Assessment

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Assessment is very important:

At the end of this class, do you want to have **an online pop quiz** that worth **25%** of the course.

Yes/No

No…we are not going to have any pop quiz…

Assessment is a powerful tool for teacher.
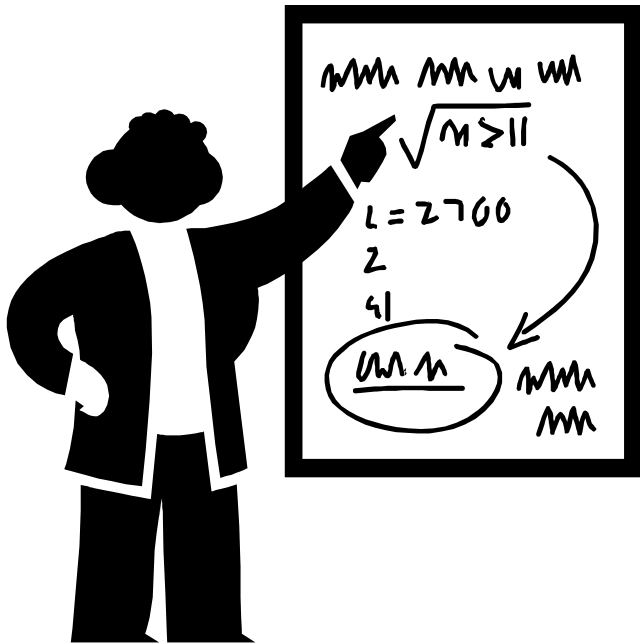
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Outline

1. Purpose of Assessment
2. Characteristics of Assessment
3. Rubrics and criteria
4. The importance of feedback

Question:

What is the purpose of assessment?

Purposes of assessment (1)

▶ Teachers

1. Making **judgements** on student performance
2. Evaluating effectiveness of a course
   - Informing how teachers teach
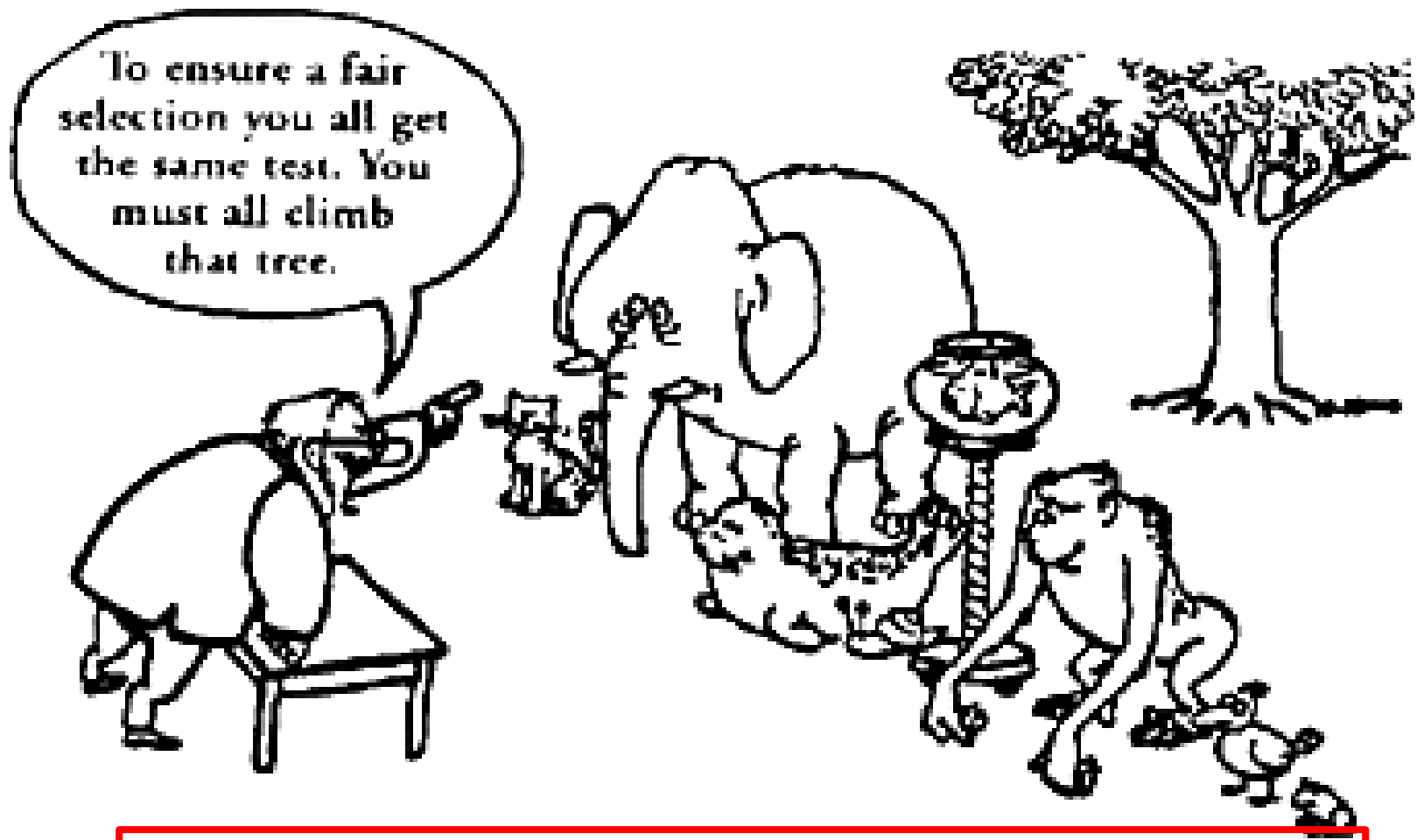3. Being part of the teaching and learning activities

Purposes of assessment (2)

- Students
  - Motivating students to learn
    - Being part of the learning experience
  - Demonstrating skills and knowledge learned
  - Receiving feedback on their performance
  - Acquiring academic qualifications
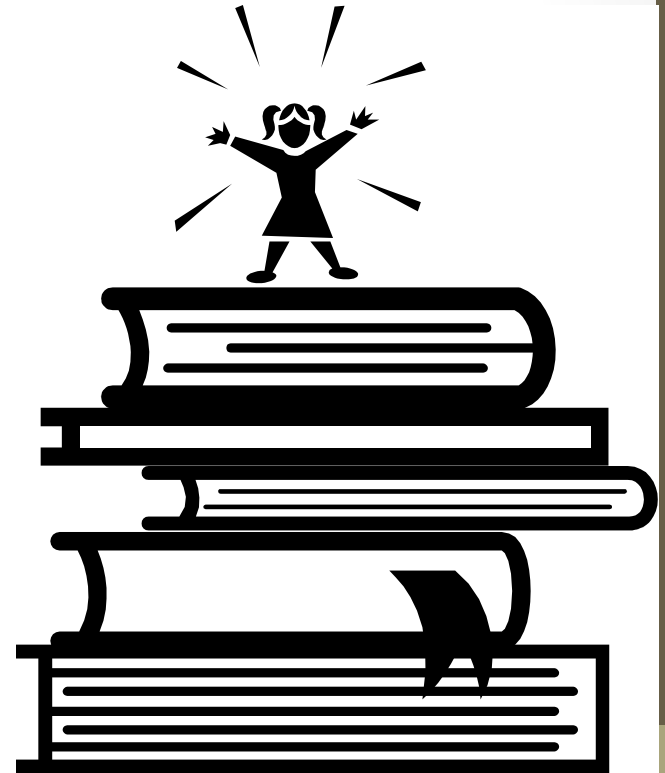
Characteristics of Assessment

Do you think the assessment is fair?

Characteristics of Assessment (Example)

- Learning outcome: To repair a computer

- Assessment: Presentation on how to ride a bicycle

Misalignment!

Question:

What are the characteristics of assessment?

The Characteristics of Effective Assessment

1. **Valid**
   - The assessment should measure what is intended.
2. **Reliable and consistent:**
   - Assessment criteria and marking schemes should be robust so that grades are consistent when more than one assessor marks the work or when one assessor marks the work on different occasions.
3. **Transparent**
   - The assessment should be clearly aimed at meeting the learning objectives for the topic.
4. **Fair**
   - All students should have the same opportunity to succeed.
5. **Efficient and manageable**
   - The assessment should be streamlined to ease the burden of marking and giving feedback.
6. **Effective Feedback**
   - Students should always have the opportunity to learn from their mistakes.

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Assessment Aligned to Learning Outcomes

Assessment

↓

At the course level (CILOs)

↓

At the programme level (PILOs)

↓

At the institutional level (Graduates Outcomes)

SG8001

Assessment: Demonstration Teaching Ability (15 minutes presentation)

SG8001 Course Intended Learning Outcome #4: Deliver a high quality teaching and learning activity

PhD Program Intended Learning Outcome (CB)#7: Demonstrate some teaching ability in the context of tertiary education

CityU Graduate Outcomes #4: Apply effective communication skills in relation to research

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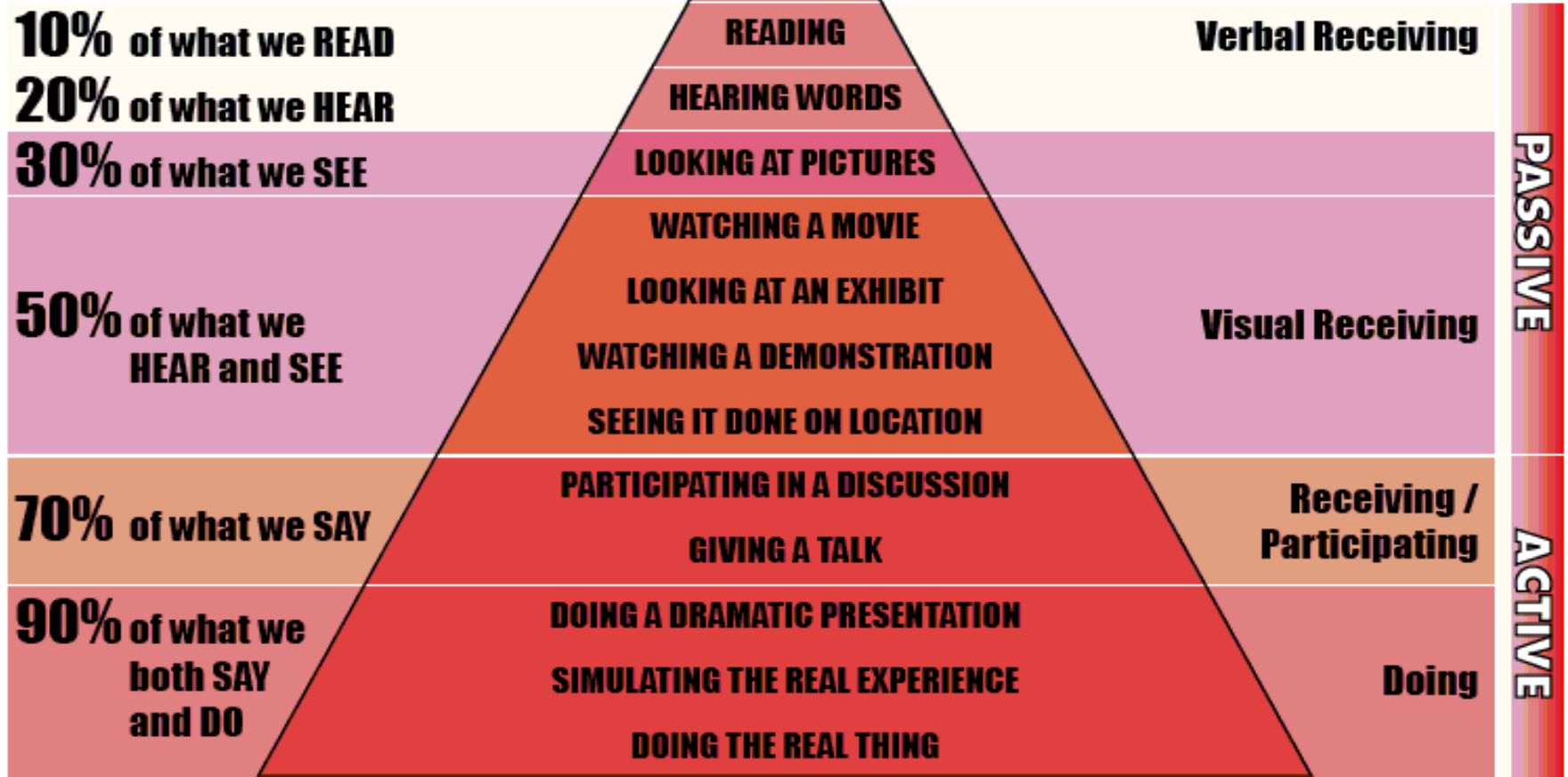- There are many assessment methods used in higher educations, but how to choose?

- Exam
- Test
- Quiz
- Presentation
- Group project
- Essay
- Report

Logs
Journal
Book review
News paper articles
Work-based problem
Committee of enquiry report
Conference paper
Portfolio
Poster
Simulate professional practice
Make a video
Demonstration
Answer to client's question

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Cone of Learning (Edgar Dale)

After 2 weeks we tend to remember...

Nature of Involvement

10% of what we READ	READING	Verbal Receiving
20% of what we HEAR	HEARING WORDS	
30% of what we SEE	LOOKING AT PICTURES	
50% of what we HEAR and SEE	WATCHING A MOVIE	Visual Receiving
	LOOKING AT AN EXHIBIT	
	WATCHING A DEMONSTRATION	
	SEEING IT DONE ON LOCATION	
70% of what we SAY	PARTICIPATING IN A DISCUSSION	Receiving / Participating
	GIVING A TALK	
90% of what we both SAY and DO	DOING A DRAMATIC PRESENTATION	Doing
	SIMULATING THE REAL EXPERIENCE	
	DOING THE REAL THING	

PASSIVE

ACTIVE

Edgar Dale, *Audio-Visual Methods in Technology*, Holt, Rinehart and Winston.

http://www.brainfriendlytrainer.com/theory/dale%E2%80%99s-cone-of-learning-figures-debunked

Question:

1) Have you ever received an unfairly graded assessment?

2) How to ensure a fair assessment/marking?

Tutor's role in Assessment

1. Valid
   - The assessment should measure what is intended.
2. **Reliable and consistent:**
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3. Transparent
   - The assessment should be clearly aimed at meeting the learning objectives for the topic.
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Reference http://ws1.roehampton.ac.uk/guidetogoodpracticeinassessment/effectiveassessment/index.html

A Reliable and Fair Assessment: Using Criteria

Student performance in assessment tasks should be judged against a set of **clear assessment criteria** defining the **quality of performance** expected of each of the grades.

We should use rubrics!

What is a rubric?

- A rubric is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria.

Analytic rubrics	
DIMENSIONS	LEVELS
	CRITERIA

A criterion is written for each dimension at each level

Performance is assessed along separate dimensions; the grade is decided by adding the scores of the parts.

Different weighting may be allocated to each dimension to account for their relative importance.

Example: Chocolate chip cookie rubric

	Poor (1)	Needs Improvement (2)	Good (3)	Delicious (4)	Score
Number of Chips	Too few or too many chips	Chocolate in 50% of bites	Chips in about 75% of bites	Chocolate chip in every bite	x2
Texture	Texture resembles a dog biscuit	Texture either crispy/crunchy or 50% uncooked	Chewy in middle, crisp on edges	Chewy	x1
Color	Burned	Either dark brown from overcooking or light from undercooking	Either light from overcooking or light from being 25% raw	Golden brown	x1
Taste	Store-bought flavor, preservative aftertaste – stale, hard, chalky	Tasteless	Quality store-bought taste	Home-baked taste	x1
Richness	Nonfat contents	Low-fat contents	Medium fat contents	Rich, creamy, high-fat flavor	x1
				Total	

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https://www.teachervision.com/teaching-methods-and-management/rubrics/4522.html?detoured=1
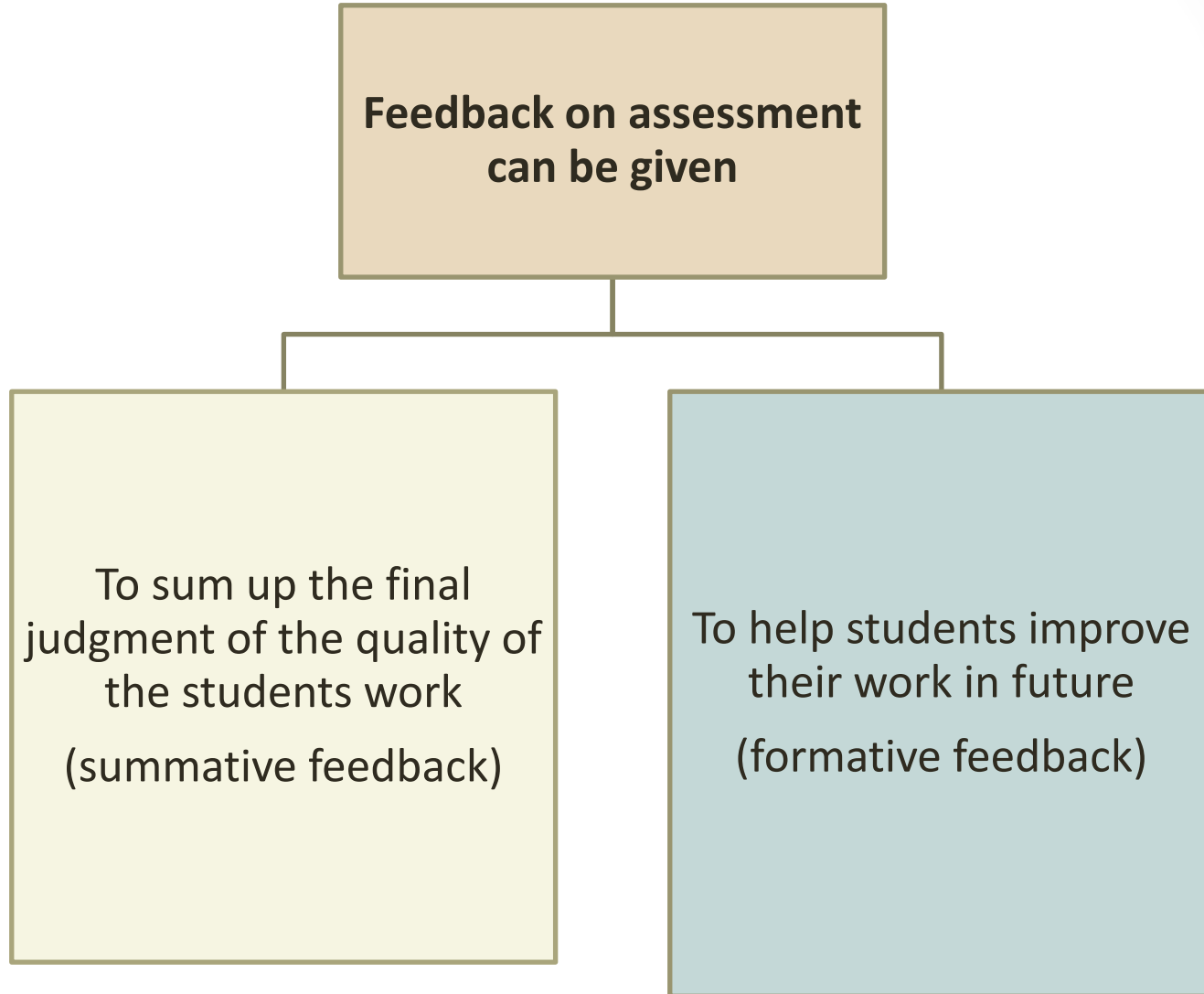
SG8001Assessment Task Guideline

- Students can choose any academic topics for their presentations: including research topic, lecture topic or laboratory topic…etc

- A 10 minute teaching demonstration video using your own recording device and submit it online via Canvas. The Video should record the upper body of the presenter, showing the PPT in the video is NOT required.

- Regard the audiences as year 1 university students.

- **The use of PowerPoint is required.** The presentation should follow the OBTL framework with clear **ILOs, TLAs, and ATs**.

- The course leader will announce a detail guideline for online submission of the video on Canvas.

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Feedback

- Feedback is essential for student learning. Students need to know how well or how poorly their learning is proceeding, where they might be going wrong, in what ways and what aspects of their learning can be improved

uwcwritingcentre.wordpress.com

Feedback on assessment is very important

Feedback on assessment can be given

To sum up the final judgment of the quality of the students work

(summative feedback)

To help students improve their work in future

(formative feedback)

Key Research Findings in Teaching & Learning

- **Feedback has been shown to be one of the most significant activities a teacher can engage in to improve student achievement.**

  Hattie, 1992

- **Effective feedback is timely. Delay in providing students feedback diminishes its value for learning.**

  Banger-Drowns, Kulik, Kulik, & Morgan, 1991

- **Rubrics provide students with helpful criteria for success, making desired learning outcomes clearer to them. Criterion-referenced feedback provides the right kind of guidance for improving student understanding**

  Wilburn & Felps, 1983

- **Effective learning results from students providing their own feedback, monitoring their work against established criteria.**

  Trammel, Schloss, & Alper, 1994

Characteristics of constructive feedback

- **Informative**
  Identifying strengths, weaknesses and ways to improve

  Criterion-referenced
  Relating to subject objectives/learning outcomes

  Motivating
  Giving encouragement whenever possible

  Timely
  As soon as possible

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University Assessment Policy

- The purpose of the City University Assessment Policy and Principles for Taught Programmes (the Policy) is to clearly set out our philosophy and approach to assessment.

- http://www.cityu.edu.hk/qac/assessment_policy/university_assessment_policy.htm

LAST QUESTION: WHY do we ASSESS?

1. INFORM INSTRUCTIONAL DECISIONS

2. ENCOURAGE STUDENTS TO LEARN

"You can enhance or destroy students' desire to succeed in school more quickly and permanently through your *use of assessment* than with any other tools you have at your disposal."

Rick Stiggins,

Assessment Trainers Institute

Thank you!

References

- Hattie, J. A. (1992). Self-concept. Hillsdale, NJ: Lawrence Erlbaum

- Bangert-Drowns, R. L., Kulik, C. C., Kulik, J. A., & Morgan, M. T. (1991). The instructional effect of feedback in test-like events. Review of Educational Research, 61(2), 213–238.

- Wilburn, K.T., & Felps, B.C. (1983). Do pupil grading methods affect middle school students' achievement? A comparison of criterion-referenced versus norm-referenced evaluation. Jacksonville, FL: Wofson Senior High School. (ERIC Document Reproduction Service No. ED 229-451)

- Trammel D. L., Schloss, P. T., & Alper, S. (1994). Using self-recording, evaluation, and graphing to increase completion of homework assignments. Journal of Learning Disabilities, 27(2), 75-81.