香港浸會大學
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Academic Study Institute Inaugural Seminar
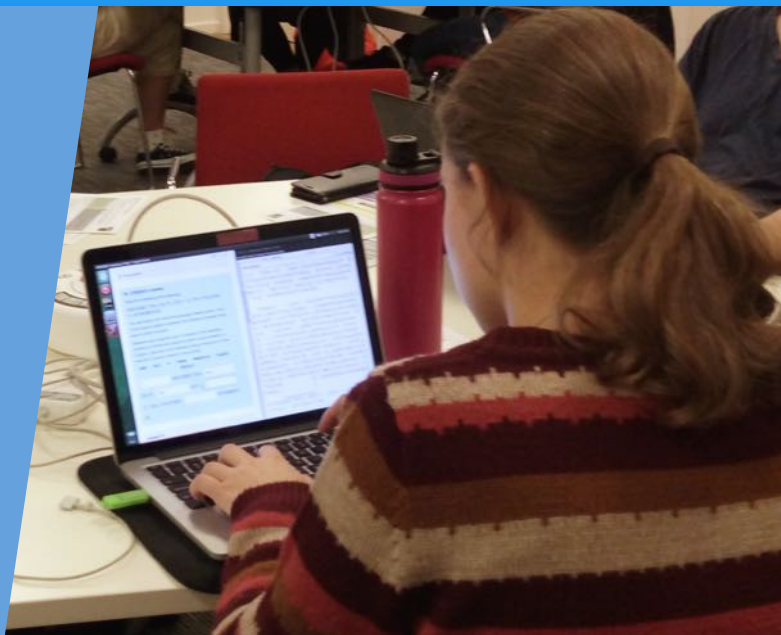**Paradigm Shift for Assessment**

Online Workshop 8 July:
Exploring Different Assessment using Digital Technology

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TRANSFORMINGASSESSMENT.COM

What would "authentic assessment" ideally look like in your discipline area?

You may want to type comments into the chat box

Design the Assessment – Priorities

Alignment:

1. Learning outcomes (unit/subject -> proposed task)
2. Criteria – areas / categories of evidence
3. Standards – levels of performance (e.g. poor to great)
4. Task design – the activity for student's to demonstrate their achievement of the above.
5. Select e-tools – for both the task and the marking rubric

Note: some back-and-forth consideration of the latter elements is to be expected! E.g. available tools set boundaries.

Design the Assessment - Rubrics

Rubrics can help!

An expression of the learning outcomes in terms of criteria and standards of performance. Often a grid/matrix:

- **Criteria** provide an interpretation of the stated objectives (performance, behaviour, quality) - *Rows*

- **Standards** (levels) of performance between highest and lowest - *Columns*

- **Descriptors** specify the characteristics of performance corresponding to each level, to allow assessors (and students!) to interpret which level has been met – *each box*.

Example Rubric in Moodle

Standard of performance at each level (in columns)

Accuracy of language	Very poor use of language, cannot be understood 0 points	Poor use of language, can barely be understood 0.25 points	Average use of language with many errors, can be understood 0.55 points	Good use of language with some errors 0.7 points	Proficient use of language with some errors 0.8 points	Skilled use of language with little to no errors 0.9 points	Info: The accuracy of the paper's grammar and syntax 1 points	Skilful use of techniques
Relevance of content	Content is not relevant to the topic 0 points	Content has little relevance to the topic 0.25 points	Content is relevant to the topic, covers some required points 0.55 points	Content is relevant to the topic, covers many required points 0.7 points	Content is relevant to the topic, covers most required points 0.8 points	Relevant content covering all required points 0.9 points	Info: How relevant the content is to the topic 1 points	
Appropriateness of style	Style is inappropriate for the content 0 points	Style has minor relevance to the content 0.25 points	Style is acceptable for the content 0.55 points	Style is acceptable and improves the content 0.7 points	Style fits and greatly improves content 0.8 points	Style is near professional 0.9 points	Info: How appropriate is the style of writing for the content 1 points	Good Effort!

Space for comments

Criteria (rows)

Design the Assessment - Rubrics

Pros: delivers greater clarity to students and markers, helps moderation, enables students to judge own prerace (assessment AS learning).

Cons: difficult to specify exacting criteria and standards, dealing with creative/unexpected responses, some difficulty capturing the wholistic and subjective dimensions of performance (tends towards measurable reductionism)

Digital tools can help (deliver and assess – e.g. Moodle/Turnitin has rubric tools).

More about Rubric design and use http://taw.fi/rubric

A collection of rubrics http://taw.fi/rubricbank

Your task – An overview

1) Select from Option A or Option B

2) Consider the support materials

3) Work in your breakout group – 20 minutes

(use google docs/spreadsheet/other to create a rubric)

4) Report back

See http://transformingassessment.com/ASI

Option A: Assessment using Moodle communication tools

1) **In your groups** – Consider that you want to set an online group assessment task for "students to review a theory or concept and discuss with others how it has implications for practice".

2) Which e-tools would you select and why? Ref:

http://taw.fi/BWF

3) Design a rubric to assess the task above.

Hint: engagement with evidence and content to be assessed.

Moodle tools!

Which tool for what?

Be informed – tools and their affordances*.

Blog	Wiki	Forum	Portfolio
Individual work. Publishing of work. Reflective writing. Seeking external opinions and comments. Analytical writing and reflection. Discussion with experts and networking.	Collaborative work. Peer editing of a document e.g. report, essay, paper, textbook. Creating glossary of terms or collection of resources e.g. bibliography, reading list. Brainstorming for a project. Shared knowledge base on a topic.	Communicative work. Online asynchronous tutorials. Analytical writing and reflection. Exploration of views and opinions on a topic or idea. Student feedback. Help facility.	Individual work. Collation of learning evidence. Skills log. Showcase. Capstone.

https://teaching.unsw.edu.au/assessment-blog-wiki-or-forum-which-should-you-use
* See Bower (2008).

Option B: Interactive oral assessment

1) **In your groups** – Consider that you want to set a online individual oral assessment task for each "student to present to a client or stakeholder group their a solution to a problem you set in the discipline".

2) Which e-tools would you select and why? Ref **http://taw.fi/IOA**

3) Design a rubric to assess the task above.

Hint: delivery and content to be assessed.

Interactive online oral assessment (Griffith uni)

CHARACTERISTICS

Scaffolding and Support | Scenario-based | Aligned to Program | Learning Outcomes | Accessible and Equitable | Professionally Focused

Student Engagement | Employability | Academic Integrity

KEY OBJECTIVES

- Scenarios: defence of work done, job interview, media interview, presentation to board, report to management, shareholders meeting, pitch to client, response to crisis, presentation of artefact, questions on content.
- Booking tool + online conferencing software (recorded for moderation/audit).
- Tutor teams used as interviewers/examiners.

Sotiriadou, Logan, Daly & Guest (2019).

TA Webinar 30 April 2020: http://transformingassessment.com/events_30_april_2020.php

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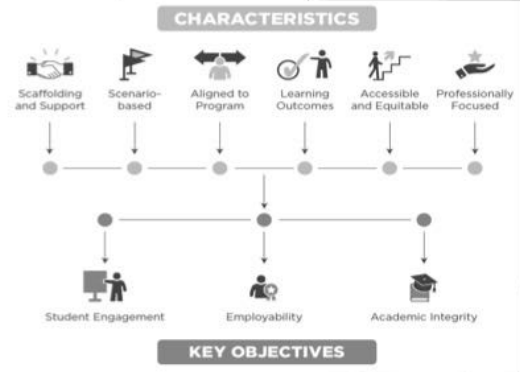
Return to the group and share

Select a group representative to tell us:

1) The option you selected

2) Which tool(s) would you select and why?

3) Show or outline your rubric…
give examples of:

- Criteria/categories/rows

- Standards/performance levels/columns

These slides see http://transformingassessment.com/ASI

Questions please!   Stay in touch

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