Supporting the Evolution of Assessment

Authentic assessment, accessibility, and deepened course alignment
Trevor Holmes, CTE
Shannon Dea, Philosophy
Session Outcomes

• Explore the relations between authentic assessment, accessibility, and alignment in course design.

• Consider how to apply this deepening of course design to the assessment of learning outcomes at your home campus.
Background

• Shannon formulated a course design model that made **accessibility** and **authentic assessment** as key as **alignment**

• Trevor was considering how to do an **advanced** workshop for alumni of our Teaching Excellence Academy (TEA), a 4-day course design workshop

• TEA starts with **concept maps** of content, proceeds to **align** outcomes, activities, assessments with peer feedback
The AAA pilot

- Full day with lunch (will become 2 days)
- 8 participants
  - Part 1: Alignment
    - Refresher, new map, ILO map
  - Part 2: Accessibility
    - Avatar exercise, Universal Design, alignment + accessibility
  - Part 3: Authentic Assessment
    - Authentic assessment audit, alignment and authenticity
  - Part 4: Conclusion and assessing workshop
    - Produce alignment matrix based on map
Finishing what we started

• As a pilot, the pace was good, but people did need more time to finish a design including an alignment matrix

• Most returned for our usual “TEA Alumni Reunion” day and did the rest of the work then

• Future iterations will either frontload the information & finish the design work on day 2, or spread the 3 parts over 2 days to give protracted work & feedback time.
Alignment

Alignment in Course Design

Intended Learning Outcomes

Concepts (Content & Skills)

Teaching & Learning

Methods

Formative/Summative Assessment
Authentic Assessment

- Alike in some way to tasks a person in the field actually does (or even identical to them)
- Traditional assessment may be detached from what the discipline actually does in the world, or may not actually be assessing what’s to be learned (the outcomes)
Accessibility: Universal Design Vs. Retrofit

(Thanks to Jay Dolmage, English for this helpful distinction.)
Let’s try two activities

- Authentic Assessment audit
- Avatars and a course outline
If you are doing an Authentic Assessment audit...

**Assessment Attributes**

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting a response</td>
<td>Performing a task</td>
</tr>
<tr>
<td>Contrived</td>
<td>Real-life</td>
</tr>
<tr>
<td>Recall/Recognition</td>
<td>Construction/Application</td>
</tr>
<tr>
<td>Instructor-structured</td>
<td>Learner-structured</td>
</tr>
<tr>
<td>Indirect evidence</td>
<td>Direct evidence</td>
</tr>
</tbody>
</table>

Authentic Assessment audit sample

Course: KS 101  
Assessments / Weighting  
*Engagement / 20*  
*Reading Quizzes / 20*

Assessment Attributes

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting a response</td>
<td>Performing a task</td>
</tr>
<tr>
<td>Contrived</td>
<td>Real-life</td>
</tr>
<tr>
<td>Recall/Recognition</td>
<td>Construction/Application</td>
</tr>
<tr>
<td>Instructor-structured</td>
<td>Learner-structured</td>
</tr>
<tr>
<td>Indirect evidence</td>
<td>Direct evidence</td>
</tr>
</tbody>
</table>

Source: http://openbadges.tumblr.com/post/78130197990/openbadgesmooc-session-8-assessment-strategies
If you are using avatars:

• Take 5 minutes to familiarize self with syllabus provided (or your own syllabus)
• Select an avatar.
• Try to adopt the perspective of that avatar as you re-read the syllabus you’re considering
• What affordances does the course offer you?
• What possible obstacles might the course pose for you, in light of your avatar’s positionality
Summary of +ve feedback

“Good balance between individual and team work, independent work and structured activities, information and iterative design time”

Pilot Participants
Summary of suggestions

“Consider partners instead of groups of 4 (and swap around); more time (2 or 3 days); clarify relationship between all parts; think about avatars a bit more.”

Pilot Participants
Your responses...
Thank you!
tholmes@uwaterloo for further questions