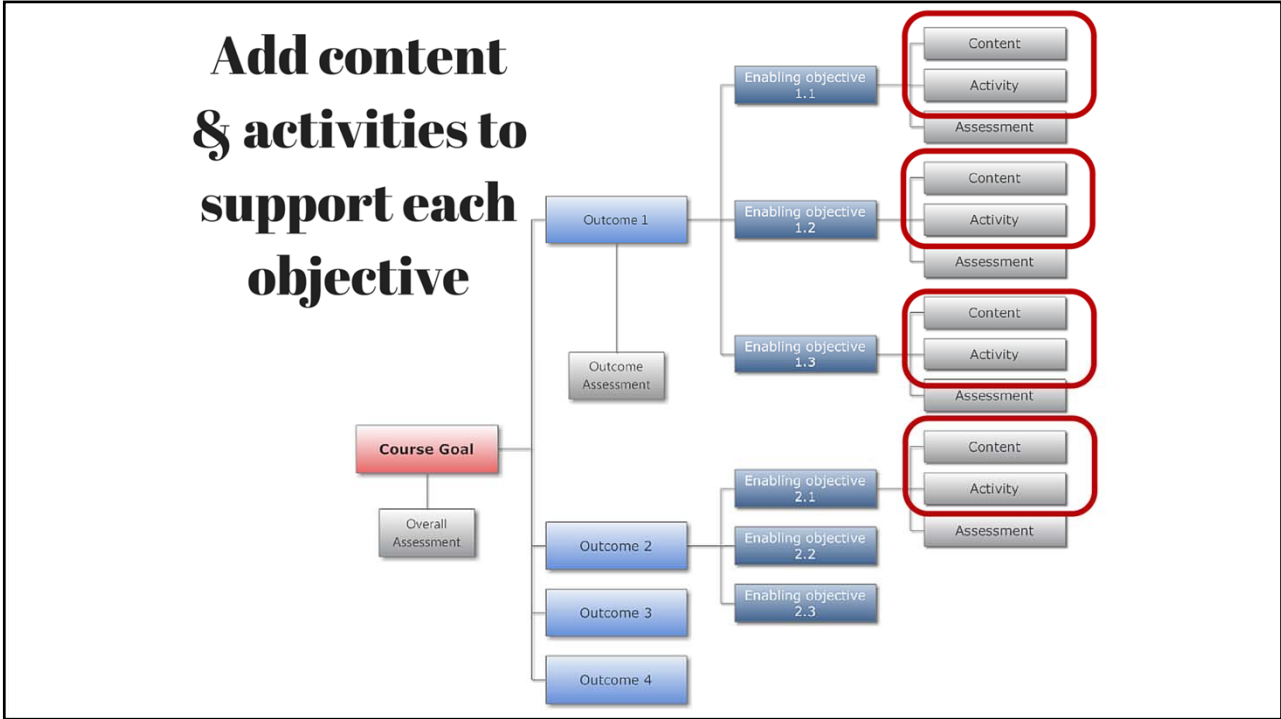


No sweat













**Assessment  
should measure  
learner  
PERFORMANCE**

or a close simulation of it

HOW DO WE DO THAT?



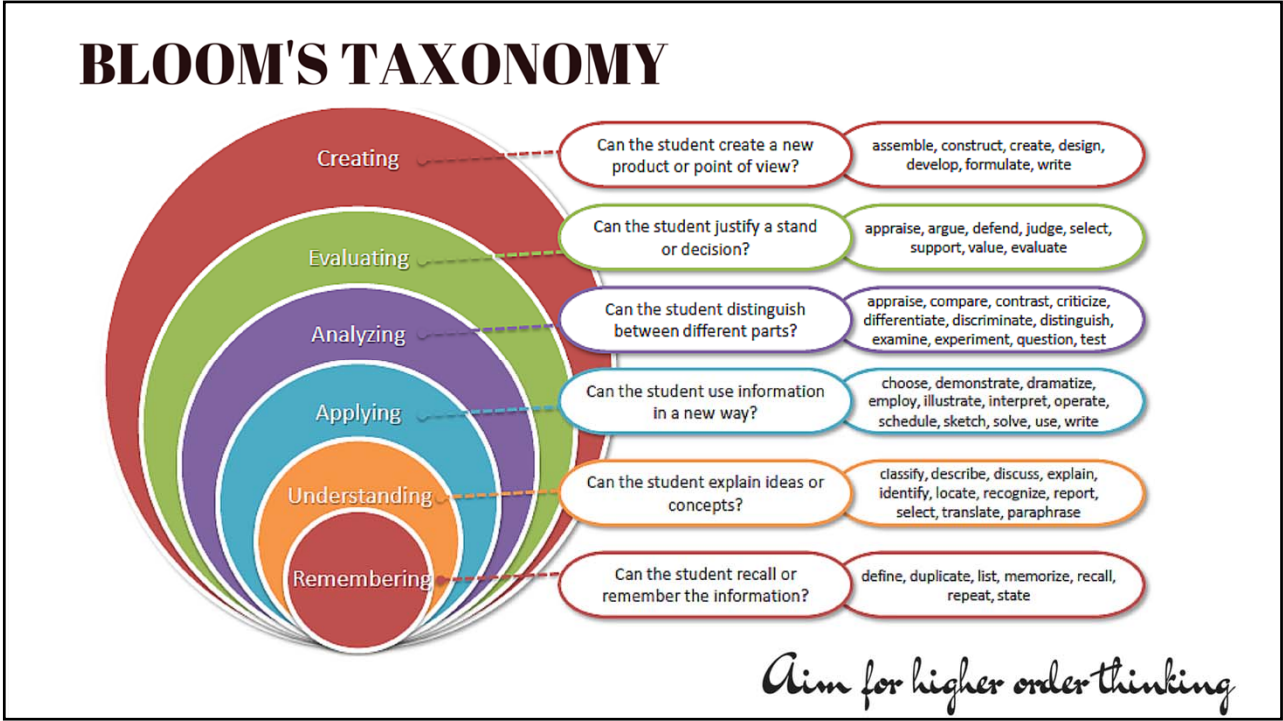


*Authentic  
Assessment*  
.....  
*only the best will do*

EXAMINES  
LEARNER ABILITY  
IN REAL WORLD  
CONTEXT

PROMOTES  
BETTER **TRANSFER**  
BACK TO THE JOB





## 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?"**





## 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?

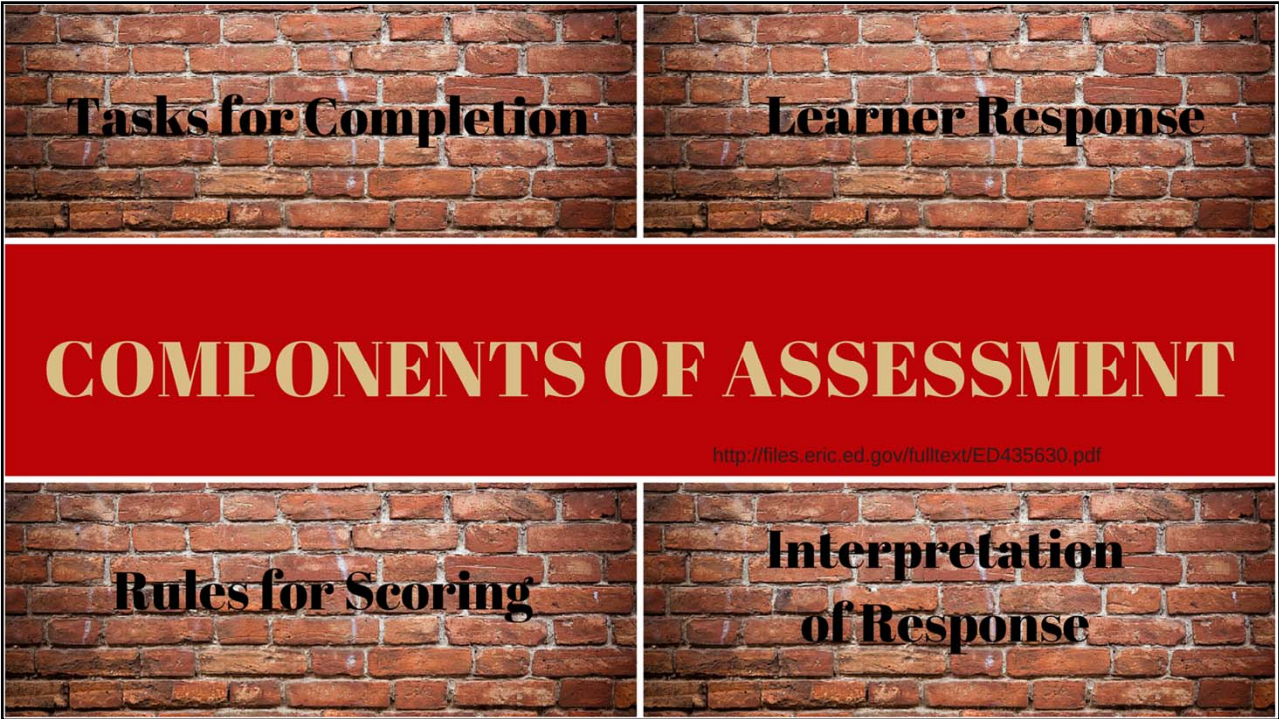


# How do we ensure validity?

- 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?





Share your  
method with  
your neighbors.



### Rating Scale

## Aspects to examine

One item per row!

	Excellent	Very Good	Good	Fair	Poor
<b>Criterion 1</b>	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
<b>Criterion 2</b>	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
<b>Criterion 3</b>	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description






# 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





LET'S PRACTICE  
A FEW





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





**SOFTWARE UPGRADE**  
NEW AND IMPROVED!

**BANKING**  
**BACK OFFICE STAFF**

**INFORMATION SECURITY**  
PROTECT OUR ASSETS

**BANKING**  
**ALL COLLEAGUES**







**How could we  
assess that?**

## CREATING A WATERTIGHT ASSESSMENT STRATEGY