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Inyuvesi Yakwazulu-Natali

# Module Design Sprint 3

Developing Effective Assessment Strategies

# Content

# Sprint Objectives

1. Analyse the different types of assessment and their role in learning

2. Develop strategies for creating effective assessment in line with learning outcomes

3. Design assessment rubrics that align with learning outcomes

4. Develop an assessment plan for the module

# Guiding ID Principles

Universal Learning Design (Palmer and Caputo, 2006)

- Accommodative learning space and instruction methods

- Accessibility for a diverse cohort of students

- Flexibility in presentation, use and participation

- Consistency and coherence in presentation

- Explicit and clear presentation

- Supportive Learning Environment

- Minimal requirements for engagement

# Blended Assessment

Combines both traditional assessment methods with digital and online assessment methods

A more comprehensive evaluation of students' knowledge and skills

Immediate feedback, enabling self-paced learning, and the use of multimedia and interactive elements

A more comprehensive evaluation of students' knowledge and skills

# Sprint Process

REFLECTION

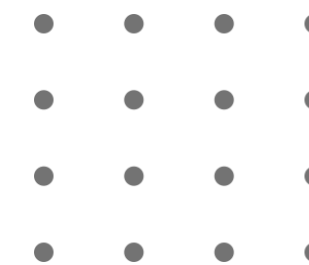| What is working? | Where are the challenges? | What are the gaps? |

# A Blended Assessment Strategy

## 1
### Learning Outcomes

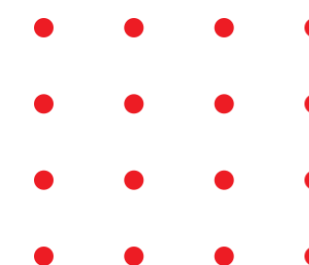What do you want students to understand, know and be able to do?
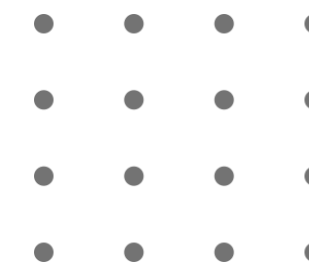
## 2
### Assessment Methods

How will you check that students understand, know and can do?

## 3
### Assessment Criteria

How will students know what they are being assessed on?

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# A Blended Assessment Strategy

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## 4

**Feedback & Marking**

How will you assess and provide meaningful feedback students with on their learning progress?

## 5

**Assessment Weights**

How will you determine the extent to which different assessment tasks will feed into their progress?

## 6

**Academic Integrity**

How will you ensure that the assessment administered will actually measure what it is intended to?

# A Blended Assessment Strategy
# 7

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**Review & Evaluation**

How will you periodically check the effectiveness of your strategy?

# Blended

# Assessment Purpose

What is the objective of the assessment?

**Practicing and Deepening Knowledge**

**Interacting with new knowledge**

**Generating and testing hypothesis**

# Blended Assessment Methods

Diversity and Multiple skill orientation through technological tools

| Interacting with new knowledge | Practicing and Deepening Knowledge | Generating and testing hypothesis |
|---|---|---|
| Online quizzes, drag and drop, fill in the gap etc. | Discussion forums, Peer Review & Self Reflection | Individual/group presentations, written essays, experiments |
| Simulation, Scenarios & Roleplay | Portfolios and reflective journals | Project-based learning |

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Bloom's taxonomy (revised)

| | | |
|---|---|---|
| Level 6 | Can the learner create a new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| Level 5 | Can the learner justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate |
| Level 4 | Can the learner distinguish between different parts? | appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test |
| Level 3 | Can the learner use information in a new way? | choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| Level 2 | Can the learner explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase |
| Level 1 | Can the learner recall or remember the information? | define, duplicate, list, memorise, recall, repeat, state |

Creating
Evaluating
Analysing
Applying
Understanding
Remembering

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Ms. Plaatjies

Recently appointed Commercial Law Lecturer

# Instructional Context

16 credit module

12 weeks

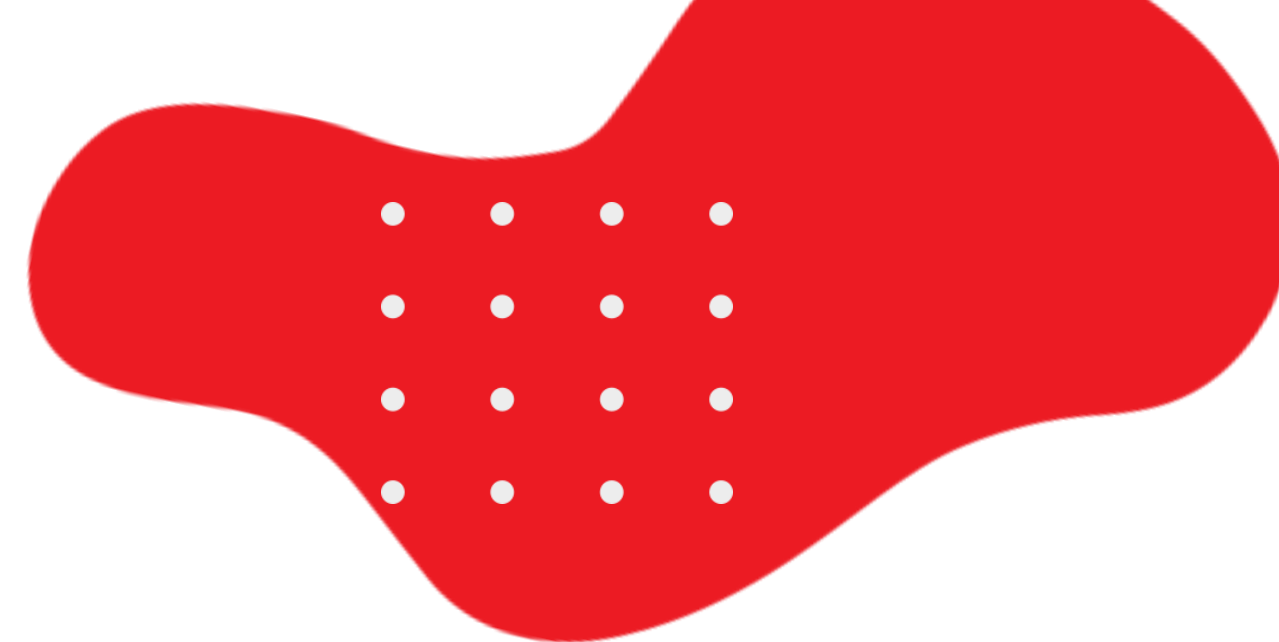8 main topics

180 students

Language proficiency challenges

Low digital literacy levels

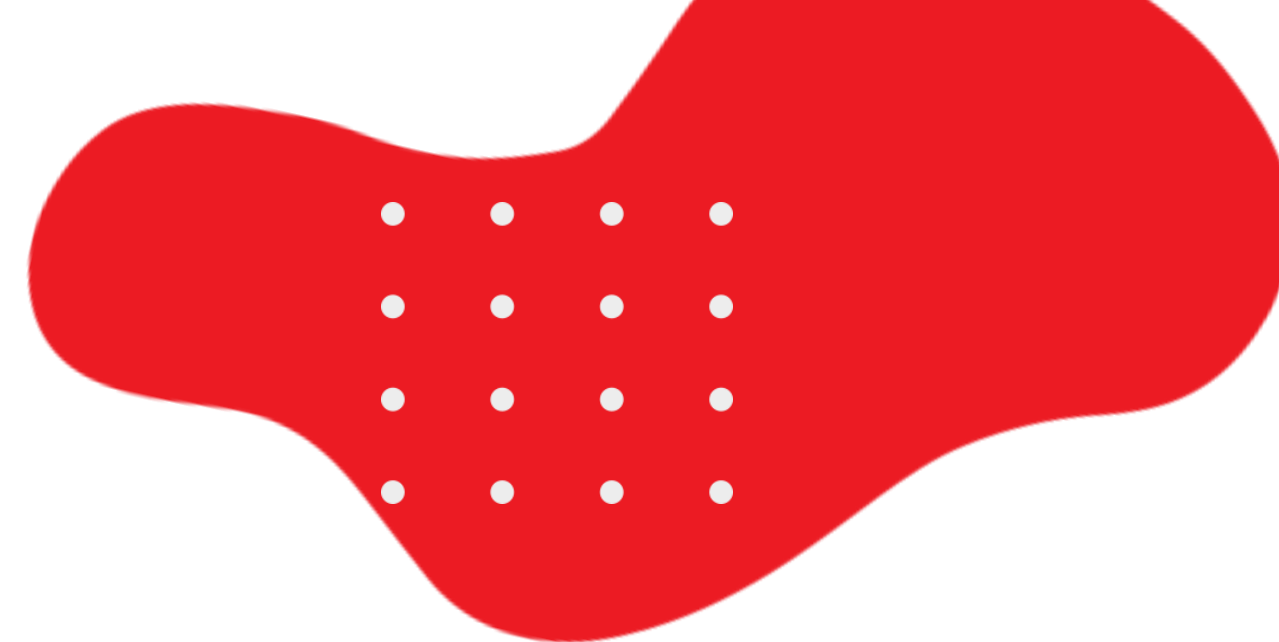70% face to face

30% online

Moodle

# COMM. LAW MODULE BREAKDOWN

| Topics | Learning Outcomes | Delivery | Sources |
|---|---|---|---|
| Introduction to Commercial Law | • **Define** key terms and concepts related to commercial law and **explain** how they apply in a business context<br>• **Identify** and **describe** the legal frameworks that govern commercial transactions, including contract law and consumer protection laws | Lecture Moodle | Textbook Case Law OER |
| Contract Law | • **Analyse** and **interpret** different types of contracts and identify the elements necessary for a valid contract to exist<br>• **Apply** principles of contract law to hypothetical scenarios, **assess** the legal rights and obligations of parties involved, and **propose** appropriate legal remedies | Lecture Moodle | Textbook Case Law OER |

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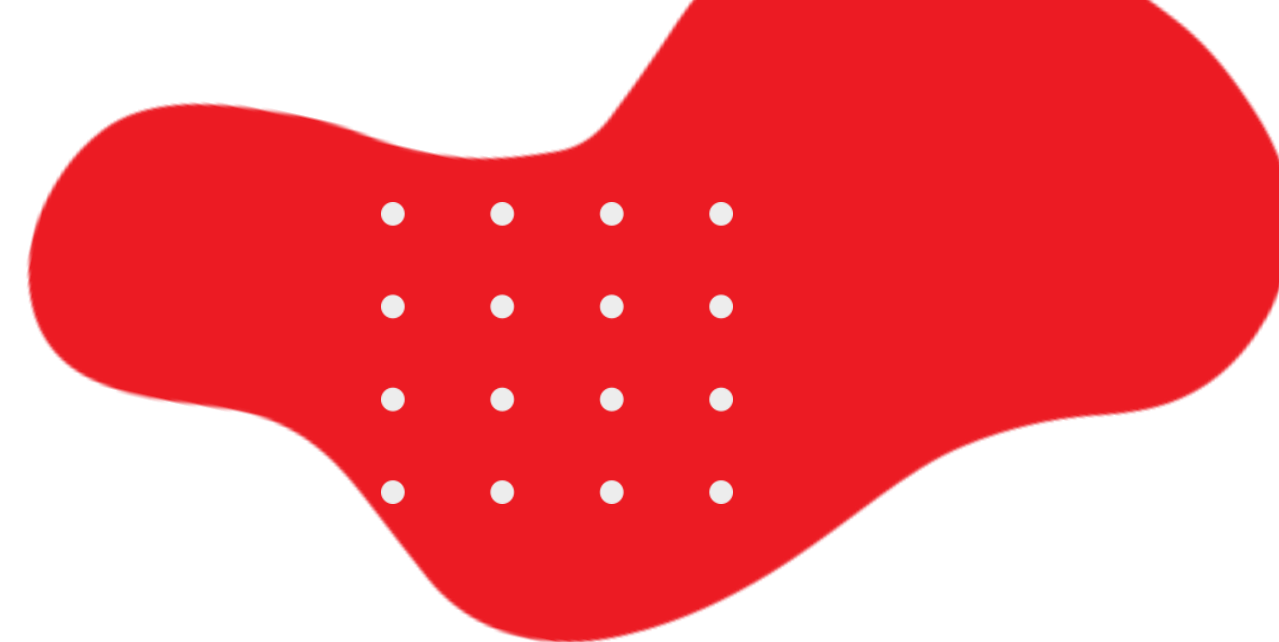**Interacting with new knowledge**

Online quizzes, drag and drop, fill in the gap etc.

Simulation, Scenarios & Roleplay

**Practicing and Deepening Knowledge**

Discussion forums, Peer Review & Self Reflection

Portfolios and reflective journals

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**Practicing and Deepening Knowledge**
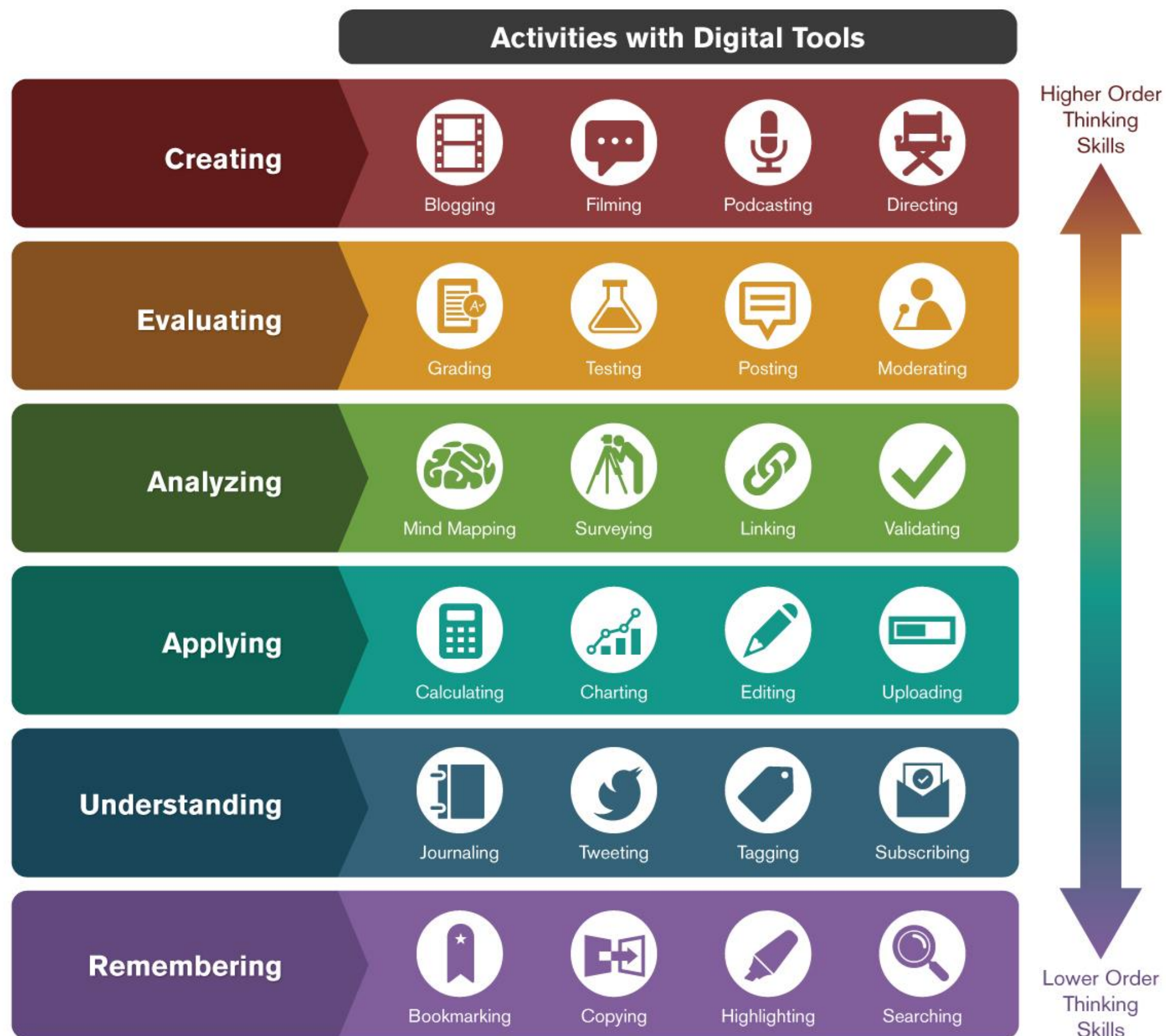
Discussion forums, Peer Review & Self Reflection

Portfolios and reflective journals

**Generating and testing hypothesis**

Individual/group presentations, written essays, experiments

Project-based learning

# Bloom's Digital Taxonomy

# Developing the Assessment Rubric

# What is a Rubric?

An assessment tool that maps the criteria for assignment completion against standards for success

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Communicate their expectations to students

Assess student work fairly and efficiently

Provide students with informative feedback

Prompt students to reflect on their own work

# Rubric Types

## Holistic Rubric

| Score | Criteria |
|---|---|
| 4 (80-100%) | Research paper demonstrates complete understanding and execution of the assigned objectives. Thesis statement/argument is clearly stated, complex and original, and the writing does not spend excessive time on any one point of development at the expense of developing other points in the body of the paper. Writing is also error-free, without ambiguity, and reads smoothly, creatively, and with a purpose. |
| 3 (70-79%) | Research paper demonstrates considerable understanding and execution of the assigned objectives. Thesis statement/argument is stated, verges on the complex and original, and the writing shows accuracy and balance in developing body points, but may exhibit occasional weaknesses and lapses in correctness. Writing also has some errors and ambiguities, yet does read clearly and coherently. |
| 2 (60-69%) | Research paper demonstrates some understanding and execution of the assigned objectives. Thesis statement/argument is faintly stated and/or expected and not confident, and the writing is inconsistent in terms of balance in developing body points, and exhibits weaknesses and lapses in correctness. Writing also has many errors and ambiguities, and may read confusingly and incoherently. |
| 1 (50-59%) | Research paper demonstrates limited understanding and execution of the assigned objectives. Thesis statement/argument is simplistic, unoriginal, and/or not present at all, and the writing is unbalanced in developing body points, weak, and incomplete. Writing also has numerous errors and ambiguities, and reads confusingly and incoherently. |

# Rubric Types

## Analytic Rubric

| Criteria | Standards | | | |
|---|---|---|---|---|
| | **Adequate** (50-59%) | **Competent** (60-69%) | **Good** (70-79%) | **Excellent** (80-100%) |
| Knowledge of forms, conventions, terminology, and strategies relative to the importance of sources to subject | Demonstrates limited knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject | Demonstrates some knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject | Demonstrates considerable knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject | Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject |
| Critical and creative thinking skills | Uses critical and creative thinking skills with limited effectiveness | Uses critical and creative thinking skills with moderate effectiveness | Uses critical and creative thinking skills with considerable effectiveness | Uses critical and creative thinking skills with a high degree of effectiveness |
| Communication of information and idea | Communicates information and idea with limited clarity | Communicates information and ideas with some clarity | Communicates information and ideas with considerable clarity | Communicates information and ideas with a high degree of clarity and with confidence |
| Quality of argument and writing | Argument is simple and unoriginal, and the writing is weak and inconsistent | Argument takes on a fair and expected position, and the writing is moderately clear and coherent | Argument bridges on the complex and original, and the writing is clear and coherent | Argument is complex and original, and the writing is strong, fluid, and creatively coherent |
| Spelling and grammar | Several errors in spelling and grammar | A few errors in spelling and grammar | Some errors in spelling and grammar | No errors in spelling and grammar |

# Rubric Design Process

- Define the purpose of the assignment/assessment for which you are creating a rubric

- What exactly is the assigned task?

- What might an exemplary student product/performance look like?

- What kind of feedback do you want to give students on their work/performance?

- Decide what kind of rubric you will use

- Define the criteria.

- Design the rating scale

- Write descriptions for each level of the rating scale

- Create your rubric.

# Using a Rubric

- Distribute the rubric with the assignment

- Ask students to use the rubric to evaluate their own work

- Ask students to use the rubric for peer review.

# Rubric Creation Tools

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RubiStar en Español

Home | Find Rubric | Create Rubric | Login | Sign Up | Tutorial

**RubiStar**
*Create Rubrics for your Project-Based Learning Activities*

**RubiStar** is a free tool to help teachers create quality rubrics.
More | What a Rubric Is | Tutorial

| Welcome | Featured Projects |

**Welcome to RubiStar!**

Want to make exemplary rubrics in a short amount of time? Try RubiStar out! Registered users can save and edit rubrics online. You can access them from home, school, or on the road. Registration and use of this tool is free, so click the Register link in the login area to the right to get started now.

Register
Quick Tour

## Create a Rubric
Choose a Topic below to create a new rubric based on a template:

| Oral Projects | Multimedia | Math | Writing | Products |
|---|---|---|---|---|
| Reading | Art | Work Skills | Science | Music |

### Log In
Register

First Initial:     Last Name:     Modifier:

Zip Code:     Password:     Login

### Go To a Saved Rubric
**View, Edit, or Analyze a Rubric**
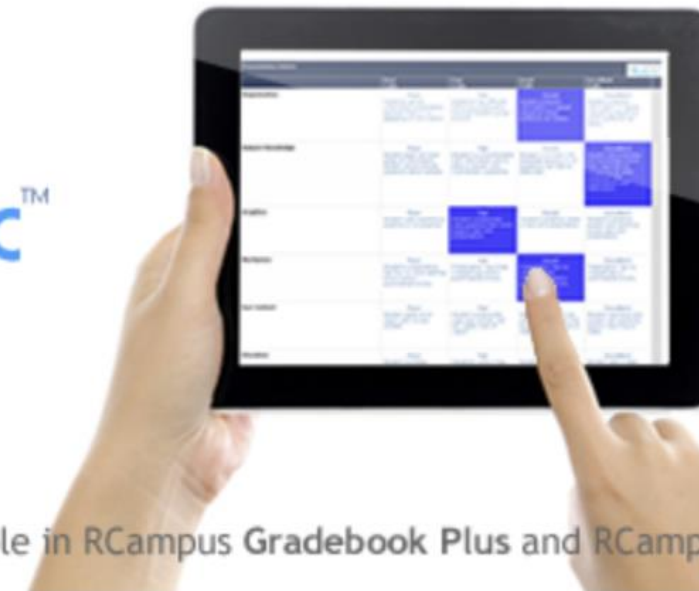Please enter your Saved Rubric ID below:

View   Edit   Analyze

### Search for a Rubric
Choose your Search Type below:

○ Search Rubric **Titles**
○ Search Author **Name**
○ Search Author **Email Address**

Keywords: (up to 3)

Search Type:  Match ALL of your words ▾

Search

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# A Rubric of Rubrics

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| Criteria | 1Unacceptable | 2Acceptable | 3Good/solid | 4Exemplary |
|---|---|---|---|---|
| Clarity of criteria | Criteria being assessed are unclear, inappropriate or have significant overlap | Criteria being assessed can be identified, but are not clearly differentiated or appropriate | Criteria being assessed are clear, appropriate and distinct | Each criterion is distinct, clearly delineated and fully appropriate for the assignment(s)/ course(s) |
| Distinction between levels | Little/no distinction can be made between levels of achievement | Some distinction between levels is made, but is not totally clear how well | Distinction between levels is apparent | Each level is distinct and progresses in a clear and logical order |
| Reliability of scoring | Cross-scoring among faculty and/or students often results in significant differences | Cross-scoring by faculty and/or students occasionally produces inconsistent results | There is general agreement between different scorers when using the rubric (e.g., by less than half a level) | Cross-scoring of assignments using rubric results in consistent agreement among scorers |
| Clarity of expectations/ guidance to learners | Rubric is not shared with learners | Rubric is shared and provides some idea of the assignment/expectations | Rubric is referenced – used to introduce an assessment/guide learners | Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignments |
| Support of metacognition (Awareness of learning) | Rubric is not shared with learners | Rubric is shared but not discussed/referenced with respect to what is being learned through the assignment/course | Rubric is shared and identified as a tool for helping learners understand what they are learning through the assessment/in the course | Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/program |
| Engagement of learners in rubric development and use | Learners are not engaged in either development or use of the rubrics | Learners offered the rubric and may choose to use it for self assessment | Learners discuss the design of the rubric and offer feedback/input and are responsible for use of rubrics in peer and/or self-evaluation | Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation |