1 Welcome to Transforming Assessment

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| Scene ID 🔒 | 07bc4b09-b7e9-43f2-a08d-58b032c5774d |

| Type | Source Text |
| --- | --- |
| Scene name | Welcome to Transforming Assessment |

1.1 Transforming Assessment

|  |  |
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| Preview Image |  |

| Type | Source Text |
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| Slide name | Transforming Assessment |
| Alt text for Transforming Assessment Logo | Logo: Transforming Assessment, Strategies for Higher Education |
| Button: Start Course - Normal state | START COURSE |

1.2 Navigation Overview

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| Slide ID 🔒 | 07fe50bb-ada8-43e0-bd58-cda69d597108 |
| Preview Image |  |

| Type | Text |
| --- | --- |
| Slide name | Navigation Overview |
| Slide Title | Before we begin…. |
| Body Text | **The following will help you navigate this course:** |
|  |
| Click on the reference icon to open our reference database and find source material. |
| To accurately track your course progress and completion, you must enable cookies on your device. |
| Click through the slides using the next button below. |
| Alt text for Icon: Reference | Button: Reference Icon – click on this icon to open a reference from the reference database in a new window |
| Button: Show Accessibility Notes 1 - Normal state | Accessibility Statement |
| Button: Show Accessibility Notes - Normal state | Accessible Navigation |

Slide Layer: Accessible Navigation

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| Layer ID 🔒 | 158292d2-8930-4bd1-ac59-0647861831a5 |
| Preview Image |  |

| Type | Translation |
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| Alt text for Group 1 | Button: Close Accessibility Notes Layer |
| Body Text | **Keyboard Controls** |
| Next slide: Ctrl + alt + . |
| Previous slide: Ctrl + alt + , |
| Some slides may still require you to interact with a button. |
| Visit the |
| Articulate Storyline website |
| for full browser / screen reader compatibility. |
|  |
| **Accessible Information Links** |
| There are some interactions which require a mouse. These interactions will be accompanied by a link labeled ‘Accessible Text’, for those accessing the course primarily by keyboard. These links appear at the bottom of the page but will always be placed early in the tab order for those using screen readers. These include: |
| Drag and drop activities |
| ‘Hover’ effect definitions of key terms |

Slide Layer: Accessibility Statement

|  |  |
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| Layer ID 🔒 | 866582b7-aa90-40e1-aee2-83559329aeb6 |
| Preview Image |  |

| Type | Translation |
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| Alt text for Group 1 | Button: Close Accessibility Notes Layer |
| Body Text | **Accessibility Statement** |
| This course was published using Storyline 360 and follows Web Content Accessibility Guidelines (WCAG) 2.1 Level AA and Revised Section 508 standards. See full accessibility information at |
| articulate.com |
| . |

Slide Layer: Airtable Demo

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| Layer ID 🔒 | d4e5e654-a423-4955-95f5-a0ec8c04982e |
| Preview Image |  |

| Type | Translation |
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| Alt text for Group 1 | Button: Close Airtable Demo Layer |
| Alt text for Picture 1 | Image: Screen capture of an the Air Table Reference Database, demonstrating that the reference can be closed to access the full database. |

1.3 Acknowledgements & License

|  |  |
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| Slide ID 🔒 | 92522796-7d12-429f-82bd-c0a377165ec6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Acknowledgements & License |
| Slide Title | Acknowledgements |
| & License Information |
| Body Text | This was funded in whole or in part through the Ontario Provincial Government’s eCampus Virtual Learning Strategy (VLS). |
|  |
|  |
| Except where otherwise noted, the content within is licensed under a |
| Ontario Commons – No Derivatives License |
| . |
| Please contact eCampus Ontario should you have any questions ( |
| www.ecampusontario.ca |
| ). |
| Button: Cite This Course - Normal state | Cite This Course |

Slide Layer: Cite This Course

|  |  |
| --- | --- |
| Layer ID 🔒 | 5a780b22-4cdd-4358-9243-13cdd318b736 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Body Text | To cite this course, we recommend: |
|  |
| Transforming assessment: Strategies for higher education [online curriculum] (2022). Funded by eCampus Ontario’s Virtual Learning Strategy in partnership with Queen’s University’s Assessment and Evaluation Group and University of Toronto's Ontario Institute for Studies in Education. Retrieved from INSERT HYPERLINK HERE |

1.4 Course Contributors

|  |  |
| --- | --- |
| Slide ID 🔒 | fd82195e-fdda-4fb2-97d3-b06633194a9b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Course Contributors |
| Slide Title | Course |
| Contributors |
| Body Text 1 | This course was created by |
| Queen’s University’s |
|  |
| Assessment and Evaluation Group (AEG) |
|  |
| in partnership with the |
| University of Toronto’s |
| Ontario Institute for Studies in Education (OISE). |
| Button: Cite This Course 1 - Normal state | See Full Course Team |

1.5 About this Course

|  |  |
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| Slide ID 🔒 | e67adf57-84c1-468d-9db9-9147599d2df4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | About this Course |
| Slide title | About this course… |

Slide Layer: Tab 1

|  |  |
| --- | --- |
| Layer ID 🔒 | 45d27dff-6866-434d-9d08-2fad3519eda1 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Subtitle 1 | **Why should I take this course?** |
|  |
| Body Text 1 | Assessment is the cornerstone of teaching and learning and the foundation for meaningful educational change. Evidence from research and practice shows that assessment is a significant influence on students’ learning, wellbeing, and future opportunities. With recent shifts toward feedback-driven, student-centred, authentic approaches to assessment and the proliferation of technology in teaching and learning, it is essential that higher education instructors are equipped with contemporary assessment strategies to accurately and fairly assess students’ learning. |
| Button: More - Normal state | More |

Slide Layer: Tab 2

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| Layer ID 🔒 | 04116945-2f8f-4fcf-9513-9144a74b875b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Body Text 2 | This self-paced professional learning course provides higher education instructors with the opportunity to transform their approach to assessment—building on existing assessment knowledge and skills, reflecting on foundational assessment principles, exploring contemporary assessment strategies, and creating new assessments to support students’ learning and achievement across a variety of teaching contexts. |
| Button: More - Normal state | More |

Slide Layer: Tab 3

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| Layer ID 🔒 | 078ca63e-b01d-42ec-b936-6ade74d5124c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Subtitle 2 | **Time Commitment** |
| Body Text 3 | The course is self-paced. The times below provide estimates of approximately how long it will take to complete each module. Workbook activities and independent reading/study will require additional time. |
|  |
| **Getting Started** |
| - Approx. 60 minutes |
| **Module 1** |
| - Approx. 150 minutes |
| **Module 2** |
| - Approx. 180 minutes |
| **Module 3** |
| - Approx. 110 - 150 minutes |
| **Wrapping Up** |
| - Approx. 60 minutes |
| Button: Next Slide - Normal state | Begin the Getting |
| Started Module |

2 Getting Started

|  |  |
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| Scene ID 🔒 | 60ac4f1e-9284-4698-9d6f-1d93e7bfbe15 |

| ID 🔒 | Type | Source Text | Translation |
| --- | --- | --- | --- |
| e60 | Scene name | Getting Started | Getting Started |

2.1 Getting Started

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| --- | --- |
| Slide ID 🔒 | a0944647-0e9f-425f-98e1-fc93309f6977 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Getting Started |
| Module Title | GETTING STARTED |
| Approaches to Classroom Assessment |
| Round Diagonal Corner 2 | **Time to Complete** |
| **60** minutes |
|  |
| plus activities and readings |

2.2 About You

|  |  |
| --- | --- |
| Slide ID 🔒 | 7c97235e-b05d-4e23-bf44-88934307d4be |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | About You |
| Body Text | At the end of each module in this course, you will have the opportunity to download a Certificate of Completion. Please enter your name below as you would like it to appear on your certificates. |
| Slide Title | About You |
| Text Entry Field - Enter your full name | Full Name |

2.3 Course Learning Outcomes

|  |  |
| --- | --- |
| Slide ID 🔒 | a6bcba5a-f836-437e-91c1-1277d78d9de2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Course Learning Outcomes |
| Text Box 1 | **Apply foundational assessment principles and e-tools to the design of an assessment plan** |
| Slide Title | Course Learning Outcomes |
| Text Box 2 | **Apply alternative assessment strategies to ensure alignment, authenticity, and transparency in assessment** |
| Text Box 3 | **Apply assessment principles to practically and critically address dilemmas in student assessment** |
| Subtitle | By the end of this course, you should be able to… |
| Text Box 4 | **Create “good” assessments for a variety of teaching contexts (in-person, blended, online) and students’ needs** |
| Text Box 5 | **Integrate *Equity, Diversity, Decolonization, and Indigeneity* (EDDI) strategies in assessment planning and decisions** |

2.4 Experienced Practitioners on Taking This Course

|  |  |
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| Slide ID 🔒 | c2b87450-74c0-4a27-8747-5c9ee6a1607b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Taking This Course |
| Slide Title 1 | Experienced Practitioners |
| Slide Title 2 | on Taking This Course |

2.5 Engaging With This Course

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| Slide ID 🔒 | af1f9692-9a56-4a62-80ef-d8a7cea41c47 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Engaging With This Course |
| Slide Title | Engaging with this course… |
| Subtitle 1 | **How should I engage in this course?** |

Slide Layer: Tab 1

|  |  |
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| Layer ID 🔒 | 91158963-b3e9-4e5d-9995-2577d013f298 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | The course is divided into five modules: |
| Getting Started: Approaches to Classroom Assessment |
| Module 1: Grounding Assessment |
| Module 2: Exploring Alternative Assessments |
| Module 3: Creating Alternative Assessments |
| Wrapping Up: Revisiting Approaches to Classroom Assessment |
| Button: More - Normal state | More |

Slide Layer: Tab 2

|  |  |
| --- | --- |
| Layer ID 🔒 | 6cc03ea3-90ff-4127-acae-ab0b67dd4e5e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 2 | You may work through the modules in any sequence; however, the course has been designed to progress in sequence from Getting Started through Wrapping Up. |
| Button: More - Normal state | More |

Slide Layer: Tab 3

|  |  |
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| Layer ID 🔒 | eb46620b-545c-43bc-9263-a461da7dbc38 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 3 | Within each module, you will explore research-based content and engage in various activities to apply and reflect on your learning about assessment. By the end of the course, you will have expanded your assessment knowledge, skills, and habits of mind in ways that will inform your future instructional practice and shape your ongoing professional learning about assessment. |
| Button - Normal state | Next Slide |

2.6 Course Resources

|  |  |
| --- | --- |
| Slide ID 🔒 | bb741032-1460-4620-8613-9e8998df639d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Course Resources |
| Text Box 6 | Throughout the course, you will be prompted to complete several activities in your workbook. You may also wish to access the course content via the accessible course document. In Module 3, you will be creating your own alternative assessment using the *Assessment Planning Framework*. This framework integrates key concepts and strategies that you will explore in Modules 1 and 2 of this course. |
|  |
|  |
| **You can access all of these resources from the Resources link in the Course Menu or at the top of the player window.** |
| Text Box 5 | Course Resources |
| Text Box 8 | Download |
| Accessible Course Document |
| Text Box 7 | Download |
| Course Workbook |
| Text Box 9 | Download |
| Assessment Planning Framework |

2.7 Activity: KWL

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| Slide ID 🔒 | 46a6465f-b3f4-4a72-87b8-4960fefa202e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: KWL |
| Main Title 1 | Activity: KWL |
| Text Box 1 | Complete Activity 0-1 in the workbook. |
| Text Box 4 | As your first workbook activity, take a moment to think about the course learning outcomes we shared at the start of this module. For each learning outcomes, fill in the first two columns of the KWL chart: |
|  |
| **K** |
| What I |
| **know** |
| . |
|  |
| **W** |
| What I |
| **want** |
| to know. |
|  |
| Text Box 3 | You will revisit this KWL chart again in the Wrapping Up Module to fill in the third column: |
|  |
|  |
|  |
| **L** |
| What I |
| **learned** |
| **.** |

2.8 Experienced Practitioners on Assessment Orientation

|  |  |
| --- | --- |
| Slide ID 🔒 | 841a69b8-a803-4cf0-a170-4f20410ca707 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Assessment Orientation |
| Main Title 1 | Experienced Practitioners |
| Main Body 1 | As you begin this course, it is important to think about your current orientation toward assessment and reflect on the dominant assessment orientations in your field and context of practice. Whether personal, disciplinary, or contextual, assessment orientation plays a significant role in shaping our assessment practices and classroom learning culture. |
| Text Box 1 | **Let’s hear more from Sue Fostaty Young on orientations to assessment.** |

2.9 Pause and Reflect on Assessment Orientation

|  |  |
| --- | --- |
| Slide ID 🔒 | 55db22a2-bd09-4dd5-8819-1bdfdf786113 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Assessment Orientation |
| Main Title 1 | Pause and Reflect on Assessment Orientation |
| Text Box 6 | Complete Activity 0-2 in the workbook. |
| Text Box 7 | **After watching the video on assessment orientation, take a moment to respond to the following questions.** |
| What is your current orientation toward assessment? |
| What is the dominant orientation toward assessment in your field? |
| What is the dominant orientation toward assessment in your context of practice? |

2.10 ACAI: Introduction

|  |  |
| --- | --- |
| Slide ID 🔒 | 79f2bbf6-25aa-42f2-87f9-816dd6ea7ee8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI: Introduction |
| Main Title 1 | Introducing the Approaches to Classroom |
| Assessment Inventory (ACAI) for Higher Education |
| Text Box 1 | Building on the notion of assessment orientation, The Approaches to Classroom Assessment Inventory (ACAI) for Higher Education is a scenario-based instrument that helps instructors determine and develop their approaches to classroom assessment. The ACAI for Higher Education is an adaptation of the ACAI for K-12, an extensively researched professional learning tool for teachers. |
| Text Box 2 | In this course, the ACAI will provide a framework for learning about and creating assessments. |
|  |
| **You will complete the ACAI for Higher Education twice during this course:** |
|  |
| 1. In the **Getting Started** **Module** to see how you tend to approach assessment at the start of the course. |
| 2. In the **Wrapping Up Module** to see if and how your approaches to assessment have changed by the end of this course. |

2.11 ACAI: Your Assessment Profile

|  |  |
| --- | --- |
| Slide ID 🔒 | 688202f0-9db1-4fe9-a4d3-e8bcc2b8ca7c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI: Your Assessment Profile |
| Main Title 1 | Your Assessment Profile |
| Text Box 1 | Each time you complete the ACAI, you will receive a personalized Assessment Profile that illustrates your current approaches to assessment across four research-based dimensions of classroom assessment: |
|  |
| **Assessment Purposes,** |
| **Assessment Processes,** |
| **Assessment Fairness, and** |
| **Assessment Theory**. |
| Text Box 2 | It is important to note that there are no ‘right or wrong’ or ‘good or bad’ approaches to assessment. Your ACAI Profile simply reflects the approaches you may tend to prioritize in your classroom assessment practice and in relation to the scenarios presented in the inventory. Through professional learning, experience, and reflection, your assessment priorities and approaches may change. |

2.12 Experienced Practitioners on the ACAI

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| Slide ID 🔒 | e01daf43-7b7d-4abc-9f51-07415a8b22bf |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on the ACAI |
| Main Title 1 | Experienced Practitioners |
| Text Box 1 | **Let’s hear more from Dr. Christopher DeLuca, the lead researcher who developed the Approaches to Classroom Assessment (ACAI) for K-12 and Higher Education.** |

2.13 Activity: Complete the ACAI

|  |  |
| --- | --- |
| Slide ID 🔒 | a54c66c9-f656-4b8f-8210-67a5772cdb12 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Complete the ACAI |
| Main Title 1 | Activity: Complete the ACAI |
| Text Box 1 | Before beginning Module 1, please complete the Approaches to Classroom Assessment Inventory (ACAI) for Higher Education. Use the tabs below to learn more. |
| Tab button 1 - Normal state | Timing |
| Tab button 2 - Normal state | At the beginning… |
| Tab button 3 - Normal state | At the end… |
| Tab button 4 - Normal state | At the end of |
| the course… |
| Text Box 2 | Select a tab to learn more… |

Slide Layer: End of the course

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| Layer ID 🔒 | 15193d1e-5ca5-448d-9d75-52ddd53ea601 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **In the Wrapping Up Module** |
| **,** you will complete the ACAI again and compare your pre- and post-Assessment Profiles to reflect on your key areas of growth and inform your next steps in professional learning about assessment. |

Slide Layer: End of the ACAI

|  |  |
| --- | --- |
| Layer ID 🔒 | 407a8d82-6313-4b12-bd89-693ea359e8cc |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **At the end of the ACAI** |
| **,** you will be prompted to download your personalized Assessment Profile. Throughout the course, you will refer to this profile to support your learning and reflection about your current and emerging approaches to assessment. |

Slide Layer: Beginning the ACAI

|  |  |
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| Layer ID 🔒 | 7c909f3c-b117-4468-a781-6c34714965fa |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **At the beginning of the ACAI** |
| **,** you will be invited to have your responses included in our research study. This study aims to understand how higher education instructors approach assessment. |
| **Participation in this research is completely voluntary** |
| . Choosing *not* to participate in the research study does not prevent you from completing the ACAI or engaging in this course. You will be asked to indicate your consent and interest in sharing your ACAI responses for research purposes at the start of the ACAI. |

Slide Layer: TIming

|  |  |
| --- | --- |
| Layer ID 🔒 | 2f555bf9-e75a-41bc-9a79-1882c688ac6a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **In the ACAI** |
| , you will respond to assessment scenarios and answer questions about your current assessment beliefs. The survey will take approximately |
| **20 minutes** |
| to complete. |

2.14 Activity: Link to the ACAI

|  |  |
| --- | --- |
| Slide ID 🔒 | 8cf30870-69d8-4468-80cf-18717683024f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Link to the ACAI |
| Main Title 1 | Activity: Link to the ACAI |
| Text Box 7 | Remember, there are no ‘right or wrong’ responses on the ACAI. The ACAI is a professional learning tool, and the profile you generate will represent your *current* approaches to assessment in your context of practice. Profiles can (and do) change through professional learning and experiences, like this course! |
|  |
| **After you complete the ACAI:** |
| **download** |
| your ACAI Profile to guide your subsequent work in Module 1 |
| **return** |
| to Module 1 of this course |
| Round Diagonal Corner 2 - Normal state | **GO TO THE ACAI** |
| Round Diagonal Corner 1 - Normal state | Continue to COURSE MENU |

3 Course Menu

|  |  |
| --- | --- |
| Scene ID 🔒 | fb536079-b72e-466f-9a7a-fe2124e93d1d |

| Type | Translation |
| --- | --- |
| Scene name | Course Menu |

3.1 Course Menu

|  |  |
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| Slide ID 🔒 | 32a63ced-fe3a-41ea-9195-c97f69af468a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Course Menu |
| Alt text for Picture 1 | Logo: Transforming Assessment: Strategies for Higher Education |
| Button - Normal state | **Getting Started** |
| Notification Icon: Course Complete | **Course Complete** |
| Button - Normal state | **Module 1: Grounding Assessment** |
| Button - Hover state | **Module 1: Grounding Assessment** |
| Button - Normal state | **Module 2: Exploring Alternative Assessments** |
| Button - Hover state | **Module 2: Exploring Alternative Assessments** |
| Text Box 4 | Instructions |
| Button - Normal state | **Module 3: Creating Alternative Assessments** |
| Button - Hover state | **Module 3: Creating Alternative Assessments** |
| Text Box 1 | Resources |
| Text Box 2 | Certificates |
| Button - Normal state | **Wrapping Up** |
| Button - Disabled state | **Complete modules to unlock** |
| Text Box 3 | Contributors |

Slide Layer: Instructions

|  |  |
| --- | --- |
| Layer ID 🔒 | 6ad70441-187b-47e1-a9ce-d7bd8a927771 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Instructions |
| Text Box 2 | This course contains |
| **five modules** |
| : |
| Getting Started: Approaches to Classroom Assessment |
| Module 1: Grounding Assessment |
| Module 2: Exploring Alternative Assessments |
| Module 3: Creating Alternative Assessments |
| Wrapping Up: Revisiting Approaches to Classroom Assessment |
|  |
|  |
| You may work through the modules of this course in |
| **any sequence** |
| ; however, the course has been designed to progress in the sequence shown above. |
|  |
| You will be able to download a |
| **Certificate of Completion** |
| after finishing each module, with a course certificate available after completing all modules. |
|  |
| You can return to the |
| **Course Menu** |
| via the link at the top of the player window. |

4 Module 1: Grounding Assessment

|  |  |
| --- | --- |
| Scene ID 🔒 | 046c38ae-e4b9-4231-a260-76f5e2ad7543 |

| Type | Translation |
| --- | --- |
| Scene name | Module 1: Grounding Assessment |

4.1 Module 1: Grounding Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | c6f80d6c-cb19-4c52-8118-d1f409402953 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 1: Grounding Assessment |
| Module Title 1 | Module 1 |
| Module Title 2 | GROUNDING ASSESSMENT |
| Round Diagonal Corner 2 | **Time to Complete** |
| **150** minutes |
|  |
| plus activities and readings |

4.2 Learning Outcomes

|  |  |
| --- | --- |
| Slide ID 🔒 | 9d4a9977-1d06-4e15-a294-ffcfd9560679 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Learning Outcomes |
| Slide Title | Learning Outcomes |
| Text Box 1 | **Distinguish** |
| **the primary purposes of assessment** |
| Text Box 2 | **Articulate key assessment processes** |
| Text Box 3 | **Identify principles of fairness in assessment** |
| Subtitle | By the end of this module, you should be able to… |
| Text Box 4 | **Describe** |
| **fundamental assessment theory** |

4.3 What is Assessment?

|  |  |
| --- | --- |
| Slide ID 🔒 | db4f446b-825c-4be2-b95d-6c5e43d5cfbd |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | What is Assessment? |
| Slide Title | What is Assessment? |
| Body Text | Assessment is the cornerstone of teaching and learning in higher eduction. |
| **Assessment is the process of gathering, analyzing, and communicating information about students' learning and achievement of identified outcomes.** |
| A robust body of research endorses assessment as a dominant instructional strategy that supports and accelerates students' learning. |

4.4 Quote

|  |  |
| --- | --- |
| Slide ID 🔒 | fceac395-d781-44ca-9bae-f210c89beed4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Quote |
| Text Box 1 | *The assessment model in place has greater influence over student learning than any other aspect of the curriculum.* |
| Text Box Author | Ramsden |

4.5 Experienced Practitioners

|  |  |
| --- | --- |
| Slide ID 🔒 | 448466e1-eb64-47db-a3ed-300ab7365b81 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners |
| Slide Title | Experienced Practitioners |
| Text Box 1 | Throughout the course, we will hear from a number of researchers in the field of assessment and education. We will also hear from higher education instructors and students about their points of view. |
| Text Box 2 | **Let’s listen to what our experienced practitioners and researchers have to say about assessment in higher education.** |

4.6 Contemporary Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 735aa90f-b1c8-495c-b954-f63a4987d451 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Contemporary Assessment |
| Slide Title | Contemporary Assessment |
| Body Text 1 | With recent shifts toward feedback-driven, student-centred approaches to assessment - and the proliferation of technology in teaching and learning - it is essential that higher education instructors are equipped with contemporary assessment strategies to accurately and fairly assess students’ learning. |
|  |
|  |
| **Contemporary assessment is…** |
| Tab Button 2 - Normal state | AUTHENTIC |
| Tab Button 1 - Normal state | SCAFFOLDED |
| Tab Button 3 - Normal state | IMPROVEMENT-ORIENTED |
| Instruction | Select a tab to learn more… |

Slide Layer: Authentic

|  |  |
| --- | --- |
| Layer ID 🔒 | 6e8c9aef-7821-4b16-9d68-703f43f6e53b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Authentic assessments** |
| provide students or groups of students with meaningful, relevant opportunities to apply their learning through complex, contextualized problems and novel, real-world scenarios. |
|  |
|  |

Slide Layer: Scaffolded

|  |  |
| --- | --- |
| Layer ID 🔒 | 65627796-81f3-40f1-bfe8-afd1429ca1c9 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 2 | **Scaffolded assessments** |
| divide larger tasks into components or stages to enable ongoing feedback and enhance overall learning and achievement. |
|  |

Slide Layer: Improvement

|  |  |
| --- | --- |
| Layer ID 🔒 | fd91bbe0-f5eb-4fd1-8fe5-8dbb6bff57c3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 3 | **Improvement-oriented assessments** |
| prioritize ongoing formative feedback from instructors, peers, and self-assessment to improve students' learning, inform instruction during learning cycles, and contribute to or enhance students' grades. |
|  |
|  |

4.7 Benefits of Contemporary Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | ea067634-e1d3-43a7-9965-7472163276b0 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Benefits of Contemporary Assessment |
| Slide Title | Benefits of Contemporary Assessment |
| Text Box 1 | Learning outcomes describe what we want our students to know and be able to do. Assessment provides evidence of students' progress toward learning outcomes. |
| Text Box 3 | motivate students’ learning, |
| Text Box 4 | support students’ well-being, |
| Text Box 2 | However, contemporary feedback-driven, student-centred approaches to assessment also... |
| Text Box 5 | impact students’ future opportunities, and |
| Text Box 6 | enhance students’ overall achievement. |

4.8 Using the ACAI

|  |  |
| --- | --- |
| Slide ID 🔒 | 520e6731-c9a1-435f-a26f-d5857430821a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Using the ACAI |
| Slide Title | Using the ACAI |
| Text Box 2 | **The four ACAI dimensions will provide the structure through which we will approach this first module.** |
| Text Box 1 | In the Getting Started Module, you completed the Approaches to Classroom Assessment Inventory (ACAI). |
|  |
| The ACAI profile you received illustrates how you currently approach four research-based dimensions of assessment. |
|  |
| As instructors, we each approach assessment in a unique way that is influence by many factors, including our educational experiences, field or discipline, course model, course |
| learning outcomes |
| , and institutional policies. |
|  |
| Through professional learning, new experiences, and reflection, our assessment priorities and approaches may change. |
| Text Box 3 | Assessment Purposes |
| Text Box 4 | Assessment Processes |
| Text Box 5 | Assessment Fairness |
| Text Box 6 | Assessment Theory |
| Button - Normal state | GO TO TOPIC MENU |
| Text Box 1 | Accessible Text |

Slide Layer: Rollover: Learning Outcomes

|  |  |
| --- | --- |
| Layer ID 🔒 | 7d7cfc16-a55e-4389-9aac-5622e5edaca1 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Learning outcomes** |
| are direct statements that describe the enduring knowledge, skills, and habits of mind that students are expected to demonstrate after a learning experience (e.g., unit, course). |

Slide Layer: Rollover: Assessment Purposes

|  |  |
| --- | --- |
| Layer ID 🔒 | ea38082b-82d5-486c-8783-937ccc41a543 |
| Preview Image |  |

| ID 🔒 | Type | Source Text | Translation |
| --- | --- | --- | --- |
| HKI | Text Box 1 | Choosing the appropriate assessments based on instructional goals and to guide next steps in teaching and learning. | Choosing the appropriate assessments based on instructional goals and to guide next steps in teaching and learning. |

Slide Layer: Rollover: Assessment Processes

|  |  |
| --- | --- |
| Layer ID 🔒 | 3ff4b802-5837-48c0-ae39-10cd46ab3d5c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Constructing, administering, scoring, interpreting, and communicating assessment results. |

Slide Layer: Rollover: Assessment Fairness

|  |  |
| --- | --- |
| Layer ID 🔒 | 9df3a693-11e9-425d-a423-0d9f86b44c76 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Cultivating fair assessment conditions for all learners, with sensitivity to student diversity and exceptional learners. |

Slide Layer: Rollover: Assessment Theory

|  |  |
| --- | --- |
| Layer ID 🔒 | dffa27a0-eec7-4a8c-914a-354ddb46f6e8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Understanding and negotiating the properties of reliability and validity in assessment. |

4.9 Module 1: Topic Menu

|  |  |
| --- | --- |
| Slide ID 🔒 | 0672a642-9331-4458-8501-b8c58028bf48 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 1: Topic Menu |
| Module Title | **MODULE 1**: FOUNDATIONS OF ASSESSEMENT |
| Message: | **Module** |
| **Complete** |
| Title 1 | Assessment |
| Title 3 | Assessment |
| Title 01 6 | Assessment |
| Title 01 7 | Assessment |
| Title 2 | Purposes |
| Title 4 | Processes |
| Title 01 8 | Fairness |
| Title 01 9 | Theory |
| Button: Assessment Purposes Topic - Normal state | START TOPIC |
| Button: Assessment Processes Topic - Normal state | START TOPIC |
| Button: Assessment Fairness Topic - Normal state | START TOPIC |
| Button: Assessment Theory Topic - Normal state | START TOPIC |

Slide Layer: Instructions

|  |  |
| --- | --- |
| Layer ID 🔒 | bb4fb15d-a582-4026-8f49-806dd218237f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Instructions |
| Text Box 2 | Complete the topics in any order. When you have completed all of the topics, you can return to the Course Menu. From there, you can access another module or download your completion certificate. |

5 Topic 1: Assessment Purposes

|  |  |
| --- | --- |
| Scene ID 🔒 | e1ca290a-5d96-48de-a383-96452216588d |

| ID 🔒 | Type | Source Text | Translation |
| --- | --- | --- | --- |
| Gg8 | Scene name | Topic 1: Assessment Purposes | Topic 1: Assessment Purposes |

5.1 Assessment Purposes Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | 3ed1a3b5-4f0f-4142-a3ba-a71db40aeeda |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Assessment Purposes Title Page |
| Main Title 1 | Topic 1 |
| Main Title 2 | ASSESSMENT PURPOSES |
| Text Box 1 | In this Topic |
| ACAI Review |
| Topic 1A: Formative and Summative Assessment |
| Topic 1B: Balanced Assessment Purposes |
| Topic 1C: Multiple Assessment Purposes |
| Text Box 2 | **Time to Complete** |
| **40** minutes |
|  |
| plus activities and readings |

5.2 ACAI Review: Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | 193a55b6-fd2d-4c3e-a1a4-e9b1e06b6d3f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Review: Assessment Purposes |
| Main Title | ACAI Review: Assessment Purposes |
| Tab Button 1 - Normal state | Assessment |
| **FOR** |
| Learning |
| Tab Button 2 - Normal state | Assessment |
| **AS** |
| Learning |
| Tab Button 3 - Normal state | Assessment |
| **OF** |
| Learning |
| Text Box 1 | Select a tab to learn more… |

Slide Layer: For Learning

|  |  |
| --- | --- |
| Layer ID 🔒 | a4d17c69-9214-47ac-989c-143ac7a03e6a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors and students |
| **use evidence of learning to provide feedback on students’ progress** |
| towards learning outcomes (i.e., to inform next steps for learning and instruction). This approach involves both instructor-directed and student-centred approaches to formative assessment. |

Slide Layer: As Learning

|  |  |
| --- | --- |
| Layer ID 🔒 | 6c2e8cdf-8df6-467e-8332-096b9dc5cd44 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors and students use evidence of learning to provide feedback or experiences that |
| **foster students' metacognitive abilities and learning skills** |
| (e.g., self-assessment, goal-setting, learning plans). This approach involves both instructor-directed and student-centred approaches to formative assessment. |
|  |

Slide Layer: Of Learning

|  |  |
| --- | --- |
| Layer ID 🔒 | 21bdaebd-982d-4ba3-9521-02c24a332ff7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors use |
| **evidence of learning to assign a grade** |
| in relation to students’ achievement of learning outcomes. This approach prioritizes summative assessment purposes. |
|  |

5.3 ACAI Reflections: Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | e9446594-2ea3-4bda-941c-09d1d9797704 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Reflections: Assessment Purposes |
| Main Title 1 | ACAI Reflections: Assessment Purposes |
| Text Box 1 | Complete Activity 1-1 in the workbook. |
| Text Box 2 | ATTITUDES |
|  |
| Which approach(es) to Assessment Purposes did you prioritize most? Least? Or were your priorities equally distributed? Were you surprised by your results? |
| Text Box 3 | IMPACTS |
|  |
| To what extent is your approach to Assessment Purposes influenced by your educational experiences, discipline or field, course delivery mode, course learning outcomes, and institutional policies? |
| Text Box 4 | GOALS |
| In what ways might your approach to Assessment Purposes impact your students’ learning experiences and outcomes your course(s), whether in-person, blended, or online? |

5.4 Key Points: Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | be40fa62-4f53-448c-bce7-4ad14579f50d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Assessment Purposes |
| Text Box 1 | Key Points |
| Body | Regardless of the Assessment Purposes you prioritized or your course delivery mode (i.e., in-person, blended, or online), it is important to |
| **understand and balance the key purposes of assessment** |
| - |
| formative |
|  |
| and |
| summative |
|  |
| - to support your students’ learning and your own instructional practice. |
| Text Box 2 | Accessible Text |

Slide Layer: Rollover: Formative

|  |  |
| --- | --- |
| Layer ID 🔒 | 42506d31-29bf-4436-b79d-c0573e049da8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Formative** |
| The primary goal of formative assessment is to enhance students' learning and achievement. |

Slide Layer: Rollover: Summative

|  |  |
| --- | --- |
| Layer ID 🔒 | 3e5408ed-057e-4058-8040-76fec76c0564 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Summative** |
|  |
| The primary goal of summative assessment is to judge or grade students’ learning in relation to program standards in adherence with institutional accountability mandates. |

5.5 Topic 1A: Formative and Summative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | f0213fc7-9f7e-4498-9753-847c72dabe2f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 1A: Formative and Summative Assessment |
| Text Box 1 | Topic 1A |
| Main Title | Formative and |
| Summative Assessment |
| Main Body | Assessment serves two primary purposes: Formative and Summative. In relation to your ACAI profile, Assessment *for* Learning and Assessment *as* Learning serve |
| formative purposes |
| , while Assessment *of* Learning serves |
| summative purposes |
| . |

5.6 Distinctions between Formative and Summative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 287af5b1-1932-4438-9254-731af7bc59fa |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Distinctions between Formative and Summative Assessment |
| Main Title | Formative and Summative Assessment |
| tab button 1 - Normal state | Formative Assessment |
| tab button 2 - Normal state | Readiness Assessment |
| tab button 3 - Normal state | Summative Assessment |
| Pointer Text | Select a tab to learn more… |

Slide Layer: Summative

|  |  |
| --- | --- |
| Layer ID 🔒 | e472c253-f802-4dde-ad5e-4a04910dda14 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **Summative Assessment** |
| (assessment *of* learning) occurs at or near the end of a learning period (e.g., course or unit of study) to |
| evaluate |
| or measure students’ achievement of learning outcomes. The primary goal of summative assessment is to judge or grade students’ learning in relation to program standards in adherence with institutional accountability mandates. |
|  |

Slide Layer: Readiness

|  |  |
| --- | --- |
| Layer ID 🔒 | bbf2f159-7f95-4e56-bd83-b94a98fa30f8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **Readiness Assessment** |
| (or pre-assessment) |
|  |
| is formative assessment that occurs at the beginning of a course or unit of study. The primary goal of readiness assessment is to ascertain students’ readiness to learn new knowledge and skills and to identify gaps that need to be addressed through instruction. |
|  |

Slide Layer: Formative

|  |  |
| --- | --- |
| Layer ID 🔒 | 957a2e22-1062-4620-a7b6-b30d73648631 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **Formative Assessment** |
| (assessment *for* and *as* learning) occurs frequently in an ongoing manner throughout periods of learning. The primary goal of formative assessment is to enhance students' learning and achievement. Formative assessment information can be used by both students and instructors to identify misconceptions, learning gaps, and areas of challenge so they can be addressed as soon as possible. Students can use formative assessment to guide their future learning, and instructors can use formative assessment to improve their future teaching. |
|  |

Slide Layer: Rollover: Evaluate

|  |  |
| --- | --- |
| Layer ID 🔒 | 772834ac-84df-4321-adc1-a1f5c6353fcd |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Evaluate:** |
| to place a value on the degree to which a student has attained a learning outcome. |

5.7 A Chef's Story

|  |  |
| --- | --- |
| Slide ID 🔒 | 872c1af7-22f5-4750-be2b-af7784bb8208 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | A Chef's Story |
| Main Title 1 | Formative and Summative Assessment |
| Text Box 2 | **A Chef’s Story** |
| Text Box 1 | The difference between formative and summative assessment has been described using the analogy of cooking. As a cook is making their soup, they occasionally taste it to decide if it needs a bit more spice - or additional ingredients. With each taste, they are assessing their soup and using that feedback to change or improve it - in other words, the cook is engaging in |
| **formative assessment** |
| . |
| Once the soup is served to the customer, the customer tastes it and makes a final judgment about the quality of the soup - otherwise known as |
| **summative assessment** |
| . |

5.8 Purposes, Types, and Strategies

|  |  |
| --- | --- |
| Slide ID 🔒 | 227f5ecb-9501-460f-aa61-6c98833fb622 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Purposes, Types, and Strategies |
| Main Title 1 | Purposes, Types and Strategies |
| Text Box 1 | In this course, we will refer to |
| **assessment purposes, types, and strategies** |
| . These terms are often used interchangeably. However, we will use each term in a specific way. Click on the button below to learn more. |
| Text Box 2 | Click to learn more… |

Slide Layer: Purposes

|  |  |
| --- | --- |
| Layer ID 🔒 | 6ae7c5a9-947b-4078-9e5f-11a41de64cae |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | PURPOSES, TYPES, AND STRATEGIES |
| Text Box 10 | Assessment Purposes |
| Text Box 9 | Assessment Purposes will refer to the reason for gathering assessment information: |
|  |
| Formative = to improve students’ learning |
| Summative = to judge or grade students’ learning |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Types

|  |  |
| --- | --- |
| Layer ID 🔒 | 81a95c20-88fc-4c6c-84d0-96f69d5334c2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | PURPOSES, TYPES, AND STRATEGIES |
| Text Box 3 | Assessment Types |
| Text Box 2 | Assessment Types will refer to broad *categories* of assessment: |
|  |
| Traditional Assessments = assess what a student knows through standard written tests, exams, essays, and term papers |
| Alternative Assessments = assess what a student can do through real-world applications, novel problem-solving, and critical reflection |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Strategies

|  |  |
| --- | --- |
| Layer ID 🔒 | 7d347025-68b0-403a-a7e0-e5e3cb350bed |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | PURPOSES, TYPES, AND STRATEGIES |
| Text Box 3 | Assessment Strategies |
| Text Box 2 | Assessment Strategies will refer to the assessment *instruments and approaches* used to gather assessment information. We will explore strategies in Module 2, but here are a few examples: |
|  |
| Text Box 5 | Discussions |
| Portfolios |
| Presentations |
| Text Box 4 | Exams |
| Essays |
| Group Projects |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

5.9 Key Points: Formative and Summative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | cd9e63eb-cd55-4e42-9aae-10a2d40887d6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Formative and Summative Assessment |
| Body | Key Points |
|  |
| Remember that it’s not the assessment strategy that is formative or summative. The terms |
| **formative and summative refer to the *purpose* of the assessment** |
| or how the assessment strategy is going to be used to support teaching and learning. |
| We will explore more assessment tools in Module 2. |

5.10 Experienced Practitioners on Formative and Summative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | cb794f9e-41a7-4019-ad0b-71d9e900df72 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Formative and Summative Assessment |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Formative and Summative Assessment |

5.11 Topic 1B: Balanced Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | 8abc3b0b-a8df-4a50-9903-671839698e3d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 1B: Balanced Assessment Purposes |
| Text Box 1 | Topic 1B |
| Main Title 1 | Balanced Assessment |
| Purposes |
| Main Body | When you are planning formative and summative assessments, it is important to strive for the |
| balance that best supports teaching and learning |
| in your course. |

5.12 POV: Student Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | dacaa5d1-2f29-4555-9f48-ada2de426bea |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Student Perspectives |
| Main Title 1 | POV: Student Perspectives |
| Text Box 1 | “A variety of assessment methods paints a better picture of the learner. Attained knowledge is not always best expressed in an essay nor a presentation; a holistic approach with specific feedback is far more effective at this level.” |
| Text Box 2 | Graduate Student (1st Year, Master's) |

5.13 Grading

|  |  |
| --- | --- |
| Slide ID 🔒 | 0c56d964-a0b9-49c1-b637-18a43d6d34ae |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Grading |
| Main Title 1 | Balanced Assessment Purposes |
| Text Box 1 | **Grading** |
|  |
| Not all assessments need to be graded (i.e., used for summative purposes). While grading is a professional responsibility in most higher education courses, prioritizing summative assessment can promote an unproductive emphasis on grades over learning. |

5.14 Foster a Learning Culture

|  |  |
| --- | --- |
| Slide ID 🔒 | 2856532e-36cd-4ce2-8cd3-1e63c18dab38 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Foster a Learning Culture |
| Main Title 1 | Balanced Assessment Purposes |
| Text Box 2 | **Foster a Learning Culture** |
| Providing multiple opportunities for formative assessment, such as descriptive growth-oriented feedback, during learning can help students work toward desired learning outcomes and foster a learning culture – as opposed to a testing culture – in your classroom. |
| Text Box 4 | **Formative assessment not only enhances students’ learning in your course but can also improve their performance on summative assessments.** |

5.15 A Balanced Approach

|  |  |
| --- | --- |
| Slide ID 🔒 | 5e8b3f3b-a046-44aa-9f9c-4b9bda66e9b6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | A Balanced Approach |
| Main Title 1 | Balanced Assessment Purposes |
| Text Box 3 | **A Balanced Approach** |
| As instructors, the key is achieving a balance between multiple opportunities for feedback (i.e., formative assessment) and graded assessments (i.e., summative assessments) throughout your course to best support teaching and learning. |
|  |
| Balanced assessment doesn't mean equal amounts of formative and summative assessment. Rather, balanced assessment means ensuring sufficient opportunities for formative feedback to enhance students' overall learning and achievement on graded assessments. |

5.16 Activity: Balanced Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | c9aa929a-d37b-4ed0-972e-a8385f18f464 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Balanced Assessment Purposes |
| Main Title 1 | Activity: Balanced Assessment Purposes |
| Text Box 5 | Formative Assessment |
| Text Box 4 | Summative Assessment |
| S1 | End of Learning Cycle |
| S3 | Accountability Oriented |
| F1 | Ongoing During Learning Cycle |
| S2 | What’s Been Learned |
| S4 | A Snapshot in Time |
| F2 | Improvement Oriented |
| S5 - Normal state | Usually graded |
| F4 | Usually Ungraded |
| F3 | Cumulative or Scaffolded |
| Text Box 6 | Accessible Text |
| Alt text for Text Box 6 | Link to Accessible Text PDF. If you are not using a mouse for this course, please skip this activity and read the PDF text. |
| Slide Notes | Paul Black (1998), who is often lauded as the forefather of these concepts, described the difference between these terms using the analogy of cooking. As a cook is making her soup, she occasionally tastes it to decide if it needs a bit more spices or ingredients. With each taste, she is assessing her soup and using that feedback to change or improve it - in other words, the cook is engaging in formative assessment. Once the soup is served to the customer, the customer tastes it and makes a final judgment about the quality of the soup - otherwise known as summative assessment. |

Slide Layer: Instructions

|  |  |
| --- | --- |
| Layer ID 🔒 | d88cc0ed-b507-4eaf-b18b-a87dfbadf26a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Instructions |
| Text Box 2 | Drag and drop the characteristics of assessment listed at the bottom of the screen to the side of the scale they best align with. When finished, click submit with the checkmark at bottom right of player. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | 13bfb695-189b-40a9-a178-bc4b8bddf8d7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! |
| You matched the items correctly. |

5.17 Experienced Practitioners on Balanced Assessments

|  |  |
| --- | --- |
| Slide ID 🔒 | fcaa829b-9d73-448e-8459-c883a0e718e5 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Balanced Assessments |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Balanced Assessments |

5.18 Topic 1C: Multiple Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | 2f29e6e3-20a2-4b66-8903-8d7894570020 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 1C: Multiple Assessment Purposes |
| Text Box 1 | Topic 1C |
| Main Title | Multiple Assessment |
| Purposes |
| Main Body | It is important to note that formative and summative assessment purposes are not mutually exclusive. One assessment can simultaneously serve |
| multiple purposes. |

5.19 It Goes Both Ways

|  |  |
| --- | --- |
| Slide ID 🔒 | 56ce8039-11b7-4bb8-b10d-3d5c40be1f3d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | It Goes Both Ways |
| Main Title 1 | Multiple Assessment Purposes |
| Text Box 1 | **It Goes Both Ways** |
|  |
| Assessments aimed at improving students’ learning (i.e., formative purposes) can also be graded. |
|  |
| Assessments for the primary purpose of grading students’ learning (i.e., summative purposes) can be used to improve teaching and learning moving forward. |

5.20 Overlapping Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | 297b51fd-9b95-4e46-a89c-d33b611006a9 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Overlapping Purposes |
| Main Title 1 | Multiple Assessment Purposes |
| Text Box 6 | **SUMMATIVE** |
| Text Box 5 | **FORMATIVE** |
| Text Box 1: Formative Body - Normal state | For Instructors |
| To monitor student learning |
| To ascertain progress |
| To check understanding |
| To teach responsively |
|  |
| For Students |
| To evaluate their own learning |
| To build knowledge |
| To identify strengths and weaknesses |
| To continually improve learning |
| To target learning |
| Text Box 2: Summative Body - Normal state | For Instructors |
| To measure whether a student has met learning outcomes, and to what extent |
| To make further improvements in future iterations of the course |
|  |
| For Students |
| To understand their overall performance |
| To understand whether they have met the learning outcomes |
| Text Box 7 | Click to reveal |
| Text Box 8 | Click to reveal |
| Slide Notes | Paul Black (1998), who is often lauded as the forefather of these concepts, described the difference between these terms using the analogy of cooking. As a cook is making her soup, she occasionally tastes it to decide if it needs a bit more spices or ingredients. With each taste, she is assessing her soup and using that feedback to change or improve it - in other words, the cook is engaging in formative assessment. Once the soup is served to the customer, the customer tastes it and makes a final judgment about the quality of the soup - otherwise known as summative assessment. |

Slide Layer: Instructions

|  |  |
| --- | --- |
| Layer ID 🔒 | 67f4ab4e-3a9f-4f45-be9b-aa78e3d03109 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Instructions |
| Text Box 2 | Formative and summative assessments benefit both instructors and students. Sometimes the benefits are different, but sometimes the benefits are the same for both. Can you imagine some of these benefits? |
|  |
| Click around the following diagram to reveal more information. |

Slide Layer: Merge Circles

|  |  |
| --- | --- |
| Layer ID 🔒 | 2916c9e2-c50f-4654-965b-89f6f9a36840 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Title 1 | Multiple Assessment Purposes |
| Text Box 1 | **FORMATIVE** |
| Text Box 2 | **SUMMATIVE** |
| Text Box 3 | **Both** |
| Are ways to assess student learning |
| Are opportunities to give and receive feedback |
| Are ways to evaluate the effectiveness of teaching |
| Button: - Normal state | Back |
| Button: - Down state | Back |
| Button: - Normal state | Next Slide |

5.21 POV: Student Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | 576b8059-b4b0-4185-9f4f-af998332e3e0 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Student Perspectives |
| Main Title 1 | POV: Student Perspectives |
| Text Box 1 | “In a psychology graduate course, students were learning new software in a statistics laboratory. Initial assignments were for completion marks and the solutions to the laboratory would get posted after the due date. The final statistics lab was graded such that all of the initial assignments would be graded again in the final lab, not just for completion. Many people in the psychology program have always stressed about getting top marks. By offering this type of assignment, students stopped hyper-focusing on marks, began to explore statistics, had the opportunity to be creative, and felt comfortable making mistakes.” |
|  |
| Text Box 2 | Graduate Student (1st Year, Master's) |

5.22 Experienced Practitioners on Multiple Assessment Purposes

|  |  |
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| Slide ID 🔒 | 8deac504-8e1f-47fd-ac8e-9ba31b8026e7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Multiple Assessment Purposes |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Multiple Assessment Purposes |

5.23 Thinking Forward: Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | 7eee381c-3712-4c4a-a525-acdeebb0febc |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward: Assessment Purposes |
| Main Title 1 | Thinking Forward: Assessment Purposes |
| Text Box 7 | Complete Activity 1-2 in the workbook. |
| Text Box 1 | IDEAS |
|  |
| In your current courses, do you use any assessments for both formative and summative purposes? |
|  |
| Are there any summative assessments that you could also use for formative purposes? |
| Text Box 2 | CONNECTIONS |
|  |
| How might you enhance the current balance between formative and summative assessment purposes in your courses to better inform your practice? To better support your students’ learning and achievement? |
| Text Box 3 | EXTENSIONS |
|  |
| Does balance look different in in-person, blended, and online learning contexts? |
| Button - Normal state | RETURN TO MODULE MENU |

6 Topic 2: Assessment Processes

|  |  |
| --- | --- |
| Scene ID 🔒 | 201ace7f-196c-4b81-8251-d1cdbfc5dda5 |

| Type | Translation |
| --- | --- |
| Scene name | Topic 2: Assessment Processes |

6.1 Assessment Processes Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | 1dc25b36-fc04-406f-9650-a7882840c4ea |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Assessment Processes Title Page |
| Main Title 1 | Topic 2 |
| Main Title | ASSESSMENT PROCESSES |
| Text Box 1 | In this Topic |
| ACAI Review |
| Topic 2A: Planning for Assessment |
| Topic 2B: Feedback in Assessment |
| Topic 2C: Grading Assessments |
| Text Box 2 | **Time to Complete** |
| **40** minutes |
|  |
| plus activities and readings |

6.2 ACAI Review: Assessment Processes

|  |  |
| --- | --- |
| Slide ID 🔒 | cb98269f-8dcf-4cf7-92ed-bcb6a95f74b9 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Review: Assessment Processes |
| Main Title | ACAI Review: Assessment Processes |
| tab button 1 - Normal state | Design Approach |
| tab button 2 - Normal state | Scoring Approach |
| tab button 3 - Normal state | Communication Approach |
| Text Box 1 | Select a tab to learn more… |

Slide Layer: Design

|  |  |
| --- | --- |
| Layer ID 🔒 | 54ec14d4-d5ac-4ff5-8234-4450c7dfe638 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors emphasize the development and design of reliable assessments and test questions that measure student learning in relation to learning outcomes. |

Slide Layer: Administration

|  |  |
| --- | --- |
| Layer ID 🔒 | 0a504626-de31-4cab-af17-7d634fa9556c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 2 | Instructors focus on the adjustment and use of scoring protocols and grading schemes to respond to assessment situations. |
|  |

Slide Layer: Communication

|  |  |
| --- | --- |
| Layer ID 🔒 | 3e3d7e68-e408-4fee-bcc5-f03f55adade2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 2 | Instructors prioritize the interpretation of assessment results and feedback through purposeful communication with students. |

6.3 ACAI Reflections: Assessment Processes

|  |  |
| --- | --- |
| Slide ID 🔒 | c1fe3ea5-d970-4bff-912d-bb78120cf6fa |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Reflections: Assessment Processes |
| Main Title 1 | ACAI Reflections: Assessment Processes |
| Text Box 1 | Complete Activity 1-3 in the workbook. |
| Text Box 2 | ATTITUDES |
| Which approach(es) to Assessment Processes did you prioritize most? Least? Or were your priorities equally distributed? Were you surprised by your results? |
| Text Box 3 | IMPACTS |
| To what extent is your approach to Assessment Processes influenced by your educational experiences, discipline or field, course delivery mode, course learning outcomes, and institutional policies? |
| Text Box 4 | GOALS |
| In what ways might your approach to Assessment Processes impact your students’ learning experiences and outcomes your course(s), whether in-person, blended, or online? |

6.4 Key Points: Assessment Processes

|  |  |
| --- | --- |
| Slide ID 🔒 | 1b560e3f-9ec3-4d1b-9baa-6db94e0dd827 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Assessment Processes |
| Body | Key Points |
|  |
| Regardless of the Assessment Processes you prioritized or your course delivery mode (i.e., in-person, blended, or online), you will need to be familiar with three key processes - |
| **planning for assessment, feedback in assessment, and grading assessments.** |

6.5 Topic 2A: Planning for Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 23fe78cf-2250-4480-a4c2-5469f6ef3d10 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 2A: Planning for Assessment |
| Text Box 1 | Topic 2A |
| Main Title | Planning for |
| Assessment |
| Main Body | When planning for assessment, it is critical to |
| align your assessment |
| with your |
| course learning outcomes |
| and learning activities. |

6.6 What are learning outcomes?

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| --- | --- |
| Slide ID 🔒 | f69988b4-f79e-44fe-a178-b562aa73b741 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | What are learning outcomes? |
| Main Title 1 | Planning for Assessment |
| Text Box 1 | **What are learning outcomes?** |
| Learning outcomes are direct statements that describe the knowledge, skills, and habits of mind that students are expected to reliably demonstrate after a learning experience. |
|  |
| Text Box 2 | **Why do we use learning outcomes?** |
| Learning outcomes are a basic educational building block that, together with instructional activities and assessment strategies, form the basis of the curriculum. |

6.7 How do learning outcomes help?

|  |  |
| --- | --- |
| Slide ID 🔒 | c596312f-96af-44d5-a87f-64fe6da4816d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | How do learning outcomes help? |
| Main Title 1 | Planning for Assessment |
| Text Box 1 | How do learning outcomes help instructors and students? |
| Tab Button 1 - Normal state | For Instructors |
| Tab Button 2 - Normal state | For Students |
| Text Box 2 | Select a tab to learn more… |

Slide Layer: For Instructors

|  |  |
| --- | --- |
| Layer ID 🔒 | 4b258784-a04e-4cf7-91f5-5c7dc45fe1bc |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Learning outcomes help instructors select appropriate teaching and assessment strategies. It is important for instructors to engage in the iterative process of asking:*What do I want my students to know and be able to do? What activities will help my students learn? How will I know my students have learned?* |
|  |

Slide Layer: For Students

|  |  |
| --- | --- |
| Layer ID 🔒 | a050dd9d-18a8-424d-a3c1-9bf051e31d92 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Learning outcomes are similar to providing students with a destination on a road map - an expectation to achieve. Learning outcomes help students learn more effectively because they know what is expected of them, and it is clear what knowledge and skills they can hope to gain from a course. |

6.8 Activity: Planning For Assessment Instructions

|  |  |
| --- | --- |
| Slide ID 🔒 | dd90d9d9-5e82-4d41-a56e-4af39ccb60e0 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Planning For Assessment Instructions |
| Main Title 1 | Activity: Planning for Assessment |
| Text Box 1 | In this activity, you will see a diagram that describes the interrelationships among learning outcomes, teaching activities, and assessments. At the bottom of the page are 3 examples; drag each example to the matching diagram concept. |
| Round Diagonal Corner 1 - Normal state | Begin Activity |

6.9 Activity: Planning For Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 5c4b017a-950f-486f-afdb-47b846544599 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Planning For Assessment |
| Main Title 1 | Activity: Planning for Assessment |
| Text Box 2 | **Learning Outcomes** |
|  |
| What do you want your students to know and be able to do? |
| Text Box 1 | Context |
| Content |
| Learner |
| Instructor |
| Text Box 3 | **Teaching & Learning Activities** |
|  |
| What kind of activities will help your students to learn? |
| Text Box 4 | **Assessment Strategies** |
|  |
| How will you know your students have learned? |
| Text Box 5 | Be able to construct a convincing and well-supported argument |
| Text Box 6 | Argument mapping assignment; |
| Critical analysis essay |
|  |
| Text Box 7 | In-class analysis of scholarly arguments; Class debate |
|  |
| Text Box 8 | Accessible Text |
| Alt text for Text Box 8 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | b6d34c9b-89ad-49bf-ae0c-05713866d988 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You matched |
| the items correctly. |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | c42b298e-1025-4706-94de-899360be7721 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, give it another try. |

6.10 Experienced Practitioners on Planning for Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 082bacf8-5d9f-4f56-97e1-d8fdcd8882ca |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Planning for Assessment |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Planning for Assessment |

6.11 Topic 2B: Feedback in Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 83314bd9-8df5-44c0-8d71-8c423d8b972f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 2B: Feedback in Assessment |
| Text Box 1 | Topic 2B |
| Main Title 1 | Feedback in |
| Assessment |
| Main Body | Feedback plays a central role in assessment and is consistently recognized in research and practice as |
| **one of the most powerful influences on students’** |
| learning and performance. |

6.12 Defining Feedback

|  |  |
| --- | --- |
| Slide ID 🔒 | 277aae14-da1e-4bbf-a2f1-35ed27238589 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Defining Feedback |
| Main Title 1 | Feedback in Assessment |
| Text Box 1 | **Defining Feedback** |
|  |
| Feedback is commonly defined as information about a student’s current level of understanding or performance in relation to a learning outcome or goal. More recently, feedback has been conceptualized as a dynamic process in which students actively seek and integrate feedback through dialogues with instructors, peers, and self-reflection to enhance their future performance of learning strategies. |

6.13 Quote

|  |  |
| --- | --- |
| Slide ID 🔒 | 6f39e51b-7dc0-48a9-8551-6f79de0fd836 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Quote |
| Text Box 1 | *Too often, the power of assessment feedback is aimed to “drive” students toward (often unspecified) goals or to “do more” or “do better.”* |
| Text Box 2 | Hattie & Timperley |

6.14 Experienced Practitioners on Feedback in Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | ecaa8d66-4ae8-4a5b-8a4b-4afd3e511ad2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Feedback in Assessment |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Feedback in Assessment |

6.15 Characteristics of Feedback

|  |  |
| --- | --- |
| Slide ID 🔒 | 3d986803-f62d-40c8-8393-fa20934336aa |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Characteristics of Feedback |
| Main Title 1 | Feedback in Assessment |
| Text Box 1 | Regardless of the definition of feedback you subscribe to, feedback to support learning is… |
| tab button 1 - Normal state | Specific |
| tab button 2 - Normal state | Constructive |
| tab button 3 - Normal state | Timely |
| tab button 4 - Normal state | Actionable |
| Text Box 2 | Select a tab to learn more… |

Slide Layer: Specific

|  |  |
| --- | --- |
| Layer ID 🔒 | 59ac5b98-702a-4c87-b4be-198e98b5dd1a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Feedback should target how students demonstrated their learning in a given task or activity and clarify what "good" performance looks like. Specific feedback helps students gain a deeper understanding of course content, recognize their misconceptions, enhance their learning processes (i.e., how they learn), and develop their metacognition (i.e., reflection and awareness of how they learn). |
|  |

Slide Layer: Constructive

|  |  |
| --- | --- |
| Layer ID 🔒 | 9116b6bf-66ca-4a3c-a218-366162651cbc |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Feedback should focus on students’ learning and performance, not on their personal traits as a learner. Constructive feedback is formative in nature and guides students’ subsequent learning and performance toward identified goals, often through the |
| scaffolding |
|  |
| of learning activities and assignments, that provide opportunities to close the gap between current and desired performance. |

Slide Layer: Timely

|  |  |
| --- | --- |
| Layer ID 🔒 | 640aea6e-da7a-4ebf-8b39-df2925090afb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Feedback should be received while it still matters to students’ future learning and performance. Timely feedback guides students’ next steps in a course, supports their ongoing learning throughout a course, and enhances their achievement on final course assessments and exams. Evidence from literature suggests that imperfect non-expert feedback that is timely enhances learning more than delayed expert feedback. |

Slide Layer: Actionable

|  |  |
| --- | --- |
| Layer ID 🔒 | b4aa3f0c-3aeb-4189-8c26-38e3887d6d98 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Feedback should provide clear directions and next steps for students. Actionable feedback should be limited to priority areas for improvement to enhance students’ use and informs not only students’ subsequent learning of course content but also their learning processes (i.e., how they learn) and metacognition (i.e., reflection and awareness of how they learn). |

6.16 Quote

|  |  |
| --- | --- |
| Slide ID 🔒 | 61dcc6cc-bf6e-4c43-83ae-271accde2cdf |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Quote |
| Text Box 1 | *…if feedback processes are to enhance learning, we must move beyond a view of feedback as transmission and acknowledge the active role that students must play in such processes.* |
| Text Box 2 | Nicol, Thomson, and Breslin |

6.17 Sources of Feedback

|  |  |
| --- | --- |
| Slide ID 🔒 | fd5aef3d-d55d-49d3-b43d-9bc43522c7f2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Sources of Feedback |
| Main Title 1 | Sources of Feedback |
| Text Box 1 | Feedback can come from 3 main sources: |
| **instructor, peer, and self** |
| . While instructor feedback is often prioritized, providing opportunities for feedback from all 3 sources most effectively supports students’ learning — within a course and beyond. |
| Text Box 2 | Click to learn more… |

Slide Layer: Definitions

|  |  |
| --- | --- |
| Layer ID 🔒 | 83047560-7e88-4d12-a658-be399f32f41e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SOURCES OF FEEDBACK |
| Text Box 4 | DEFINITIONS |
| Text Box 1 | **Instructor** |
| Text Box 2 | **Peer** |
| Text Box 3 | **Self** |
| Text Box 5 | Instructor feedback entails feedback from the instructor on students’ work (e.g., writing, projects, presentations, performances) in relation to designated assessment criteria or learning outcomes. |
| Text Box 6 | Peer feedback (or peer appraisal) engages students in providing constructive or evaluative feedback on each other’s work (e.g., writing, projects, presentations, performances) or learning in relation to designated assessment criteria. |
| Text Box 7 | Self-assessment (or self-appraisal) engages students in reflection on their own work (e.g., writing, projects, presentations, performances) or learning in relation to designated assessment criteria. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Purpose

|  |  |
| --- | --- |
| Layer ID 🔒 | 3d4b5f75-4ae3-4a92-ab3b-ede92623f132 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SOURCES OF FEEDBACK |
| Text Box 4 | PURPOSE |
| Text Box 1 | **Instructor** |
| Text Box 2 | **Peer** |
| Text Box 3 | **Self** |
| Text Box 5 | Formative or Summative |
| Text Box 6 | Commonly Formative, Sometimes Summative |
| Text Box 7 | Commonly Formative, Sometimes Summative |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Examples

|  |  |
| --- | --- |
| Layer ID 🔒 | d1b737cf-0434-4073-864f-39b610f119ab |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SOURCES OF FEEDBACK |
| Text Box 4 | EXAMPLES |
| Text Box 1 | **Instructor** |
| Text Box 2 | **Peer** |
| Text Box 3 | **Self** |
| Text Box 5 | Descriptive feedback on essay drafts before final essay is submitted for grading |
| Text Box 6 | Formative peer feedback on practice presentation before final presentation for grading |
| Text Box 7 | Self-assessment of participation in group project that is included in the instructor’s final grade for the project |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Benefits of Instructor

|  |  |
| --- | --- |
| Layer ID 🔒 | 9f5e8e91-83a5-47b5-9f55-2755ac2dd4b8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SOURCES OF FEEDBACK |
| Text Box 4 | BENEFITS OF INSTRUCTOR FEEDBACK |
| Text Box 5 | Provides student with information about their progress toward learning outcomes and assessment criteria |
| Provides students with information about their achievement of learning outcomes and assessment criteria |
| Provides students with suggestions for next steps in learning |
| Encourages and motivates students’ subsequent learning and efforts |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Benefits of Peer

|  |  |
| --- | --- |
| Layer ID 🔒 | 0d89cb32-afb7-4391-8261-d52f5e4266f6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SOURCES OF FEEDBACK |
| Text Box 4 | BENEFITS OF PEER FEEDBACK |
| Text Box 5 | Helps students clarify assessment criteria |
| Provides students with frequent, relevant, and timely feedback |
| Students learn through giving each other feedback |
| Enhances students’ subsequent self-assessment |
| Promotes students’ active engagement in the feedback process |
| Fosters transferable professional skills |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Benefits of Self

|  |  |
| --- | --- |
| Layer ID 🔒 | 50677082-b86f-408c-9634-798364f355e3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SOURCES OF FEEDBACK |
| Text Box 4 | BENEFITS OF SELF ASSESSMENT |
| Text Box 5 | Helps students monitor their own progress and achievement in relation to assessment criteria |
| Helps students adjust their own learning and set new goals |
| Helps students consolidate new learning in relation to previous learning |
| Promotes |
| deep learning |
| and critical reflection skills |
| Promotes students’ active engagement in the learning |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Closing

|  |  |
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| Layer ID 🔒 | 2c7a7efa-3933-410d-bc56-b10a894c1feb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SOURCES OF FEEDBACK |
| Text Box 9 | We will explore strategies for instructor, peer, and student feedback tools in Module 2! Stay tuned! |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: Rollover: Deep Learning

|  |  |
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| Layer ID 🔒 | a5102281-750a-4090-bbf2-c09c3a65d9b2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Deep Learning** |
| An approach to learning in which the learner uses higher order cognitive skills (e.g., analysis, synthesis, problem solving) and metacognition to construct long-term understanding. |

6.18 POV: Student Perspectives

|  |  |
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| Slide ID 🔒 | cf388ccb-e4b5-4c91-8200-8a05e9057b26 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Student Perspectives |
| Main Title 1 | POV: Student Perspectives |
| Text Box 1 | “In a business course, students received numerical marks so they knew their relative standing compared to peers, but because marks were always so low overall, the bell curve had to be applied. There was little connection between marks deducted because of errors and the eventual final grade that students earned. Students craved more verbal feedback. Numbers were easy for the professors and university to work with but were of little value to students. More discussion after the fact would have been helpful - explaining the errors that were made and why a different answer would have been better.” |
| Text Box 2 | Undergraduate Student (Business) |

6.19 Experienced Practitioners on Feedback in Online Contexts

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| Slide ID 🔒 | 99212705-ec2d-4353-98f9-9c7ad8be6738 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Feedback in Online Contexts |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Feedback in Online Contexts |

6.20 Pause and Reflect on Feedback

|  |  |
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| Slide ID 🔒 | 15d43fda-c72a-484b-b7d9-b6962c4d2173 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Feedback |
| Main Title 1 | Pause and Reflect on Feedback |
| Text Box 6 | Complete Activity 1-4 in the workbook. |
| Text Box 7 | **Thinking about how you use feedback in your courses…** |
| How do you currently incorporate feedback in your courses? |
| Which sources of feedback do you leverage most? |
| Do you use feedback differently in in-person, blended, and online learning? |
| How does your approach to feedback differ in small or large classes? |
| What opportunities have you identified to enhance how you offer feedback opportunities to support students’ learning in the courses you teach? |

6.21 Topic 2C: Grading Assessments

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| Slide ID 🔒 | ebc24d79-d962-4486-b82e-faad091d932c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 2C: Grading Assessments |
| Text Box 1 | Topic 2C |
| Main Title | Grading Assessments |
| Main Body | To generate grades, we can use various grading tools, such as checklists, rating scales/grading grids, and rubrics (holistic or analytic). Each of these grading tools can be used by instructors for |
| formative and summative purposes |
| . Regardless of the assessment purpose, it is important to understand the key features of each grading tool along with their primary uses, benefits, and limitations.. |

Slide Layer: Rollover: See Module 1

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| Layer ID 🔒 | 5c7e4a11-818f-403a-98dc-c88499ec7f4b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Refer to Module 1, Topic 1A of this course for more information.** |

6.22 Grading Tools

|  |  |
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| Slide ID 🔒 | 96eae04c-ed78-4109-a379-dcc1fc58b13d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Grading Tools |
| Main Title 1 | Grading Tools |
| Text Box 3 | There are a variety of grading tools that can be used to help instructors and assist students in understanding their grades and feedback. These tools are used in different ways and possess different features and limitations. The tools we will review in this module are: |
| **Checklists, Rating Scales and Grading Grids , Holistic Rubrics, and Analytic Rubrics.** |
| Text Box 2 | Click to learn more… |

Slide Layer: Analytic Rubrics

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| Layer ID 🔒 | 5bada911-860c-4244-8e30-5bf8ef44f47d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | GRADING TOOLS |
| Text Box 4 | ANALYTIC RUBRICS |
| Text Box 1 | **Key Features** |
| Text Box 2 | **Uses** |
| Text Box 3 | **Limitations** |
| Text Box 5 | Assessment criteria are separate. Levels of performance are listed, along with separate descriptions for each assessment criteria. Itemized scores can be provided based on individual assessment criteria. |
| Text Box 6 | When certain assessment criteria are more important/weighted more than others |
|  |
| **Key Benefits** |
| Separates the characteristics of an assignment into parts |
| Provides targeted feedback on specific assessment criteria |
| Provides students with a clearer picture of why they got the score they got |
| Supports fairness and consistency in grading |
| Text Box 7 | Takes more time for the instructor to create |
| It takes time to clearly articulate what every level of performance looks like for every assessment criteria |
| Round Diagonal Corner 2 - Normal state | Back |
| Round Diagonal Corner 2 - Down state | Back |
| Round Diagonal Corner 1 - Normal state | Next Slide |

Slide Layer: Holistic Rubrics

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| Layer ID 🔒 | 7a4f9ba3-20bc-469c-86ac-aedaadd8ccce |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | GRADING TOOLS |
| Text Box 4 | HOLISTIC RUBRICS |
| Text Box 1 | **Key Features** |
| Text Box 2 | **Uses** |
| Text Box 3 | **Limitations** |
| Text Box 5 | Assessment criteria are lumped together (holistically) to form a single description. |
| Levels of performance are listed, along with this description. A single score is provided based on overall perception of the quality of the student’s performance. |
| Text Box 6 | When a more general rubric will serve the assessment purpose |
|  |
| **Key Benefits** |
| Summarize performance in a general way |
| Less time to create and faster to grade than analytic rubrics |
| Text Box 7 | Lack targeted feedback. |
| Provide only a single score |
| One level of performance is selected without breaking it down into separate criteria |
| Can’t weight different criteria. Harder for students to know where they went wrong |
| Round Diagonal Corner 2 - Normal state | Back |
| Round Diagonal Corner 2 - Down state | Back |
| Round Diagonal Corner 1 - Normal state | More |

Slide Layer: Rating Scales and Grading Grids

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| Layer ID 🔒 | 91903e5d-6b21-4dbc-9f07-976054cd3700 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | GRADING TOOLS |
| Text Box 4 | RATING SCALES AND GRADING GRIDS |
| Text Box 1 | **Key Features** |
| Text Box 2 | **Uses** |
| Text Box 3 | **Limitations** |
| Text Box 5 | Indicate the frequency or degree to which a student has successfully demonstrated a list of assessment criteria. |
| Text Box 6 | Categorize student performance of assessment criteria on a continuum |
|  |
| Key Benefits |
| Clear and simple to understand |
| Provides a range of categories to assess student performance of assessment criteria |
| Text Box 7 | Lack of specific, descriptive feedback in relation to the assessment criteria |
| Round Diagonal Corner 2 - Normal state | Back |
| Round Diagonal Corner 2 - Down state | Back |
| Round Diagonal Corner 1 - Normal state | More |

Slide Layer: Checklists

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| Layer ID 🔒 | d6ac5b86-0494-4c2a-bfb2-8c6f6968d238 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | GRADING TOOLS |
| Text Box 4 | CHECKLISTS |
| Text Box 1 | **Key Features** |
| Text Box 2 | **Uses** |
| Text Box 3 | **Limitations** |
| Text Box 5 | Indicates whether or not (yes/no) a student has successfully demonstrated a list of assessment criteria. |
| Text Box 6 | Recording observations of what a student can and cannot do |
|  |
| **Key Benefits** |
| Easy to construct and use |
| Can be used to identify strengths, weaknesses, and changes in performance |
| Text Box 7 | There is no way to indicate the extent to which a student has successfully demonstrated the assessment criteria |
| Round Diagonal Corner 2 - Normal state | Back |
| Round Diagonal Corner 2 - Down state | Back |
| Round Diagonal Corner 1 - Normal state | More |

6.23 POV: Instructor Perspectives

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| Slide ID 🔒 | 820791d1-771e-4795-8833-cb6d9338bc02 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |
| Text Box 3 | Select an Instructor to read their story… |
| Text Box 4 | **Instructor A** |
| **Well-constructed assessments** |
| Text Box 5 | **Instructor B** |
| **Using rubrics** |

Slide Layer: Rollover: See Module 2

|  |  |
| --- | --- |
| Layer ID 🔒 | 903ce760-051a-4d9c-8306-b3f48d8f13fe |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | ICE - Ideas, Connections, and Extensions - is a learning taxonomy developed by researchers at Queen’s University. We’ll discuss ICE more in Module 2. |

Slide Layer: Occupational Therapy

|  |  |
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| Layer ID 🔒 | d990d489-5bcc-4a4a-bb8d-678abbdecb9b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | “By overlaying |
| ICE |
| onto my original rubric, I was able to create a hybrid rubric to describe a student’s performance more precisely. I could more effectively highlight their strengths as well as areas in which they could challenge themselves further to yield insights of greater depth. As the course was classified as an applied fieldwork course, with a grade of pass/fail, students occasionally approached me, not about marks, but for clarification concerning feedback in their final performance appraisals from me or from their mentor. I found that the ICE rubric I had developed helped me to provide clear, unambiguous feedback, resulting in very few instances of students needing to request such clarification.” |
| Text Box 2 | Undergraduate Instructor (Occupational Therapy) |

Slide Layer: Pathophysiology

|  |  |
| --- | --- |
| Layer ID 🔒 | 66e816a3-2057-4f91-b315-bca0de5f53e4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | “It can be hard to design assessments using multiple choice for very large courses, but still make them challenging. Once we transitioned to online learning, I had to re-develop my question bank and consequently grades were super inflated. A well constructed assessment that students understand is always better even if it's slightly boring, then an exciting innovative practice that leads to grade grumbling and is very difficult to actually grade within the time limits.” |
| Text Box 2 | Undergraduate Instructor (Health Sciences) |

6.24 Experienced Practitioners on Grading Assessments

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| --- | --- |
| Slide ID 🔒 | c41f3e37-8997-4887-be89-8a8f054191f3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Grading Assessments |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Grading Assessments |

6.25 Thinking Forward: Assessment Processes

|  |  |
| --- | --- |
| Slide ID 🔒 | 0ff0fc83-1ef2-4229-9b0c-f6c476e8fd45 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward: Assessment Processes |
| Main Title 1 | Thinking Forward: Assessment Processes |
| Text Box 6 | Complete Activity 1-5 in the workbook. |
| Text Box 3 | IDEAS |
| What approach to Assessment Processes intrigued you most as you listened to our Experienced Practitioners? |
| Text Box 4 | CONNECTIONS |
| What assessment approach are you interested in trying in one of your courses? |
| Text Box 5 | EXTENSIONS |
| What contextual limitations might you need to address before trying this assessment approach? |
| Button - Normal state | RETURN TO MODULE MENU |

7 Topic 3: Assessment Fairness

|  |  |
| --- | --- |
| Scene ID 🔒 | de7395a9-c41c-425a-a376-bc83f1165597 |

| Type | Translation |
| --- | --- |
| Scene name | Topic 3: Assessment Fairness |

7.1 Assessment Fairness Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | d85740a0-d4f9-4f34-b3ae-0ce4788cb5b8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Assessment Fairness Title Page |
| Main Title 1 | Topic 3 |
| Main Title | ASSESSMENT FAIRNESS |
| Text Box 1 | In this Topic |
| Topic 3A: Fairness Principles |
| Topic 3B: Fairness Scenarios |
| Text Box 2 | **Time to Complete** |
| **30** minutes |
|  |
| plus activities and readings |

7.2 ACAI Review: Assessment Fairness

|  |  |
| --- | --- |
| Slide ID 🔒 | 74f456da-a0e2-4f95-b8f3-6d5791093379 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Review: Assessment Fairness |
| Main Title | ACAI Review: Assessment Fairness |
| tab button 1 - Normal state | Standard Approach |
| tab button 2 - Normal state | Equitable Approach |
| tab button 3 - Normal state | Personalized Approach |
| Text Box 1 | Select a tab to learn more… |

Slide Layer: Standard Approach

|  |  |
| --- | --- |
| Layer ID 🔒 | b6030a0c-d41a-4d21-b603-b7539b325512 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors employ the same assessment protocols for all students. |

Slide Layer: Equitable Approach

|  |  |
| --- | --- |
| Layer ID 🔒 | 9a8c2063-4280-4f68-90bd-a7dcbfb9a074 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors differentiate assessment protocols for students who require accommodations. |

Slide Layer: Personalized Approach

|  |  |
| --- | --- |
| Layer ID 🔒 | d8ffff6c-566b-4833-9d11-15e3b5dd16e4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors individualize learning opportunities and assessments that address each student’s unique learning needs and goals. |
|  |

7.3 ACAI Reflections: Assessment Fairness

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| Slide ID 🔒 | 34253099-7f7d-4791-969a-49d88351ece3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Reflections: Assessment Fairness |
| Main Title 1 | ACAI Reflections: Assessment Fairness |
| Text Box 6 | Complete Activity 1-6 in the workbook. |
| Text Box 3 | ATTITUDES |
| Which approach(es) to Assessment Fairness did you prioritize most? Least? Or were your priorities equally distributed? Were you surprised by your results? |
| Text Box 4 | IMPACTS |
| To what extent is your approach to Assessment Fairness influenced by your educational experiences, discipline or field, course delivery mode, course learning outcomes, and institutional policies? |
| Text Box 5 | GOALS |
| In what ways might your approach to Assessment Fairness impact your students’ learning experiences and outcomes your course(s), whether in-person, blended, or online? |

7.4 Key Points: Assessment Fairness

|  |  |
| --- | --- |
| Slide ID 🔒 | 71ff72c4-d8f3-4bcc-8c3f-83aea6841e6a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Assessment Fairness |
| Body | Key Points |
|  |
| Regardless of the Assessment Fairness approach(es) you prioritized or your course delivery mode (i.e., in-person, blended, or online), you will need to be familiar with |
| **core principles of fairness and how to ensure your assessments are equitable and inclusive.** |

7.5 Topic 3A: Fairness Principles

|  |  |
| --- | --- |
| Slide ID 🔒 | f371ce90-200f-4fa6-8b55-5e83356f21a7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 3A: Fairness Principles |
| Text Box 1 | Topic 3A |
| Main Title | Fairness principles |
| Main Body | Fairness is a critical consideration in assessment. Fair assessments give each student |
| **equitable opportunities** |
| to demonstrate what they know and can do. If assessments are not fair, we cannot make accurate (or valid) decisions about our students’ learning. |

7.6 Fairness Principles

|  |  |
| --- | --- |
| Slide ID 🔒 | be3ecf40-330a-4910-91d9-4c290e860059 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Fairness Principles |
| Main Title 1 | Fairness Principles |
| Text Box 1 | **The following principles guide fair assessment practice:** |
|  |
| Assessment aligns with course learning outcomes and content. |
| Assessment is |
| transparent |
| . |
| Assessment endeavours to be free from |
| bias |
| . |
| Assessment is |
| inclusive |
| , |
| equitable |
| , and |
| accessible |
| for all students. |
| Text Box 2 | Follow this link for additional resources on fairness and transparency. |
| Text Box 3 | Accessible Text |
| Alt text for Text Box 3 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. |

Slide Layer: Rollover: Accessible

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| Layer ID 🔒 | 3572b081-12e8-42be-bcb7-3885e2137ab7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Accessibility** |
| (accessible) |
|  |
| The outcome of designing learning environments and experiences, including assessments, for students who experience disabilities. |

Slide Layer: Rollover: Equitable

|  |  |
| --- | --- |
| Layer ID 🔒 | 5d266d13-172d-499b-a18b-fa9a7ba33da2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Equity** |
| (equitable) |
|  |
| The guarantee of fair treatment, access, opportunity, and advancement for all. Equity requires the identification and elimination of barriers that prevent the full participation of some groups. |

Slide Layer: Rollover: Inclusive

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| --- | --- |
| Layer ID 🔒 | e7e1d733-fc04-4285-85e7-e899a419ecef |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Inclusion** |
| (inclusive, inclusivity) |
|  |
| The active, intentional, and ongoing engagement with diversity, where each person is valued and provided with the opportunity to participate fully in creating a successful and thriving community. |

Slide Layer: Rollover: Bias

|  |  |
| --- | --- |
| Layer ID 🔒 | 78dab942-81bd-4c5e-88e7-6136611091b4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Bias** |
| (implicit bias, unconscious bias) |
|  |
| The unconscious assumptions, beliefs, attitudes, and stereotypes that human brains have about different groups. |

Slide Layer: Rollover: Transparent Assessment

|  |  |
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| Layer ID 🔒 | 6878ef3d-c5d8-435e-bbc4-bf5abfcdef68 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Transparent Assessment** |
| Instructors provide students with clear expectations on what, how, why, and when they will be assessed in a course or unit. |

7.7 6 Tips to Ensure Fair Assessment

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| Slide ID 🔒 | 70e8ccb4-a7b5-4b19-aa07-a62789989d44 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | 6 Tips to Ensure Fair Assessment |
| Main Title 1 | 6 Tips to Ensure Fair Assessment |
| Text Box 1 | It is essential for instructors to keep fairness top-of-mind, whether teaching in in-person, blended, or online courses. Linda Suskie suggests the following helpful tips to ensure your assessment practices are fair. |
| Text Box 5 | Aim for assignments and questions that are crystal clear. |
| Text Box 6 | Guard against unintended bias. |
| Text Box 7 | Ask a variety of people with diverse perspectives to review assessment tools. |
| Text Box 3 | Don't rush. |
| Text Box 8 | Try out large-scale assessment tools. |
| Text Box 4 | Plan your assessments carefully. |
| Text Box 2 | Find more details in the original article here. |

7.8 Quote

|  |  |
| --- | --- |
| Slide ID 🔒 | 7caf748a-67c6-4117-a2d2-bd136008e4e4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Quote |
| Text Box 1 | *If we are to draw reasonably good conclusions about what our students have learned, it is imperative that we make our assessments-and our uses of the results - as fair as possible for as many students as possible.* |
| Text Box 2 | Suskie |

7.9 Experienced Practitioners on Fairness Principles

|  |  |
| --- | --- |
| Slide ID 🔒 | e425f6d2-d544-439f-a6d8-fc008627c3af |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Fairness Principles |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Fairness Principles |

7.10 Topic 3B: Fairness Scenarios

|  |  |
| --- | --- |
| Slide ID 🔒 | 2a81fa8f-8854-43da-9f3d-0dfd30ec5db4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 3B: Fairness Scenarios |
| Text Box 1 | Topic 3B |
| Main Title 1 | FAIRNESS SCENARIOS |
| Main Body | As instructors, we must |
| **keep fairness at the forefront of all teaching and learning activities** |
| , including assessment. Reflecting on real-world classroom scenarios through the lens of fairness can help us enhance fairness in our assessment practice. |

7.11 POV: Student Perspectives

|  |  |
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| Slide ID 🔒 | c4be20af-c07c-440c-8764-5181d571a806 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Student Perspectives |
| Main Title 1 | POV: Student Perspectives |
| Text Box 1 | “It is challenging when there are no clear expectations. The struggle I faced was around the professor not attending regularly, putting out a syllabus with assignments and due dates, but no true expectations. The intent, I believe, was to have student input into developing rubrics, but this didn't achieve the desired result in my opinion as the professor was absent for half the classes and communication around the final expectations were not clear. The best I could do was continue to check in with my peers, request clarification from the professor via email or in class directly, and when an assignment came back with some errors I asked to meet to gain clarification. My mark stood despite my request to correct my work to the shifted expectations.” |
|  |
| Text Box 2 | Graduate Student (1st Year, PhD) |

7.12 Scenario Introduction

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| --- | --- |
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| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Scenario Introduction |
| Main Title 1 | Scenario Instructions |
| Text Box 1 | **Let’s revisit the ACAI scenarios through the lens of fairness.** |
|  |
|  |
| For each scenario, consider the 6 tips for fair assessment and your current instructional context. Then select the option that reflects how you would respond to that scenario. |
| In your workbook, reflect on an assessment dilemma you have experienced in your own classroom. How did your response to the real-life scenario align with the fairness principles and tips? |
| Text Box 2 | Complete Activity 1-7 in the workbook as you progress through the following scenarios. |

7.13 Fairness Scenario 1

|  |  |
| --- | --- |
| Slide ID 🔒 | f0bdba45-4122-4ee8-a969-bdbe443879c7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Fairness Scenario 1 |
| Main Title 1 | Fairness Scenario 1 |
| Text Box 2 | **Large Class Feedback** |
| Button: Top Option - Normal state | Have every student complete the same culminating assignment using the same scoring rubric or guide. |
| Text Box 1 | You are teaching a large enrollment course with limited TA support. The students will be submitting assignments every two weeks (i.e., bi-weekly), a midterm exam, and a culminating assignment all designed to support their learning. |
|  |
| Select the approach that best aligns with the principles of fairness. |
| Button: Middle Option - Normal state | Provide students with a choice of three different culminating assignments that assess the same learning goals. |
| Button: Bottom Option - Normal state | Have all students complete the same culminating assignment with formal accommodations for students who require them. |

Slide Layer: Top Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | 474b6043-1323-4305-82cf-dc58e1659c43 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students with identified learning needs. |

Slide Layer: Middle Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | a425ddcf-5d68-4775-ba92-0221cbe6d8a6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach enhances students’ opportunities to demonstrate what they know and can do and aligns with fairness principles. |

Slide Layer: Bottom Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | b0d2f34a-c000-45ac-8b6a-f6f6098ceaeb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students with unidentified and diverse learning needs. |

7.14 Fairness Scenario 2

|  |  |
| --- | --- |
| Slide ID 🔒 | d8693148-c25a-4223-859d-1c2c8757f324 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Fairness Scenario 2 |
| Main Title 1 | Fairness Scenario 2 |
| Text Box 2 | **Online Group Work** |
| Button: Top Option - Normal state | Grade each student individually based on their contribution to the group’s process and product. |
| Text Box 1 | A core assignment in your course involves students working in groups online. |
|  |
| Select the approach that best aligns with the principles of fairness. |
| Button: Middle Option - Normal state | Monitor barriers to a student’s performance in group work (e.g., language, technology) and grade accordingly. |
| Button: Bottom Option - Normal state | Give all group members the same grade. |

Slide Layer: Top Answer

|  |  |
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| Layer ID 🔒 | 3631faed-5345-47b8-bd26-356d45fbc68b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach ensures each student’s grade reflects their individual learning and contributions and aligns with fairness principles. |

Slide Layer: Middle Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | 1963e606-9272-445d-a981-b58d55694293 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students who experienced barriers *during* group work. |

Slide Layer: Bottom Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | bba7ac48-47a2-46e6-b362-f903af2c0c99 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may advantage students who did not make meaningful or sufficient contributions to group work. |

7.15 Fairness Scenario 3

|  |  |
| --- | --- |
| Slide ID 🔒 | 63dd4b9d-a77a-4a17-8b8b-e01c97dcddc8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Fairness Scenario 3 |
| Main Title 1 | Fairness Scenario 3 |
| Text Box 2 | **Orientations to Assessment/Grading** |
| Button: Top Option - Normal state | Shift all exam grades up so averages are consistent with departmental colleagues’. |
| Text Box 1 | There are expectations in your department that grades should be distributed across the grading scale. However, your class averages are consistently lower than your colleagues’. Your course assessment scheme includes two term exams and one final exam. |
|  |
| Select the approach that best aligns with the principles of fairness. |
| Button: Middle Option - Normal state | Provide students who performed below the class average with the opportunity to rewrite an equivalent exam. |
| Button: Bottom Option - Normal state | Provide any student the opportunity to rewrite an equivalent exam. |

Slide Layer: Top Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | c6b35139-eae5-47d4-99fa-c9d71faffa2e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach advantages students who performed poorly on the exam and diminishes valid interpretations from exam scores. |

Slide Layer: Middle Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | a084713d-c0cc-46b5-b22e-50190f7ce220 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students who performed above the class average on the exam. |

Slide Layer: Bottom Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | 336ac05b-1ec6-4eca-9abb-32575d28e230 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach enhances students’ opportunities to demonstrate what they know and can do and aligns with fairness principles. |

7.16 Fairness Scenario 4

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| --- | --- |
| Slide ID 🔒 | fdf21175-6c0b-413f-bb17-1703ed781c54 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Fairness Scenario 4 |
| Main Title 1 | Fairness Scenario 4 |
| Text Box 2 | **Multiple Sections of a Course** |
| Button: Top Option - Normal state | Propose a standard approach to assignments and grading be applied across all sections. |
| Text Box 1 | You teach a course with multiple sections taught by various instructors. Your students have complained to you that assignments are constructed and graded differently across sections. |
|  |
| Select the approach that best aligns with the principles of fairness. |
| Button: Middle Option - Normal state | Assure students that while the assignments may be different across the sections, they assess the same learning outcomes. |
| Button: Bottom Option - Normal state | Offer students the opportunity to select and complete an assignment from another section. |

Slide Layer: Middle Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | e14f1e08-7ae0-4473-8728-c38041941242 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students with diverse learning preferences. |

Slide Layer: Top Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | cdd48716-6683-4d9d-9881-6ae78ae74153 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students with identified learning needs. |

Slide Layer: Bottom Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | ec422540-b9ae-425f-9399-7d323cb74135 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach enhances students’ opportunities to demonstrate what they know and can do and aligns with fairness principles. |

7.17 Fairness Scenario 5

|  |  |
| --- | --- |
| Slide ID 🔒 | 61445fb9-df10-408e-bea5-7cb55de06fe7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Fairness Scenario 5 |
| Main Title 1 | Fairness Scenario 5 |
| Text Box 2 | **Plagiarism** |
| Button: Top Option - Normal state | Discuss why the student plagiarized and agree upon an appropriate alternative assignment. |
| Text Box 1 | You discover that a student has plagiarized some of their assignment (e.g., an essay, lab report). |
|  |
| Select the approach that best aligns with the principles of fairness. |
| Button: Middle Option - Normal state | Consider if the student has identified accommodations before determining response to plagiarism. |
| Button: Bottom Option - Normal state | Apply the same consequence you would for other students to ensure all students are treated the same. |

Slide Layer: Top Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | f44bcb0a-d74c-46b1-a9b3-8b84ac77ee3f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach enhances students’ opportunities to demonstrate what they know and can do and aligns with fairness principles. |

Slide Layer: Middle Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | 51b46d63-eb34-48cf-a1da-b722759e57b7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students with unidentified and diverse learning needs. |

Slide Layer: Bottom Answer

|  |  |
| --- | --- |
| Layer ID 🔒 | 3bcc05b0-8fa2-429f-9878-409b5a7fd74a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | This approach may disadvantage students with identified learning needs. |

7.18 Workbook Activity

|  |  |
| --- | --- |
| Slide ID 🔒 | a7b56fc6-92af-46ff-a066-ac921dca71e3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Workbook Activity |
| Main Title 1 | Workbook Activity |
| Text Box 2 | Remember to complete |
| Activity 1-7 your the workbook before moving on. |

7.19 POV: Instructor Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | ab576ed9-66b6-4e55-ae8e-b15ee85c1c66 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |
| Text Box 1 | “I have a desire to be transparent with my superiors and my students. Having clear learning outcomes, criteria for meeting the outcomes, and feedback protocols so that everyone reading the syllabus has a higher likelihood of knowing the course plan and expectations. If students don’t understand the plan or expectations, they can connect with me [the instructor] to have a discussion.” |
| Text Box 2 | College Instructor (Behavioural Sciences) |

7.20 Thinking Forward: Assessment Fairness

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| --- | --- |
| Slide ID 🔒 | 4cf81317-deb7-4111-8569-9eb693270aae |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward: Assessment Fairness |
| Main Title 1 | Thinking Forward: Assessment Fairness |
| Text Box 3 | Thinking about a course you are currently teaching or may teach in the future… |
| How will you support assessment fairness principles? |
| How does your approach to assessment support your institutional EDDI strategy? |
| How will you promote an equitable approach to assessment? |
| How might a personalized approach to assessment address the realities in your classroom? |
| How can we think beyond boxes when it comes to promoting fairness? |
| Text Box 6 | Complete Activity 1-8 in the workbook. |
| Button - Normal state | RETURN TO MODULE MENU |

8 Topic 4: Assessment Theory

|  |  |
| --- | --- |
| Scene ID 🔒 | a7a7f2f6-c817-431f-a0d7-79f99cd74d72 |

| Type | Translation |
| --- | --- |
| Scene name | Topic 4: Assessment Theory |

8.1 Assessment Theory Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | 0cc80aa6-0967-47cf-a485-e51f76079c29 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Assessment Theory Title Page |
| Main Title 1 | Topic 4 |
| Main Title | ASSESSMENT THEORY |
| Text Box 1 | In this Topic |
| Topic 4A: Reliability and Validity in Assessment |
| Topic 4B: Triangulation of Assessment Evidence |
| Text Box 2 | **Time to Complete** |
| **20** minutes |
|  |
| plus activities and readings |

8.2 ACAI Review: Assessment Theory

|  |  |
| --- | --- |
| Slide ID 🔒 | 0321bb3a-aca6-4853-9d19-aba884fb3616 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Review: Assessment Theory |
| Main Title | ACAI Review: Assessment Theory |
| tab button 1 - Normal state | Consistent Approach |
| tab button 2 - Normal state | Contextual Approach |
| tab button 3 - Normal state | Balanced Approach |
| Text Box 1 | Select a tab to learn more… |

Slide Layer: Consistent

|  |  |
| --- | --- |
| Layer ID 🔒 | 6fee3551-96fd-446d-91fe-f8062a475e88 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors work to ensure reliability in assessment results throughout the assessment process, including consistent scoring, design, and administration of assessments. |

Slide Layer: Contextual

|  |  |
| --- | --- |
| Layer ID 🔒 | 2410d5fd-a582-41a5-98c8-f08129da10b0 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors work to ensure assessments align with curriculum expectations and accurately reflect students’ learning and experience. Instructors purposefully consider the learner and learning context when interpreting assessment results. |

Slide Layer: Balanced

|  |  |
| --- | --- |
| Layer ID 🔒 | 4e253aed-cc1b-4eca-8bbe-1b30d2626011 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors consider the reliability of assessments to ensure consistency in measuring student learning as well as the validity of assessments to ensure assessments align with the teaching and learning activities. |

8.3 ACAI Reflections: Assessment Theory

|  |  |
| --- | --- |
| Slide ID 🔒 | a85bba20-2920-4c2b-9d5c-ea70bb96714f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | ACAI Reflections: Assessment Theory |
| Main Title 1 | ACAI Reflections: Assessment Theory |
| Text Box 6 | Complete Activity 1-9 in the workbook. |
| Text Box 3 | ATTITUDES |
| Which approach(es) to Assessment Theory did you prioritize most? Least? Or were your priorities equally distributed? Were you surprised by your results? |
| Text Box 4 | IMPACTS |
| To what extent is your approach to Assessment Theory influenced by your educational experiences, discipline or field, course delivery mode, course learning outcomes, and institutional policies? |
| Text Box 5 | GOALS |
| What are your current professional learning goals with respect to Assessment Theory? |

8.4 Key Points: Assessment Theory

|  |  |
| --- | --- |
| Slide ID 🔒 | a4d71e80-a0c0-4ed8-aaca-c91509ca8cbc |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Assessment Theory |
| Body | Key Points |
|  |
| Regardless of the Assessment Theory approach(es) you prioritized or your course delivery mode (i.e., in-person, blended, or online), you will need to understand the concepts of |
| **reliability** |
| **and** |
| **validity** |
| and how |
| **triangulation of assessment evidence** |
| supports both concepts. |

8.5 Topic 4A: Reliability and Validity

|  |  |
| --- | --- |
| Slide ID 🔒 | edaa04cf-0f4a-4fa4-9150-5d37a8c6708a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 4A: Reliability and Validity |
| Text Box 1 | Topic 4A |
| Main Title | Reliability and Validity in Assessment |
| Main Body | Reliability and validity are central considerations |
| in assessment of student learning and work together to support evidence-informed decisions about students. |

8.6 Distinctions between Reliability and Validity

|  |  |
| --- | --- |
| Slide ID 🔒 | 4bd76b36-b943-4465-bc00-0fbc1f325d5b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Distinctions between Reliability and Validity |
| Main Title 1 | Distinctions Between Reliability and Validity |
| Text Box 5 | Reliability |
| Text Box 3 | …pertains to the extent to which an assessment yields |
| consistent |
| and dependable results about what students know and can do. |
| Text Box 6 | Validity |
| Text Box 4 | …pertains to collecting |
| accurate |
| evidence of student learning to make appropriate and meaningful decisions about what students know and can do. |
| Text Box 2 | Click to learn more… |

Slide Layer: Validity

|  |  |
| --- | --- |
| Layer ID 🔒 | 43230645-3a55-477a-89fc-48dc3fd0d538 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 3 | RELIABILITY AND VALIDITY IN ASSESSMENT |
| Text Box 8 | Validity |
| Text Box 7 | Validity reflects the extent to which an assessment measures what it is intended to measure, or the extent to which the assessment is an |
| **accurate** |
| indicator of student performance. Validity is concerned with collecting |
| **appropriate** |
| evidence related to the learning outcome being assessed. |
| Text Box 5 | How do I avoid threats to validity in my assessment practice? |
| Text Box 6 | Uphold fairness principles to ensure assessments are aligned with learning outcomes, transparent, inclusive, equitable, and accessible for all students. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: Reliability

|  |  |
| --- | --- |
| Layer ID 🔒 | b7189594-203e-4b48-8a22-34e3319a2efa |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | RELIABILITY AND VALIDITY IN ASSESSMENT |
| Text Box 10 | Reliability |
| Text Box 9 | Reliability reflects the degree to which an assessment is |
| **consistent** |
| and |
| **stable** |
| in measuring what it is intended to measure. An assessment is reliable when the same results occur regardless of when or where the assessment occurs or who does the grading. |
| Text Box 4 | How do I avoid threats to reliability in my assessment practice? |
| Text Box 5 | Assess student learning multiple times across different learning contexts using a variety of assessment strategies. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

8.7 Interactions of Reliability and Validity

|  |  |
| --- | --- |
| Slide ID 🔒 | 07a6a8ac-a95a-42f5-b2bc-d2e24357ffef |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Interactions of Reliability and Validity |
| Main Title 1 | Interactions of Reliability and Validity |
| Text Box 2 | It can be helpful to use the dartboard as an analogy in understanding the relationship between reliability and validity. The dots on the targets represent student performance on assessment tasks. |
| Text Box 3 | Consistently hits the same spot (reliable) but not the target (lacks accuracy/validity). |
| Text Box 4 | Always hits the board (relatively accurate/valid), but does not hit the same spot consistently (not reliable). |
| Text Box 5 | Only hits part of the board (lacks accuracy/validity) and does not hit the same spot consistently (not reliable). |
| Text Box 6 | Consistently hits the target (both reliable and valid). |

8.8 Activity: Reliability and Validity, Part 1

|  |  |
| --- | --- |
| Slide ID 🔒 | b51349e0-219b-416b-b720-19fd44a66031 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Reliability and Validity, Part 1 |
| Main Title 1 | Activity: Reliability and Validity, Part 1 |
| Text Box 5 | **What do reliability and validity look like in assessment?** |
| Drag the target to the scenario it represents. |
| (review target meanings) |
| Text Box 3 | You are grading an assessment in which all students respond to a question in a similar, incorrect way. You know students have not met expectations, but because this cohort has a reputation for writing very negative course evaluations, you decide to increase all of the students’ grades on this assignment. |
| Text Box 7 | Place target |
| Text Box 8 | Accessible Text |
| Alt text for Text Box 8 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | 7bf4a5dd-df33-4fc9-a3a8-24529a835a19 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You matched the |
| correct target. |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | 748e94d8-aada-47ec-80a3-06494066c2d8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Uh oh, it looks like you had a mismatch. Give it another try. |

Slide Layer: Try Again

|  |  |
| --- | --- |
| Layer ID 🔒 | 663984d4-e94a-4728-9dec-fcf2939dde79 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | That is incorrect. Please try again. |

8.9 Activity: Reliability and Validity, Part 2

|  |  |
| --- | --- |
| Slide ID 🔒 | f89d3820-c735-4e14-8730-2ed69a71de85 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Reliability and Validity, Part 2 |
| Main Title 1 | Activity: Reliability and Validity, Part 2 |
| Text Box 5 | **What do reliability and validity look like in assessment?** |
| Drag the target to the scenario it represents. |
| (review target meanings) |
| Text Box 6 | You ask your Teaching Assistants (TAs) to independently grade the same student assignment. The TAs assess the student using the same assignment criteria, but arrive at wildly different grading decisions, few of which match the grade you would assign based on the assignment criteria. |
| Text Box 8 | Place target |
| Text Box 9 | Accessible Text |
| Alt text for Text Box 9 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | 87ed6a4a-4e48-42bd-a691-13d611174ada |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You matched the |
| correct target. |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | 0b8fb225-23f7-49a5-8351-000dd18de6db |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Uh oh, it looks like you had a mismatch. Give it another try. |

Slide Layer: Try Again

|  |  |
| --- | --- |
| Layer ID 🔒 | 745da48e-384f-488e-809c-dbd7292b6418 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | That is incorrect. Please try again. |

8.10 Key Question

|  |  |
| --- | --- |
| Slide ID 🔒 | 1d895c3b-9828-4764-87e4-fc5dc038876d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Question |
| Text Box 1 | Key Question |
| Body | Consider the following statement: |
| Valid assessments must be reliable, but reliable assessments need not be valid. |
|  |
|  |
| **Do you tend to agree or disagree? Why?** |

8.11 Pause and Reflect on Reliability and Validity

|  |  |
| --- | --- |
| Slide ID 🔒 | d9f5f073-fdf0-43e0-8ab5-f5bfc0e9b092 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Reliability and Validity |
| Main Title 1 | Pause and Reflect on Reliability and Validity |
| Text Box 6 | Complete Activity 1-10 in the workbook. |
| Text Box 7 | Can you think of an example of an assessment that is valid but not reliable? |
| Can you think of an example of an assessment that is reliable but not valid? |
| What do you value most in your assessment practice - reliability or validity? Why do you think that is? How does your context influence your values? |

8.12 Experienced Practitioners on Reliability and Validity

|  |  |
| --- | --- |
| Slide ID 🔒 | 2da92cf9-b21a-41aa-a2bc-82cd220c643b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Reliability and Validity |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Reliability and Validity |

8.13 Topic 4B: Triangulation of Assessment Evidence

|  |  |
| --- | --- |
| Slide ID 🔒 | 5de1a1af-95b3-4829-9dd0-3aeec718683f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 4B: Triangulation of Assessment Evidence |
| Text Box 1 | Topic 4B |
| Main Title 1 | TRIANGULATION OF ASSESSMENT EVIDENCE |
| Main Body | Triangulation is a critical assessment strategy that entails |
| **collecting multiple sources of evidence** |
| of student learning over time. |

8.14 The Importance of Triangulation

|  |  |
| --- | --- |
| Slide ID 🔒 | 0aa33a39-e1e3-4034-a37f-9bf31ad59157 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | The Importance of Triangulation |
| Main Title 1 | Triangulation of Assessment Evidence |
| Alt text for Image 1 | Graphic showing a triangle. At the center of the triangle is the word ‘assessment’. At each of the three points of the triangle are the phrases: ‘conversational evidence’, ‘observational evidence’, and ‘written evidence’. |
| Text Box 1 | **Triangulation of assessment evidence is important because it:** |
|  |
| Helps instructors monitor and support students’ learning over time |
| Enables students to monitor and enhance their own learning over time |
| Improves reliability in assessment |
| Enhances validity of assessment and course grades |
|  |
| Text Box 6 | CONVERSATIONAL |
| EVIDENCE |
| Text Box 3 | ASSESSMENT |
| Text Box 5 | OBSERVATIONAL |
| EVIDENCE |
| Text Box 4 | WRITTEN |
| EVIDENCE |
| Text Box 2 | Image adapted from: |

8.15 Key Points: Assessment Theory

|  |  |
| --- | --- |
| Slide ID 🔒 | 5b1eb406-1f04-4d21-a07e-7069a5088e03 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Assessment Theory |
| Body | Key Points |
|  |
| We can increase the validity of course grades by using |
| **different sources of evidence** |
| to support those grades (i.e., different purposes of assessment [formative vs. summative], different assessment tools, and different forms of feedback that align with those purposes and tools). |

8.16 Experienced Practitioners on Triangulation in Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 18633a88-0b39-428f-a701-08644d11cf02 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Triangulation in Assessment |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Triangulation in Assessment |

8.17 POV: Instructor Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | 1a2f8831-b449-4807-b587-f5654b33ebe7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |
| Text Box 1 | “Key components of the course included mentor visits; tutorial discussions; journal writing and reflection; required readings and resource reviews. As the instructor, it was my responsibility to determine, and help students develop their ability to synthesize the various components of the course and demonstrate their learning.” |
| Text Box 3 | Undergraduate Instructor (Occupational Therapy) |

8.18 Thinking Forward: Assessment Theory

|  |  |
| --- | --- |
| Slide ID 🔒 | 7591385e-3ec7-4a08-98d7-0af9db1c999e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward: Assessment Theory |
| Main Title 1 | Thinking Forward: Assessment Theory |
| Text Box 6 | Complete Activity 1-11 in the workbook. |
| Text Box 3 | Thinking about a course you are currently teaching or may teach in future… |
| What contextual barriers might compromise reliability, and how will you navigate these? |
| How might you triangulate assessments to enhance validity? |
| Button - Normal state | RETURN TO MODULE MENU |

9 Module 2: Exploring Alternative Assessments

|  |  |
| --- | --- |
| Scene ID 🔒 | ef0dd568-f74d-4163-aa40-d4371a763b5c |

| Type | Translation |
| --- | --- |
| Scene name | Module 2: Exploring Alternative Assessments |

9.1 Module 2: Exploring Alternative Assessment Strategies

|  |  |
| --- | --- |
| Slide ID 🔒 | 75546ebc-58f0-4f18-87c5-8edd08b56e87 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 2: Exploring Alternative Assessment Strategies |
| Main Title 1 | Module 2 |
| Main Title | EXPLORING ALTERNATIVE ASSESSMENT STRATEGIES |
| Round Diagonal Corner 2 | **Time to Complete** |
| **180** minutes |
|  |
| plus activities and readings |

9.2 Learning Outcomes

|  |  |
| --- | --- |
| Slide ID 🔒 | 05a3a51a-5f7e-4336-a9a1-ca3fd5676987 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Learning Outcomes |
| Text Box 5 | Learning Outcomes |
| Text Box 1 | **Distinguish alternative assessment from traditional assessment** |
| Text Box 2 | **Describe how alternative assessment supports feedback-driven, student-centred, authentic learning and assessment in higher education** |
| Text Box 6 | By the end of this module, you should be able to… |
| Text Box 3 | **Align alternative assessments with learning outcomes to ensure the relevance and authenticity of each assessment** |
| Text Box 4 | **Transform an assessment for a course you teach or may teach in the future to make it more to make it more feedback-driven, student-centred, and authentic** |

9.3 Activation

|  |  |
| --- | --- |
| Slide ID 🔒 | 4c260d30-6344-47c6-af1e-80cd4a437525 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activation |
| Main Title 1 | Activation |
| Text Box 6 | Complete Activity 2-1 in the workbook. |
| Text Box 7 | **Think about your past experiences** |
| ***as a learner*** |
| ***…*** |
| Think about your best experience with assessment (not necessarily the assessment you got the best mark on, but the assessment that best enabled you to demonstrate your learning). What characteristics of this assessment made it your |
| **best** |
| experience? |
| Now, think about your worst experience with assessment (not necessarily the assessment you got the worst mark on, but the assessment that did not enable you to demonstrate your learning effectively). What characteristics of this assessment made it your |
| **worst** |
| experience? |
| What are you coming to realize about the characteristics of |
| **“good” assessment** |
| ? |

9.4 Quote

|  |  |
| --- | --- |
| Slide ID 🔒 | 662e9f7e-aa7f-427e-a37f-ba6063e3a66c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Quote |
| Text Box 1 | *There is clear evidence that, whether intentional or not, assessments influence both how educators teach and how and what students learn.* |
| Text Box 2 | Boud & Associates |

9.5 Module 2 Introduction

|  |  |
| --- | --- |
| Slide ID 🔒 | 35b282ce-4ef8-45bb-9e9b-d9951655922c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 2 Introduction |
| Main Title 1 | Module 2 Introduction |
| Text Box 1 | The landscape of assessment in higher education is changing. Despite the long and established history of traditional assessment (e.g., written final exams or essays for summative purposes at the end of a course), alternative assessment is emerging as a powerful force. |
| **Alternative assessments provide opportunities for students to demonstrate what they know and can do through real-world applications, novel problem solving, and critical reflection.** |
| While traditional assessments are familiar and may seem easier to design and use, instructors and students are increasingly embracing the benefits of alternative assessments in the context of higher education. |

9.6 Key Points: Alternative Assessments

|  |  |
| --- | --- |
| Slide ID 🔒 | f9037d16-9e4a-4774-b1d4-9af606dfb10e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Alternative Assessments |
| Text Box 1 | Key Points |
| Body | **Alternative assessments…** |
| **Integrate assessment and instruction**, |
| seamlessly serving both formative and summative assessment purposes during learning cycles. |
| Allow instructors and students to assess and |
| **improve teaching and learning** |
| through ongoing feedback during a course while also contributing to students’ final grades. |
| Are more |
| **authentic** |
| to the course discipline or field and, therefore, more |
| **relevant for students.** |
|  |
| Promote |
| **meaningful engagement and deep learning** |
| that endure beyond the course itself and support students’ overall achievement and well-being in higher education and beyond. |

9.7 Activity Instructions

|  |  |
| --- | --- |
| Slide ID 🔒 | aba19b20-e6c5-44c0-8920-9c07f5f661eb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity Instructions |
| Main Title 1 | Activity: Planning for Assessment |
| Text Box 1 | In this activity, your task is to sort the characteristics of assessment. Each characteristic will be listed at the bottom of your screen, and you must decide whether it is a characteristic of |
| Traditional Assessment |
| or |
| Alternative Assessment. |
| This activity is a readiness assessment intended to help you identify what you already know about the characteristics of traditional and alternative assessment. |
| Round Diagonal Corner 1 - Normal state | Begin Activity |
| Text Box 2 | Accessible Text |
| Alt text for Text Box 2 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. This accessible document covers the next 4 slides as part of this single activity. |

9.8 Activity: Characteristics of Alternative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 966f7eec-9fd0-4b86-9c88-7e7b245e7c81 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Characteristics of Alternative Assessment |
| Main Title 1 | Activity: Characteristics of Traditional vs Alternative Assessment |
| Text Box 5 | Traditional Assessment |
| Text Box 4 | Alternative Assessment |
| Goal | GOAL |
| Knowledge | KNOWLEDGE |
| Purpose | PURPOSE |
| Draggable 1 | Goal is to measure the acquisition of identified learning outcomes |
| Draggable 2 | Prioritizes formative purposes and processes (improving, development) |
| Draggable 3 | Emphasizes developing a body of knowledge (“what” knowledge) |
| Draggable 4 | Emphasizes constructing and applying knowledge (“how” knowledge) |
| Draggable 5 | Prioritizes summative purposes and products (grading, judgement) |
| Draggable 6 | Goal is to enhance the development of identified learning outcomes |
| Slide Notes | Paul Black (1998), who is often lauded as the forefather of these concepts, described the difference between these terms using the analogy of cooking. As a cook is making her soup, she occasionally tastes it to decide if it needs a bit more spices or ingredients. With each taste, she is assessing her soup and using that feedback to change or improve it - in other words, the cook is engaging in formative assessment. Once the soup is served to the customer, the customer tastes it and makes a final judgment about the quality of the soup - otherwise known as summative assessment. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | ecef5131-e1ad-49d8-bd97-2fa8c1c76d15 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You sorted all |
| the items correctly. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | 52419450-f5bc-45ad-ac10-cd9c540ddecb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, please try again! |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Try Again

|  |  |
| --- | --- |
| Layer ID 🔒 | e064596e-0599-4f27-9577-ed20c40fbaec |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, please try again! |
| AltText for Try Again - 1 Normal state | Button: Try Again |
| Alt text for Try Again | Button: Try Again |

9.9 Activity: Characteristics of Alternative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | ed074e4f-ebb3-4c9d-bb68-a173e036e0da |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Characteristics of Alternative Assessment |
| Main Title 1 | Activity: Characteristics of Traditional vs Alternative Assessment |
| Text Box 5 | Traditional Assessment |
| Text Box 4 | Alternative Assessment |
| Timing | TIMING |
| Control | CONTROL |
| Focus | FOCUS |
| Draggable 1 | Instructors and students participate in assessment process |
| Draggable 2 | Continuous assessment within the teaching and learning process |
| Draggable 3 | Broad, integrated focus with student choice |
| Draggable 4 | Separates assessment from the teaching and learning process |
| Draggable 5 | Narrow, discrete focus with limited student choice |
| Draggable 6 | Instructor controls assessment process |
| Slide Notes | Paul Black (1998), who is often lauded as the forefather of these concepts, described the difference between these terms using the analogy of cooking. As a cook is making her soup, she occasionally tastes it to decide if it needs a bit more spices or ingredients. With each taste, she is assessing her soup and using that feedback to change or improve it - in other words, the cook is engaging in formative assessment. Once the soup is served to the customer, the customer tastes it and makes a final judgment about the quality of the soup - otherwise known as summative assessment. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | 6ee0b633-7d93-450b-81ca-3db8b669ccd2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You sorted all |
| the items correctly. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | 4a892541-dddf-40c3-be74-cd462d2f2700 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, please try again. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Try Again

|  |  |
| --- | --- |
| Layer ID 🔒 | bf591c7c-8975-4b3a-9287-55b9ba2f40b1 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, please try again. |
| AltText for Try Again - 1 Normal state | Button: Try again |
| Alt text for Try Again | Button: Try again |

9.10 Activity: Characteristics of Alternative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | f59c154f-a6f8-48bd-b145-792e72205128 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Characteristics of Alternative Assessment |
| Main Title 1 | Activity: Characteristics of Traditional vs Alternative Assessment |
| Text Box 5 | Traditional Assessment |
| Text Box 4 | Alternative Assessment |
| Thinking | THINKING |
| Complexity | COMPLEXITY |
| Grading | GRADING |
| Draggable 1 | Focuses on grading what students know and can do |
| Draggable 2 | Relies on proxy measures of student learning to represent target skills |
| Draggable 3 | Decontextualized, simplistic skills and tasks |
| Draggable 4 | Authentic, complex tasks with real-world applications |
| Draggable 6 | Encourages higher order thinking skills |
| Draggable 7 | Encourages memorization and correct answers |
| Slide Notes | Paul Black (1998), who is often lauded as the forefather of these concepts, described the difference between these terms using the analogy of cooking. As a cook is making her soup, she occasionally tastes it to decide if it needs a bit more spices or ingredients. With each taste, she is assessing her soup and using that feedback to change or improve it - in other words, the cook is engaging in formative assessment. Once the soup is served to the customer, the customer tastes it and makes a final judgment about the quality of the soup - otherwise known as summative assessment. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | ab5a4207-a2bf-4fd7-8fc8-2f523682a9da |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You sorted all |
| the items correctly. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | 407510b5-c7d8-4ace-82df-f1226419532f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, please try again. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Try Again

|  |  |
| --- | --- |
| Layer ID 🔒 | 0b894221-11d0-4324-82d0-c37b81cb1989 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, please try again. |
| AltText for Try Again - 1 Normal state | Button: Try Again |
| Alt text for Try Again | Button: Try Again |

9.11 Activity: Characteristics of Alternative Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | b07bb4ff-9dd8-4ae4-9d75-9d66db3a96c7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Characteristics of Alternative Assessment |
| Main Title 1 | Activity: Characteristics of Traditional vs Alternative Assessment |
| Text Box 5 | Traditional Assessment |
| Text Box 4 | Alternative Assessment |
| Culture | CULTURE |
| Evidence | EVIDENCE |
| Draggable 1 | Creates a culture focused on grades and competition (individual) |
| Draggable 2 | Provides evidence of student learning over time |
| Draggable 3 | Provides a snapshot of student learning at one point in time |
| Draggable 4 | Creates a culture of dialogue, feedback, and collaboration (social) |
| Slide Notes | Paul Black (1998), who is often lauded as the forefather of these concepts, described the difference between these terms using the analogy of cooking. As a cook is making her soup, she occasionally tastes it to decide if it needs a bit more spices or ingredients. With each taste, she is assessing her soup and using that feedback to change or improve it - in other words, the cook is engaging in formative assessment. Once the soup is served to the customer, the customer tastes it and makes a final judgment about the quality of the soup - otherwise known as summative assessment. |

Slide Layer: Well done!

|  |  |
| --- | --- |
| Layer ID 🔒 | 081fc081-ec5b-430d-a736-62e3e3fe0d22 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Well done! |
| Text Box | You’ve completed this activity. |
| Let’s hear from our experts. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

9.12 Experienced Practitioners on Alternative Assessments

|  |  |
| --- | --- |
| Slide ID 🔒 | 3c3391d5-13db-4910-a72d-9c7dca1dd6e3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Alternative Assessments |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Conceptualizing and Using Alternative Assessments in Courses |

9.13 Summary

|  |  |
| --- | --- |
| Slide ID 🔒 | 3a275137-6843-48cf-9a78-e3d3eed38cb3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Summary |
| Main Title 1 | Summary |
| intro | In short, alternative assessment supports the characteristics of “good” assessment by integrating assessment with instruction and providing opportunities for learning and assessment that are: |
| Text Box 5 | The overarching purpose of Module 2 is to explore alternative assessment strategies that are feedback-driven, student-centred, and authentic in support of the foundational dimensions of assessment discussed in |
| Module 1 |
| . Throughout Module 2, we share research-based alternative assessment strategies, highlight challenges specific to the higher education contexts, and feature real-life stories from instructors and students. |
| Text Box 1 | Feedback-Driven |
| Text Box 2 | Student-Centred |
| Text Box 3 | Authentic |
| Button - Normal state | GO TO TOPIC MENU |
| Text Box 6 | Accessible Text |
| Alt text for Text Box 6 | Accessible Activity Text Link. If you are not using a mouse for this course, the mouse rollover information is duplicated in this PDF. |

Slide Layer: Authentic

|  |  |
| --- | --- |
| Layer ID 🔒 | 10aacd5f-2c42-4452-b757-dccaa4f85bf8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Authentic** |
| Text Box 2 | Provides meaningful, relevant opportunities for individual or groups of students to apply their learning through complex, contextualized problems and novel, real-world scenarios. |

Slide Layer: Student Centred

|  |  |
| --- | --- |
| Layer ID 🔒 | 6b5a0978-28fc-4381-b5c7-7236796936aa |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Student-Centred** |
| Text Box 2 | Engages students in the assessment process to ensure fairness, transparency, inclusivity, and alignment between assessments and learning outcomes. |

Slide Layer: Feedback Driven

|  |  |
| --- | --- |
| Layer ID 🔒 | d1e20874-dd88-44cf-9df7-9961b604db67 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Feedback-Driven** |
| Text Box 2 | Prioritizes ongoing formative feedback from instructors, peers, and self-assessment to improve students' learning, inform instruction during learning cycles, and contribute to or enhance students' grades. |

9.14 Module 2: Topic Menu

|  |  |
| --- | --- |
| Slide ID 🔒 | 19183b64-e744-426d-b9e6-918a559fd5f4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 2: Topic Menu |
| Module Title | **MODULE 2**: EXPLORING ALTERNATIVE ASSESSMENTS |
| Message: | **Module** |
| **Complete** |
| Title 01 | Feedback-Driven |
| Title 01 4 | Student-Centred |
| Title 01 6 | Authentic |
| Title 01 8 | Try it! |
| Title 01 3 | Assessment |
| Title 01 5 | Assessment |
| Title 01 7 | Assessment |
| Button: Feedback-Driven Assessment Topic - Normal state | START TOPIC |
| Button: Student-Centred Assessment Topic - Normal state | START TOPIC |
| Button: Authentic Assessment Topic - Normal state | START TOPIC |
| Button: Try it! Topic - Normal state | START TOPIC |

Slide Layer: Instructions

|  |  |
| --- | --- |
| Layer ID 🔒 | 208fb377-a3c1-4cdf-9ff3-991a161989f3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Instructions |
| Text Box 2 | Complete the topics in any order. When you have completed all of the topics, you can return to the Course Menu. From there, you can access another module or download your completion certificate. |

Slide Layer: Completion

|  |  |
| --- | --- |
| Layer ID 🔒 | 6ce43c73-fac1-4878-969d-1773e71d2197 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Congratulations! |
| Text Box 2 | You have completed Module 2 of |
| Transforming Assessment: Strategies for Higher Education. |
| Button - Normal state | Return to Course Menu |

10 Topic 1: Feedback-Driven Assessment

|  |  |
| --- | --- |
| Scene ID 🔒 | 8cb3eaba-061b-4188-9457-7194ede69def |

| Type | Translation |
| --- | --- |
| Scene name | Topic 1: Feedback-Driven Assessment |

10.1 Feedback Driven Assessment Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | 2579b516-4d72-4d80-8f9a-6e736a7b9fbe |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Feedback Driven Assessment Title Page |
| Main Title 1 | Topic 1 |
| Main Title | FEEDBACK-DRIVEN ASSESSMENT |
| Text Box 1 | In this Topic |
| Topic 1A: Instructor Feedback Strategies |
| Topic 1B: Peer Feedback & Self-Assessment Strategies |
| Topic 1C: Creating a Feedback-Driven Learning Culture |
| Text Box 2 | **Time to Complete** |
| **60** minutes |
|  |
| plus activities and readings |

10.2 Reviewing Effective Feedback

|  |  |
| --- | --- |
| Slide ID 🔒 | 1bf72551-cc0d-4b06-a8b1-3627787c32fb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Reviewing Effective Feedback |
| Main Title 1 | Reviewing Effective Feedback |
| Text Box 4 | **As we discussed in Module 1, effective feedback is:** |
| (mouse over for more information) |
|  |
| SPECIFIC |
|  |
| CONSTRUCTIVE |
|  |
| TIMELY |
|  |
| ACTIONABLE |
|  |
| Text Box 1 | Alternative assessment prioritizes ongoing formative feedback from instructors, peers, and self-assessment to improve students’ learning, inform instruction during learning cycles, and contribute to or enhance students’ grades. |
| Text Box 5 | Accessible Text |
| Alt text for Text Box 5 | Accessible Activity Text Link. If you are not using a mouse for this course, the mouse rollover text is duplicated in this PDF. |

Slide Layer: Rollover: Actionable

|  |  |
| --- | --- |
| Layer ID 🔒 | c9647973-fb06-4765-9d55-38773025ea39 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Actionable Feedback** |
| P |
| rovides clear directions and next steps for students. |

Slide Layer: Rollover: Timely

|  |  |
| --- | --- |
| Layer ID 🔒 | f39a6141-34e2-4aa1-8964-b2f1732ed20e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Timely Feedback** |
|  |
| Offered while it still matters to students’ future learning and performance. |

Slide Layer: Rollover: Constructive

|  |  |
| --- | --- |
| Layer ID 🔒 | 57a1391d-72cd-4034-9e64-dd8a6149500b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Constructive Feedback** |
|  |
| Focused on students’ learning and performance. |

Slide Layer: Rollover: Specific

|  |  |
| --- | --- |
| Layer ID 🔒 | 059157b8-2bfe-49ac-9581-f76611a1d64c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Specific Feedback** |
| Targets how the student demonstrated their learning in a given task or activity |

10.3 POV: Student Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | b03f5fc6-c926-40f4-8a3a-8d043e8734a4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Student Perspectives |
| Main Title 1 | POV: Student Perspectives |
| Text Box 1 | “In a Year 1 Music Theory class, students would share counterpoint compositions written based on conventions/theory learned that week. In small weekly sectionals, students would workshop their compositions in groups to obtain peer and instructor feedback. The instructor would perform the compositions on the piano so students could hear the counterpoints. Students had the opportunity to revise them based on feedback to make improvements. The approach the instructor took to this assignment made students feel part of a community of composers - students were all collaborating and invested in each other's work/success.” |
| Text Box 2 | Undergraduate Student (1st Year, Music) |

10.4 Topic 1A: Instructor Feedback Strategies

|  |  |
| --- | --- |
| Slide ID 🔒 | dd702eca-5c68-4df1-a108-c0c71cb5abec |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 1A: Instructor Feedback Strategies |
| Text Box 1 | Topic 1A |
| Main Title | INSTRUCTOR FEEDBACK STRATEGIES |
| Main Body | Students place a high value on |
| instructor feedback because it provides vital information |
| about their progress toward identified learning outcomes and assessment criteria. |
|  |
| **This section is subdivided into 3 parts:** |
| Instructor Feedback Methods |
| Scaffolded Feedback Strategies |
| Technology-Enabled Feedback |

10.5 Feedback in Alternative Assessments

|  |  |
| --- | --- |
| Slide ID 🔒 | fb8e12d6-2727-49c2-82b7-287081b9aa24 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Feedback in Alternative Assessments |
| Main Title 1 | Feedback in Alternative Assessments |
| Text Box 1 | While traditional assessment typically limits instructor feedback to the |
| *end* |
| of a learning cycle or course (e.g., feedback on final exams, essays, projects along with final grades)… |
| Text Box 2 | …alternative assessment provides multiple opportunities for feedback |
| *during* |
| learning cycles. Instructor feedback gives students information on how to bridge the gap between where they are and where they need to be prior to final grading. |

10.6 Honest and Constructive Feedback

|  |  |
| --- | --- |
| Slide ID 🔒 | 95ddf034-5970-4039-8553-a6108dd157d9 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Honest and Constructive Feedback |
| Main Title 1 | Honest and Constructive Feedback |
| Text Box 1 | It is important to note that students value honest and constructive instructor feedback that offers guidance over empty praise or harsh criticism. To ensure feedback is specific and relevant, grading tools should be used to focus instructor feedback on key learning outcomes and assessment criteria. |
| Text Box 2 | **Select an instructor for examples of their feedback.** |
| Alt text for Image: Instructor 1 | Button: Image of Instructor 1 |
| Alt text for Image: Instructor 2 | Button: Image of Instructor 2 |
| Alt text for Image: Instructor 3 | Button: Image of Instructor 3 |

Slide Layer: Instructor: Specific and Relevant

|  |  |
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| Layer ID 🔒 | d20b2364-4dc4-4869-afa5-a59815e7ed52 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Rectangular Caption 3 | You need to work on rubric criteria 2 and 3. |
| Rectangular Caption 2 | Be sure to fully address item 2 on the checklist. |
| Text Box 2 | Specific and Relevant |
| Rectangular Caption 1 | See the rating scale and be sure to address all criteria. |

Slide Layer: Instructor: Harsh Criticism

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| Layer ID 🔒 | 7d18c172-93b7-4226-9163-4a394c2498e4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Rectangular Caption 1 | This is unacceptable. |
| Rectangular Caption 2 | Try harder next time. |
| Text Box 1 | Harsh Criticism |
| Rectangular Caption 3 | Your work is weak. |

Slide Layer: Instructor: Empty Praise

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| Layer ID 🔒 | 84ba93df-518d-42c6-8756-a63d7c4e3c77 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Rectangular Caption 1 | Great work! |
| Rectangular Caption 2 | Excellent job! |
| Text Box 1 | Empty Praise |
| Rectangular Caption 3 | Well done! |

10.7 POV: Student Perspectives

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| Slide ID 🔒 | 563329e8-8975-4111-815a-68dda3a41f10 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Student Perspectives |
| Main Title 1 | POV: Student Perspectives |
| Text Box 1 | “I received a poor mark on an English literature essay, but little feedback was provided. I had little information to make sense of the poor mark and thus was left to speculate. One interpretation was that the grader didn't feel I would be capable of improving my work so taking time to provide clear feedback would have been a waste of time. Ultimately, I spoke to one of the course TAs that I knew in order to make sense of the grade and received some feedback from them. It is so important to provide high quality feedback.“ |
| Text Box 2 | Undergraduate Student (1st Year, Music) |

10.8 Intructor Feedback Strategies

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| Slide ID 🔒 | d11334ea-ca49-4241-a762-4f4cac5a80eb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Instructor Feedback Strategies |
| Text Box 1 | Instructor Feedback Strategies |
| Body | This section explores 3 specific instructor feedback strategies. |
| The Feedback Sandwich |
| The RISE Feedback Model |
| Feedback Dialogues |

10.9 The Feedback Sandwich

|  |  |
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| Slide ID 🔒 | 6be57754-41e1-4258-862d-8c3e071c383f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | The Feedback Sandwich |
| Main Title 1 | Instructor Feedback Strategies |
| Text Box 2 | Use the buttons to learn more. |
| Text Box | Hotspot buttons |
| Text Box | Clicking on hotspot buttons will reveal more information about the images you see in the course. |
| Text Box 1 | **The Feedback Sandwich** |
| The Feedback Sandwich |
| is a practical tool to frame feedback from instructors to students. A Feedback Sandwich begins by identifying specific strengths in a student’s work, follows with 2 or 3 suggestions for improvement, then ends with a positive comment to encourage the student’s future learning and offer support moving forward. The Feedback Sandwich can also be used to structure peer feedback among students. |
| Text Box | Start with… |
| Text Box | Strengths in their work. |
| Text Box | Then add… |
| Text Box | 2 or 3suggestions on how to improve. |
| Text Box | Then.. |
| Text Box | End with positive feedback. |
| Alt text for Picture 1 | Button: Reference |

10.10 RISE Feedback model

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| Slide ID 🔒 | 1036ea86-81a7-4b3d-b5c2-e4fe28cd366c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | RISE Feedback model |
| Main Title 1 | Instructor Feedback Strategies |
| Text Box 1 | **RISE Feedback Model** |
|  |
| The RISE model is a process to structure and facilitate the giving and receiving of meaningful feedback. RISE stands for: Reflect, Inquire, Suggest, and Elevate. Instructors can use the RISE model to provide students with constructive feedback about their learning and performance. The RISE model can also be used by students in the peer feedback process. |
| Text Box 6 | Select the Feedback Level buttons below to learn more. |
| Button 1 - Normal state | **REFLECT** |
| : your overall evaluation of the work |
| Button 2 - Normal state | **INQUIRE** |
| : additional information you are missing |
| Button 3 - Normal state | **SUGGEST** |
| : ideas for improving the current iteration of the work |
| Button 4 - Normal state | **ELEVATE** |
| : ideas for future work or for raising the current work |

Slide Layer: Elevate

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| Layer ID 🔒 | 81799ff2-ca33-4e9e-adce-93b613c2812d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | Suggested Prompts |
|  |
|  |
| “It would be interesting to explore… in a deeper way.” |
|  |
| “In the future, you could use… to do…” |

Slide Layer: Suggest

|  |  |
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| Layer ID 🔒 | 10f18d49-f79e-4a61-9bd4-41723b4f4442 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | Suggested Prompts |
|  |
|  |
| “It might help to refine…” |
|  |
| “I suggest adding more information to support…” |

Slide Layer: Inquire

|  |  |
| --- | --- |
| Layer ID 🔒 | 7acee74e-6da6-49e8-b9e7-a2c8aadd137c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | Suggested Prompts |
|  |
|  |
| “Is… what you mean when you say…?” |
|  |
| “Have you considered…?” |
|  |
| “What other perspectives exist on this topic?” |

Slide Layer: Reflect

|  |  |
| --- | --- |
| Layer ID 🔒 | 70590d68-5cb7-408e-8304-274dc4d37a7d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | Suggested Prompts |
|  |
|  |
| “I like that you included… because…” |
|  |
| “I disagree with… because…” |

10.11 Feedback Dialogues

|  |  |
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| Slide ID 🔒 | 55b6e235-72b1-49cb-9c0b-a4b9cbe95bf6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Feedback Dialogues |
| Main Title 1 | Instructor Feedback Strategies |
| Text Box 1 | **Feedback Dialogues** |
| A feedback dialogue is an interactive process that allows learners to interpret, reflect on, and integrate feedback from the instructor, their peers, and through self-assessment to enhance their learning and performance. Feedback dialogues position feedback as a process (i.e., dynamic interaction among a student, the instructor, and their peers) versus a product (i.e., one-way transmission from instructor to student) and increase the likelihood that students will understand and use feedback for formative purposes. |
| Text Box 2 | Click to learn more… |

Slide Layer: Creating opportunities

|  |  |
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| Layer ID 🔒 | 78ad750c-d6fb-4033-ad6d-cfef73b117a4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 2 | **Instructors can create opportunities for feedback dialogues by:** |
| Text Box 1 |  |
| designing assessment tasks that integrate multiple opportunities for verbal or written feedback from instructors, peers, and through self-assessment. |
|  |
| providing opportunities for timely discussion of student work through in-class guidance, peer review, and technology-enhanced dialogues. |
|  |
| promoting the students’ role in seeking, generating, and using feedback. |

10.12 Pause and Reflect on Feedback Strategies

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| Slide ID 🔒 | 81932dee-1641-47ae-a0e6-848585df1077 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Feedback Strategies |
| Main Title 1 | Pause and Reflect on Feedback Strategies |
| Text Box 6 | Complete Activity 2-2 in the workbook. |
| Text Box 7 | **Thinking about the Feedback Sandwich, RISE feedback model, and feedback dialogues:** |
|  |
| Do you currently use any of these strategies in your classroom? |
| Are there other feedback strategies you currently use? |
| Which strategy will you try moving forward? |

10.13 Scaffolded Feedback Strategies

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| Slide ID 🔒 | 11327a2c-faa5-4c60-a44d-52bcf93ee7b4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Scaffolded Feedback Strategies |
| Text Box 1 | Scaffolded Feedback Strategies |
| Body | This section discusses a number of sample assessments in which scaffolded feedback is prioritized. |

10.14 Scaffolded Feedback Strategies

|  |  |
| --- | --- |
| Slide ID 🔒 | efde7bc8-07cf-4e10-8807-6761bbe5071d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Scaffolded Feedback Strategies |
| Main Title 2 | Scaffolded Feedback Strategies |
| Text Box 1 | We know from assessment research and practice that students highly value instructor feedback and typically desire more feedback than they receive. Alternative assessments provide multiple opportunities for instructor feedback through scaffolded learning and assessment tasks. |
| Text Box 2 | Click to learn more… |

Slide Layer: Opportunities for Grading

|  |  |
| --- | --- |
| Layer ID 🔒 | 95ac2c98-9c6a-47dd-81bd-b66982422b30 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 4 | SCAFFOLDED FEEDBACK STRATEGIES |
| Text Box 3 | Opportunities for Grading |
| Text Box 2 | In addition, the component parts of the scaffolded task can be graded, thus reducing the overall weight of the final assessment product or performance. |
| Alt text for Picture 1 | Graphic that shows the same feedback opportunities as students take each step. The graphic now also shows that every other step up might contain and opportunity for grading - thus layering feedback and grading. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: Opportunities for Feedback

|  |  |
| --- | --- |
| Layer ID 🔒 | 3a4ee142-d4f5-472c-b1a6-30b01dfd6b29 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 4 | SCAFFOLDED FEEDBACK STRATEGIES |
| Text Box 3 | Opportunities for Feedback |
| Text Box 2 | By breaking large learning and assessment tasks into smaller components, students have opportunities to improve their learning and performance before final grading. |
| Alt text for Group 1 | Graphic showing a cycle image at each of the steps indicating that each step up is an opportunity for feedback. |
| Alt text for Picture 1 | Scaffold1.png |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Scaffolded Tasks

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| --- | --- |
| Layer ID 🔒 | 92289b13-af44-4e40-a3bd-93291a14b645 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | SCAFFOLDED FEEDBACK STRATEGIES |
| Text Box 10 | Scaffolded Tasks |
| Text Box 9 | Scaffolded tasks are divided into components or stages to allow for more frequent formative feedback from instructors (as well as from peers and through self-assessment). Just as the scaffolding on a construction site makes it easier for workers to access higher levels, assessment scaffolding helps students access higher levels of understanding by identifying the stages or steps of an assessment and encouraging a clear feedback process for students and instructors. |
| Alt text for Picture 1 | Graphic showing steps going up at regular intervals from right to left. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

10.15 POV: Instructor Perspectives

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| Slide ID 🔒 | 2639a0bb-8b2b-431a-b35b-2f9e3510fd19 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |
| Text Box 1 | “I love scaffolding assessments (breaking them down into smaller chunks that lead into a larger project) for my students. I also like to incorporate practical formative assessments to help solidify their understanding and to help bridge the practice-theory gap.” |
|  |
| Text Box 2 | University Instructor (Education) |

10.16 Effects of Scaffolded Feedback

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| Slide ID 🔒 | a0196c2b-00fa-406d-b8f3-2ef86cf37875 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Effects of Scaffolded Feedback |
| Main Title 1 | Effects of Scaffolded Feedback |
| Text Box 3 | Scaffolded feedback creates a win-win for students and instructors! |
| Text Box 2 | Select a student to learn more about the documented effects of scaffolded feedback on the student learning experience. |

Slide Layer: Student 3

|  |  |
| --- | --- |
| Layer ID 🔒 | 4edc2946-7e7c-4805-bfb5-3a6a435d2c65 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Rectangular Caption 3 | Scaffolded feedback helps reduce the amount of corrective instructor feedback that I need on summative assessments. |

Slide Layer: Student 2

|  |  |
| --- | --- |
| Layer ID 🔒 | 59a43ff7-d69b-4b53-b183-16559b39d5f0 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Rectangular Caption 2 | Scaffolded feedback gives me a more accurate measure of my learning as I move through the course material. |

Slide Layer: Student 1

|  |  |
| --- | --- |
| Layer ID 🔒 | b6728298-c1b8-4a26-aa8c-89a89e3ddc81 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Rectangular Caption 1 | Scaffolded feedback helps to engage and motivate me. This leads to better learning products. |

10.17 POV: Instructor Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | 15b03512-b3b3-4370-b514-dea7cc25fb74 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |

Slide Layer: Text 3

|  |  |
| --- | --- |
| Layer ID 🔒 | b4609145-3435-4ec8-909b-081cae87ebc5 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | …The bridging assignments coupled with the supplemental assignments were designed to provide meaningful opportunities to practice core skills to support students to gain fluency in applying theory and to complete behaviour analysis.” |
| Text Box 2 - Normal state | College Instructor (Behavioural Sciences) |
| Button - Normal state | Next Slide |

Slide Layer: Text 2

|  |  |
| --- | --- |
| Layer ID 🔒 | e52fd17c-a8ce-4b8c-b7af-e5cb260c4e9a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | …Students were encouraged to bring drafts of each section of their plan to class to share amongst their peers for feedback and to seek mentorship/coaching from me. Secondary assignments had students practice targeting and defining interfering behaviours to gain fluency in that skill as well as watching videos of human behaviour then defining the interfering behaviour, choosing a data collection method to collect baseline, taking data and analyzing data to determine the most appointment intervention, then going through the process again for the intervention phase… |
| Button - Normal state | More |

Slide Layer: Text 1

|  |  |
| --- | --- |
| Layer ID 🔒 | ca434207-50e1-481d-a1ff-300237a3edaf |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | “An innovation assessment practice I used was bridging assessment between two theory classes and one placement experience. First, students had to apply the theory to hypothetical case studies. Then, students engaged in a placement that allowed them to engage in the same assignment in ’real life.’ Finally, students engaged in reflective practice around how theory extends and is reflexive to contexts. Students take the first two assignments to complete a final comprehensive intervention plan (hypothetical) that includes all comments of the previous assignments as well as extended aspects of data analysis and clinical decisions… |
| Button - Normal state | More |

10.18 Examples of Scaffolded Assessments

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| Slide ID 🔒 | 1042ae47-40df-47c9-a425-565e9122c611 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Examples of Scaffolded Assessments |
| Main Title 2 | Examples of Scaffolded Assessments |
| Text Box 1 | There are many ways to scaffold learning and assessment tasks. Here are three examples of scaffolded assessments to consider: |
| Text Box 2 | Click to learn more… |

Slide Layer: Multi-Stage Assignment

|  |  |
| --- | --- |
| Layer ID 🔒 | 20121352-05d2-4a8d-9288-f6e8876f011a |
| Preview Image |  |

| Type | Translation |
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| Text Box 6 | EXAMPLES OF SCAFFOLDED ASSESSMENTS |
| Text Box 9 | **Multi-Stage Assignment** |
| Text Box 8 | A multi-stage assignment strategically breaks a larger assignment into multiple components, providing students with opportunities to improve their work through formative feedback before their final submission or presentation. Feedback might come from instructors, peers, and/or through self-assessment and should focus on both the process and product. For example, a substantial essay could be divided into three graded components with formative feedback provided at each stage: (1) a proposal, (2) an outline with annotated bibliography, and (3) a final submission. |
|  |
| Check out the videos below to hear two instructors discuss innovative approaches to multi-stage assignments they have used in their classrooms. |
| Instruction 3 | **Click the icons below for examples** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: e-Portfolio Example

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| Layer ID 🔒 | 6872f584-5519-493f-bd72-0e01bf94ad2f |
| Preview Image |  |

| Type | Translation |
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| Rectangular Caption 1 | I invited students to submit an optional exercise, in advance of their final exam, to earn a bonus point on their final exam. Students were asked to create three questions, [one for each frame, using ICE verbs, on a course concept of their choice]. They also needed to include a model response for each question. Almost half of the students in the course took advantage of this opportunity. I offered feedback on their questions and responses as a way to help them become familiar with the types of responses I would be looking for on the final quiz. For my own purposes, I paid special attention to their Extensions questions, as a way of gauging the impact of the exercise, because in order to construct a good Extensions question, students would have to be able to think about and predict, to some degree, how their future experience as practitioners might make demands on their research skill set. |
| University Instructor (Advanced Legal Research) |

Slide Layer: e-Portfolio

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| Layer ID 🔒 | da6d96ae-1921-4e88-846d-bced212f1a68 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 6 | EXAMPLES OF SCAFFOLDED ASSESSMENTS |
| Text Box 9 | **e-Portfolio** |
| Text Box 8 | An ePortfolio is a digital collection of multiple student products (artifacts of learning) and processes (reflections on learning) constructed over time. ePortfolios promote student agency and engagement because students must self-select their best evidence of learning through self-assessment and peer and instructor feedback. ePortfolios can support deep student learning over time while also contributing to students’ final grades. |
|  |
| The video below features an instructor’s experiences with ePortfolios in the higher education context. |
| Instruction 2 | **Click the icons below for examples** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Multi-Stage Exam Example

|  |  |
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| Layer ID 🔒 | 808113ae-2190-4649-8ec8-4359566553ee |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Rectangular Caption 1 | I invited students to submit an optional exercise, in advance of their final exam, to earn a bonus point on their final exam. Students were asked to create three questions, [one for each frame, using ICE verbs, on a course concept of their choice]. They also needed to include a model response for each question. Almost half of the students in the course took advantage of this opportunity. I offered feedback on their questions and responses as a way to help them become familiar with the types of responses I would be looking for on the final quiz. For my own purposes, I paid special attention to their Extensions questions, as a way of gauging the impact of the exercise, because in order to construct a good Extensions question, students would have to be able to think about and predict, to some degree, how their future experience as practitioners might make demands on their research skill set. |
| University Instructor (Advanced Legal Research) |

Slide Layer: Multi-Stage Exams

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| Layer ID 🔒 | 5f2fab76-3bcc-4b90-8f95-e6933510ec7d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | EXAMPLES OF SCAFFOLDED ASSESSMENTS |
| Text Box 10 | **Multi-Stage Exams** |
| Text Box 9 | Multi-stage exams allow students to complete a short, ungraded practice exam and receive formative instructor feedback before writing the graded exam. This strategy can help students build confidence, clarify misconceptions, reduce text anxiety, and improve their overall achievement on the graded exam. Frequent low-stakes or ungraded quizzes with formative feedback (e.g., hints, full solutions, recommendations for future learning) can also support students in these ways. |
|  |
| The video linked below features a story about innovative, collaborative approaches to multi-stage exams that involve instructors and students in feedback and grading. |
| Instruction 1 | **Click the icons below for examples** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

10.19 Experienced Practitioners on Scaffolded Assessments

|  |  |
| --- | --- |
| Slide ID 🔒 | 40f5b5a1-33ad-45f9-b549-c93823c1a286 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Scaffolded Assessments |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Scaffolded Assessments and Feedback |

10.20 Pause and Reflect on Scaffolded Assessments

|  |  |
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| Slide ID 🔒 | 457bcc82-55c4-438e-8b45-59d78a6b5e38 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Scaffolded Assessments |
| Main Title 1 | Pause and Reflect on Scaffolded Assessments |
| Text Box 6 | Complete Activity 2-3 in the workbook. |
| Text Box 7 | **Thinking about these instructors’ examples of scaffolded assessments…** |
| How do you connect with their examples and experiences? |
| Are there any strategies that you might try or adapt for your own classroom? |
| What challenges do you anticipate, and how might you navigate these challenges? |

10.21 Technology-Enabled Feedback

|  |  |
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| Slide ID 🔒 | 32eaef88-45f0-48de-86e1-d821b0df2bce |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Technology-Enabled Feedback |
| Text Box 1 | Technology-Enabled Feedback |
| Body | This section looks at various ways feedback can be provided using technology. |

10.22 Technology-Enabled Approaches

|  |  |
| --- | --- |
| Slide ID 🔒 | b2893997-a87d-4daf-bb10-6d1b532948d4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Technology-Enabled Approaches |
| Main Title 2 | Technology-Enabled Approaches |
| Text Box 1 | While students typically want more instructor feedback than they receive, we know from research and practice that class size can be a barrier to instructors providing students with feedback that is specific, constructive, timely, and actionable. |
|  |
| Providing effective feedback is time-consuming and can feel impossible in large classes. |
| However, technology can play a central role in navigating challenges of class size and time. |
|  |
| The following section offers practical technology-enabled strategies to facilitate **instructor feedback** on learning and assessment tasks at various levels (whole class, small group, individual). |
| Text Box 2 | Click to learn more… |

Slide Layer: Written Feedback

|  |  |
| --- | --- |
| Layer ID 🔒 | 5b3d03ae-40d2-484b-bbdd-a5244c4f75da |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 16 | TECHNOLOGY-ENABLED APPROACHES |
| Text Box 9 | **Written Feedback** |
| Text Box 8 | Written feedback using learning management system (LMS) features can be an effective way to provide students with information about their performance on an assignment, overall learning, or relevant learning processes—what they are doing well, what needs to be improved, and how it could be improved. Whole class emails or Announcements are efficient ways to provide general or summary formative feedback that would benefit all students. Instructors can also provide written formative feedback that would benefit all students on course discussion boards. Email feedback to small groups or individual students can be more specific and personalized and can include grades (e.g., feedback plus grade on a group project or individual assignment). |
| Text Box 11 | Whole class |
| Text Box 13 | Small group |
| Text Box 12 | Individual student |
| Text Box 14 | Time-efficient |
| Text Box 15 | High tech |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: Automated Feedback

|  |  |
| --- | --- |
| Layer ID 🔒 | d14db42b-2815-41bd-8235-187ba0a2a012 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 10 | TECHNOLOGY-ENABLED APPROACHES |
| Text Box 9 | **Automated Feedback** |
| Text Box 8 | Instructors can work with IT support staff or instructional designers to build automated feedback into certain types of online assessments, which reduces time spent providing personalized feedback to individual students. For example, online formative assessments can have built-in hints, feedback, or solutions that can become available when a student submits an incorrect answer. Automated feedback allows instructors to provide timely, specific, consistent feedback by anticipating students’ possible misconceptions and learning needs in the initial design of assessment tasks. |
| Text Box 12 | Individual student |
| Text Box 14 | Time-efficient |
| Text Box 15 | High tech |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Audio Video Feedback

|  |  |
| --- | --- |
| Layer ID 🔒 | d0c7122d-5e5b-429d-9d3b-363a6a50a11e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | TECHNOLOGY-ENABLED APPROACHES |
| Text Box 10 | **Audio/Video Feedback** |
| Text Box 9 | Recording audio or video feedback can save time over written feedback and help students understand and use feedback by providing tone and expression. Students appreciate simple, brief (1-3 minutes), personalized, and authentic feedback recordings. Audio/video recordings can be used to provide formative feedback to the whole class or groups of students and can also be recorded to accompany a student’s grade on a summative assessment task. |
| Text Box 12 | Whole class |
| Text Box 16 | Small group |
| Text Box 15 | Individual student |
| Text Box 13 | Time-efficient |
| Text Box 14 | High tech |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

10.23 Pause and Reflect on Technology-Enabled Feedback

|  |  |
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| Slide ID 🔒 | 3737b5e7-762c-47b1-a486-029b60b0aaab |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Technology-Enabled Feedback |
| Main Title 1 | Pause and Reflect on Technology-Enabled Feedback |
| Text Box 6 | Complete Activity 2-4 in the workbook. |
| Text Box 7 | **Thinking about these examples of technology-enabled feedback…** |
| Do you currently use any of these strategies in the classroom? |
| Are there other technology-enabled feedback strategies you currently use? |
| Which strategy will you try moving forward? |

10.24 Instructor Feedback: New Directions

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| Slide ID 🔒 | 41001923-08b7-4d60-b2ba-0ef906aafad6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Instructor Feedback: New Directions |
| Text Box 1 | Instructor Feedback: New Directions |
| Body | This final section on instructor feedback will discuss several emerging trends within higher education. |

10.25 Feedback Trends

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| Slide ID 🔒 | 7cfd47da-6027-4a14-b61e-20b6e1440b10 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Feedback Trends |
| Main Title 2 | Feedback Trends |
| Text Box 1 | Along with scaffolding and technology-enabled instructor feedback strategies, new trends are also emerging in higher education assessment, such as |
| **ghost grading, grade withholding, ungrading, and self-grading.** |
| Text Box 2 | Click to learn more… |

Slide Layer: Self-grading

|  |  |
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| Layer ID 🔒 | 49398df1-e31a-450b-ab82-b932f84c1299 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 15 | FEEDBACK TRENDS |
| Text Box 20 | SELF-GRADING |
| Text Box 18 | **Benefit for Students** |
| Text Box 17 | **What is it?** |
| Text Box 16 | Students self-assess and grade their own performance on an assessment task, or students co-construct their grades with their instructor. |
| Text Box 19 | Students take more responsibility in their learning and learn to critically reflect on their achievement of learning outcomes. |
| Text Box 21 | **More information.** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: Ungrading

|  |  |
| --- | --- |
| Layer ID 🔒 | cc2d0b7f-7b8f-4ffe-a339-0fd87cc5509a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 15 | FEEDBACK TRENDS |
| Text Box 20 | UNGRADING |
| Text Box 18 | **Benefit for Students** |
| Text Box 17 | **What is it?** |
| Text Box 16 | Assessment emphasizes formative feedback (instructor, peer, and self-assessment) over grades. If required, grades are often Pass/Fail. |
| Text Box 19 | Students focus on learning processes and products over grades. |
| Text Box 22 | **Experienced Practitioners** |
| Text Box 21 | **More information.** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Grade Withholding

|  |  |
| --- | --- |
| Layer ID 🔒 | 150a47b8-91c7-4634-bccc-4b3dca9b6e9a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 14 | FEEDBACK TRENDS |
| Text Box 19 | GRADE WITHHOLDING |
| Text Box 17 | **Benefit for Students** |
| Text Box 16 | **What is it?** |
| Text Box 15 | Instructor provides formative feedback on an assessment before assessment grades are released. |
| Text Box 18 | Students are more likely to engage with feedback and make improvements in their future learning and performance (if feedback is given separately from grades). |
| Text Box 21 | **Experienced Practitioners** |
| Text Box 20 | **More information.** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Ghost Grading

|  |  |
| --- | --- |
| Layer ID 🔒 | e6064672-4972-4eac-bf9b-3c016ccbffbb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 19 | FEEDBACK TRENDS |
| Text Box 17 | GHOST GRADING |
| Text Box 15 | **Benefit for Students** |
| Text Box 10 | **What is it?** |
| Text Box 9 | Student submits a draft of their work for preliminary instructor grading and feedback before the final submission. The ghost grade will be the minimum final grade. |
| Text Box 16 | Each student decides when to seek feedback on their work and can make improvements accordingly before their final submission for grading. |
| Text Box 20 | **Experienced Practitioners** |
| Text Box 18 | **More information.** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

10.26 Pause and Reflect on Feedback Trends

|  |  |
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| Slide ID 🔒 | cced385d-846d-4288-b385-5905d9530f91 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Feedback Trends |
| Main Title 1 | Pause and Reflect on Feedback Trends |
| Text Box 1 | Complete Activity 2-5 in the workbook. |
| Text Box 2 | How do these strategies and instructors’ stories influence your thinking about instructor feedback? |
| Based on what you’ve learned, how might you change your approach to instructor feedback? |

10.27 Topic 1B: Peer Feedback and Self-Assessment Strategies

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| Slide ID 🔒 | b535c406-a609-4265-b9d1-e48cae9f8c08 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 1B: Peer Feedback and Self-Assessment Strategies |
| Text Box 1 | Topic 1B |
| Main Title | Peer feedback and self-assessment strategies |
| Main Body | In Module 1, we discussed the benefits of peer feedback and self-assessment in teaching and learning. |
| **Peer feedback and self-assessment are essential counterparts to instructor feedback** |
| and can be naturally incorporated into alternative assessment tasks. |

10.28 Defining Peer Feedback & Self-Assessment

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| Slide ID 🔒 | e994ec3e-3afc-4527-947a-bf138d5c9b4d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Defining Peer Feedback & Self-Assessment |
| Main Title 1 | Defining Peer Feedback & Self-Assessment |
| Text Box 3 | **As a** |
| **quick** |
| **reminder…** |
| Text Box 1 | **Peer Feedback (or Peer Appraisal)** |
| engages students in providing constructive or evaluative feedback on each other’s work (e.g., writing, projects, presentations, performances) or learning in relation to designated assessment criteria. |
| Text Box 2 | **Self-Assessment** |
|  |
| engages students in reflection on their own work (e.g., writing, projects, presentations, performances) in relation to designated assessment criteria. |

10.29 Test Your Knowledge

|  |  |
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| Slide ID 🔒 | b79b743c-ec4c-425c-896f-6c2215e68886 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Test Your Knowledge |
| Main Title 1 | Test Your Knowledge |
| Text Box 3 | **Which of the following statements are NOT true? (Check all that apply)** |
| Check Box 1 - Normal state | Peer feedback and self-assessment serve only formative purposes. |
| Check Box 2 - Normal state | Peer feedback can enhance students’ subsequent self-assessment. |
| Check Box 3 - Normal state | Peer feedback and self-assessment promote students’ engagement in learning. |
| Check Box 4 - Normal state | Peer feedback is more valuable than self-assessment. |
| Check Box 5 - Normal state | Self-assessment helps students monitor their own progress towards learning goals. |
| Check Box 6 - Normal state | Peer feedback and self-assessment help students set new learning goals. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | fed06819-ac82-46ce-8d42-ac911ad070a2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You selected the |
| correct responses. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Try Again

|  |  |
| --- | --- |
| Layer ID 🔒 | 26804c28-4bed-433d-b816-324967c2525b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Try Again |
| Text Box | That’s not quite it. See if you can find the **2 correct answers** from the listed responses. |
| AltText for Try Again - 1 Normal state | Button: Try Again |
| Alt text for Try Again | Button: Try Again |

10.30 Scaffolded Peer Feedback & Self-Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | a608f718-4425-4fa3-971e-f221d60ee9c9 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Scaffolded Peer Feedback & Self-Assessment |
| Main Title 1 | Scaffolded Peer Feedback & Self-Assessment |
| Text Box 2 | Peer feedback and/or self-assessment can also contribute to a students’ grade on an assessment task (typically 15-25%). The grading tool (e.g., checklist, rating scale, or rubric) should be used as a guide to focus peer feedback and self-assessment on key learning outcomes and assessment criteria. |
| Text Box 1 | Scaffolded alternative assessments provide natural opportunities to integrate formative peer feedback and self-assessment within learning cycles and courses. When planning for assessment and instruction, it is ideal to explicitly think about times when students will benefit most from peer feedback and self-assessment. |

10.31 POV: Instructor Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | 53bbced4-9748-40f3-92f2-08e430cb89fb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |
| Text Box 1 | “In order for students to be able to effectively give and receive feedback they have to learn how to effectively give and receive feedback. In my course, I used tutorials where I collaborated with students in the initial meeting, and subsequent meetings as necessary, in the development of ground rules so that we agreed on how our discussions would unfold, ensuring student engagement and active participation in genuine, respectful and supportive ways.” |
| Text Box 2 | Undergraduate Instructor (Occupational Therapy) |

10.32 Peer Feedback Strategies

|  |  |
| --- | --- |
| Slide ID 🔒 | f9d8927d-2fc1-4505-851b-a2e9948cb112 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Peer Feedback Strategies |
| Main Title 1 | Peer Feedback Strategies |
| Text Box 1 | The following tabs offer practical strategies to facilitate peer feedback in your classroom. |
| Tab Button 1 - Normal state | Discussions |
| Tab Button 2 - Normal state | Group Projects |
| Tab Button 3 - Normal state | Peer Review |
| Tab Button 4 - Normal state | Studio Groups |
| Text Box 2 | Select a tab to learn more… |

Slide Layer: Studio Groups

|  |  |
| --- | --- |
| Layer ID 🔒 | f7aa3797-95dc-4a1b-b308-ec1f03a92851 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Small groups of students meet synchronously to practice giving and receiving feedback. Students can remain in these groups for the entire semester so that they can build relationships and see how their peers are improving. |

Slide Layer: Peer Review

|  |  |
| --- | --- |
| Layer ID 🔒 | eb88a0b2-79a8-498d-842a-113d2fa57e57 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Students review each other’s work using the designated grading tool to provide formative feedback and possibly contribute to a small percentage of the student’s final grade. |
|  |

Slide Layer: Group Projects

|  |  |
| --- | --- |
| Layer ID 🔒 | fa1488e7-8f1f-41ae-b02e-9f178304e2e8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Create opportunities for students to work in groups with each group member taking on a designated role (e.g., leader, challenger, doer, thinker, supporter) and require students to assess each other’s performance of these roles. |
|  |

Slide Layer: Discussions

|  |  |
| --- | --- |
| Layer ID 🔒 | 78050762-ac48-4d17-80e3-de5210e9d578 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Provide structured opportunities for students to engage in discussions with specific prompts to debate a topic, defend a position, or solve a problem. |
|  |

10.33 Self-Assessment Strategies

|  |  |
| --- | --- |
| Slide ID 🔒 | 1539b87f-789e-4eeb-8560-699b0e24f242 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Self-Assessment Strategies |
| Main Title 1 | Self-Assessment Strategies |
| Text Box 3 | The following tabs offer practical strategies to facilitate self-assessment in your classroom. |
| Tab Button 1 - Normal state | Feedback Request |
| Tab Button 2 - Normal state | Checklist |
| Tab Button 3 - Normal state | Exam Wrappers |
| Tab Button 4 - Normal state | Pick Your Best |
| Text Box 2 | Select a tab to learn more… |

Slide Layer: Pick Your Best

|  |  |
| --- | --- |
| Layer ID 🔒 | 77670653-3f3e-4c1e-9f90-cdc0a34e25c4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | To reduce the workload of grading, ask students to select their best work for grading at the end of the course, including a brief explanation for why they chose those pieces of work. |

Slide Layer: Exam Wrappers

|  |  |
| --- | --- |
| Layer ID 🔒 | 594c9b36-d327-4e39-80be-1d1af8260164 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Provide handouts that direct students to review their exam performance and the instructor’s feedback in order to improve their future learning. |

Slide Layer: Checklist

|  |  |
| --- | --- |
| Layer ID 🔒 | 4cc277e5-f937-4a95-82d7-e728f2ca7542 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Ask students to complete a checklist that aligns with the assessment criteria before submitting an assignment. |

Slide Layer: Feedback Request

|  |  |
| --- | --- |
| Layer ID 🔒 | 427d1eed-e6a5-4495-9199-e1027936a459 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Ask students to request specific instructor feedback at designated times throughout a scaffolded assignment. |
|  |

10.34 Experienced Practitioners on Peer Feedback and Self-Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | eb77efc3-756e-4762-9ed3-32c226c4efe3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Peer Feedback and Self-Assessment |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Peer Feedback and Self-Assessment |

10.35 POV: Instructor Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | 4d0badd6-82d3-45ff-8dcf-e53ffd8a4c4e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |
| Text Box 1 | “Change is constant in the practice of law, and constant change requires constant learning. To this end, law students benefit from becoming more expert self-regulated learners. Learning how to learn is, itself, an essential skill when you work in a rapidly changing environment. For this reason, in my course, we explicitly approach each learning task by first identifying the precise learning goal, then developing strategies for engaging in and monitoring understanding until the task is successfully completed. We owe it to our students to help them identify gaps in their skill sets, and address those gaps quickly and efficiently so they can go on to be successful in a busy practice.” |
| Text Box 2 | Undergraduate Instructor (Advanced Legal Research) |

10.36 Activity: Peer Feedback and Self-Assessment

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| Slide ID 🔒 | 414b34d5-8bfb-4aaf-835c-23f94418a44e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Peer Feedback and Self-Assessment |
| Main Title 1 | Activity: Peer Feedback and Self-Assessment |
| Text Box 1 | Complete Activity 2-6 in the workbook. |
| Text Box 2 | **Let’s revisit a scenario from the ACAI.** |
| Text Box 4 | **Large Class Feedback** |
| You are teaching a large enrolment course with limited TA support. The students will be submitting assignments every two weeks (i.e., bi-weekly), a midterm exam, and a culminating assignment all designed to support their learning. |
|  |
| Text Box 3 | *Based on what you’ve learned about feedback:* |
|  |
| How will you provide feedback to your students? |
| How will you incorporate peer feedback and self-assessment in your course? |
| Will feedback serve formative or summative purposes or both? |

10.37 5 Principles of Instructor and Peer Feedback

|  |  |
| --- | --- |
| Slide ID 🔒 | 7967a45b-f550-4148-8e73-b358af3d8a17 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | 5 Principles of Instructor and Peer Feedback |
| Main Title 1 | 5 Principles of Instructor and Peer Feedback |
| Text Box 1 | **Use the following principles to facilitate instructor and peer feedback.** |
| Text Box 4 | Begin with Feed Forward wherever possible. |
| Share the purpose of the assessment, parameters of the assignment, and grading tool with students so they know what they need to do, why they are doing it, and how they will be assessed. |
| Text Box 3 | Specify what needs to be improved and how it could be improved. |
|  |
| Feedback could focus on students’ performance on the assignment and/or the learning processes they used to complete the assignment. |
| Text Box 5 | Ensure your feedback is constructive by aligning it with the purpose of the assessment and the grading tool. |
| Text Box 7 | Be personal, specific, constructive, kind, and honest. |
|  |
| [This] is weak because…you need to do [this] to improve it. |
| Text Box 6 | Identify what is good about the assignment – notice the learning. |

10.38 Topic 1C: Creating a Feedback-Driven Learning Culture

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| Slide ID 🔒 | 25e8da09-6ece-4124-a06c-ae19556b7b93 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 1C: Creating a Feedback-Driven Learning Culture |
| Text Box 1 | Topic 1C |
| Main Title | Creating A Feedback-Driven Learning Culture |
| Main Body | Alternative assessment can play a central role in creating a |
| **feedback-driven learning culture** |
| in the classroom. |

10.39 Core Strategies

|  |  |
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| Slide ID 🔒 | 77d1c6eb-e289-48c7-b0c2-984cb86721c2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Core Strategies |
| Main Title | Core Strategies |
| Main Body | In a |
| **feedback-driven learning culture** |
| , both instructors and students share responsibility in the feedback process and prioritize formative feedback throughout learning cycles to improve teaching and learning. This approach contrasts with a |
| **grading culture** |
| , in which teaching and learning activities are focused on final summative assessments and associated grades. |
| button 2 - Normal state | Design |
| button 1 - Normal state | Relational |
| button 3 - Normal state | Pragmatic |
| Text Box 1 | Select a tab to learn more… |

Slide Layer: Pragmatic

|  |  |
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| Layer ID 🔒 | e73a9b61-c34e-49ea-905b-03b9b7760c28 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors strategically create opportunities for feedback that maximize students’ learning, leveraging technology-enabled feedback as appropriate. |
|  |
|  |

Slide Layer: Relational

|  |  |
| --- | --- |
| Layer ID 🔒 | 3e6a23ae-6ebe-4a3f-b279-9d7c5021d21c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors and students share responsibility for feedback processes to enhance students’ active engagement in learning. |
|  |

Slide Layer: Design

|  |  |
| --- | --- |
| Layer ID 🔒 | b327d75d-a810-4432-9e8b-6d0eb4fcf2e5 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Instructors design interrelated or scaffolded assessment tasks with inherent opportunities for feedback (instructor, peer, and self-assessment). |
|  |
|  |

10.40 Experienced Practitioners on Grading vs Learning Cultures

|  |  |
| --- | --- |
| Slide ID 🔒 | fa6bac5c-48d0-404f-bf1a-999d1456634c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Grading vs Learning Cultures |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Grading vs Learning Cultures |

10.41 Thinking Forward: Feedback-Driven Assessment

|  |  |
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| Slide ID 🔒 | 71954f14-1394-4eb0-84d2-e75e61ee6db4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward: Feedback-Driven Assessment |
| Main Title 1 | Thinking Forward: Feedback-Driven Assessment |
| Text Box 1 | **What is one thing that you could change right now?** |
| While it can feel challenging and overwhelming to shift classroom culture from a grade focus to a learning focus, transforming |
| **one** |
| traditional assessment to an alternative assessment can mark an important first step in fostering this shift. |
| Designing an alternative assessment task provides inherent opportunities for ongoing formative feedback (instructor, peer, and self-assessment) regarding performance and learning, which begins to focus classroom activities and assessments on enhancing growth and learning through feedback versus judging and measuring learning through grades. |
| Text Box 4 | Complete |
| Activity 2-7 |
| in the workbook. |
| Round Diagonal Corner 1 - Normal state | RETURN TO MODULE MENU |

11 Topic 2: Student-Centred Assessment

|  |  |
| --- | --- |
| Scene ID 🔒 | d05c1607-a37e-419f-86a6-ff0ccd7013b2 |

| Type | Translation |
| --- | --- |
| Scene name | Topic 2: Student-Centred Assessment |

11.1 Student-Centred Assessment Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | d254ec7e-30af-40e5-b819-35b091716016 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Student-Centred Assessment Title Page |
| Main Title 1 | Topic 2 |
| Main Title | STUDENT-CENTRED ASSESSMENT |
| Text Box 1 | In this Topic |
| Topic 1A: Fairness Principles in Action |
| Topic 1B: Ensuring Inclusive Assessment |
| Topic 1C: Aligning Assessment with Learning Outcomes |
| Text Box 2 | **Time to Complete** |
| **40** minutes |
|  |
| plus activities and readings |

11.2 Sage on the Stage vs Guide on the Side

|  |  |
| --- | --- |
| Slide ID 🔒 | db59bb7e-2027-42dd-a746-3299690c05aa |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Sage on the Stage vs Guide on the Side |
| Main Title 1 | Sage on the Stage |
| Main Title 2 | Guide on the Side |
| Text Box 1 | **Instructor-Centred Learning & Assessment** |
|  |
| The instructor functions in the familiar role of classroom lecturer, presenting information to the students. Students are expected to passively receive the knowledge being presented then be assessed on learning in traditional ways. |
| Text Box 2 | **Student-Centred Learning and Assessment** |
|  |
| The instructor is still the classroom authority figure, but functions as more of a coach or facilitator. Students take on a more active and collaborative role in their own learning and assessment. |

11.3 Test Your Knowledge

|  |  |
| --- | --- |
| Slide ID 🔒 | 6e8da8bd-c0a0-4bd5-8a4f-0571e092693e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Test Your Knowledge |
| Main Title 1 | Test Your Knowledge |
| Text Box 3 | **What do you think are the benefits of a student-centred approach to learning and assessment? (Check all that apply.)** |
| Check Box 1 - Normal state | Education becomes a more shared experience between the instructor and the students and among the students themselves. |
| Check Box 2 - Normal state | Students build both collaboration and communication skills. |
| Check Box 3 - Normal state | Students have more freedom to elaborate on ideas that promote a sense of self and safety, even if they are only loosely related to the course. |
| Check Box 4 - Normal state | Students tend to be more interested in learning when they can interact with one another and participate actively in their own education. |
| Check Box 5 - Normal state | Members of the class learn to work independently and to interact with others as part of the learning process. |
| Check Box 6 - Normal state | Education takes on a new shape that is full of emergent ideas and unrecognizable to traditional classrooms. |

Slide Layer: Correct

|  |  |
| --- | --- |
| Layer ID 🔒 | 2b4c6a15-5e5d-431e-971f-8e4d4d15828b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You selected |
| the correct responses. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Try Again

|  |  |
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| Layer ID 🔒 | 59877e11-a8ae-4130-8760-75759b5f4931 |
| Preview Image |  |

| Type | Translation |
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| Text Box | Try Again |
| Text Box | That’s not quite it. See if you can find the **4 correct answers** from the listed responses. |
| AltText for Try Again - 1 Normal state | Button: Try again |
| Alt text for Try Again | Button: Try again |

11.4 “Good” Assessment Design

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| Slide ID 🔒 | 925daf9b-394d-48a3-8ca5-b102b2b1a97c |
| Preview Image |  |

| Type | Translation |
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| Slide name | “Good” Assessment Design |
| Main Title 1 | “Good” Assessment Design |
| Text Box 1 | In designing student-centred assessment opportunities, it is important to be intentional about the purpose of the assessment and its relevance to students’ learning and their context. In addition, instructors and students need to know and understand the criteria for success. Overall, student-centred assessment promotes fairness, inclusivity, and alignment between assessments and learning outcomes. |
| Text Box 2 | Consider the following guide to “Good” Assessment Design. |

Slide Layer: Purposes

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| Layer ID 🔒 | 56b306b7-82d6-42b3-aa0f-df70def95692 |
| Preview Image |  |

| Type | Translation |
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| Main Title 1 | “Good” Assessment Design |
| Text Box 1 | Purpose |
| Text Box 4 | What knowledge or skills will be gained from completing the assignment? Which learning outcomes are being addressed? |
| Text Box 5 | How will the assignment be valuable to the student? How does it relate to other aspects of the course or the program? |
| Text Box 7 | Relevance |
| Text Box 6 | Share (or even co-create) the criteria for success. Provide opportunities, where possible, for students to give and get feedback before the assignment is due. |
| Text Box 8 | Criteria |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

11.5 Experienced Practitioners on "Good" Assessment Design

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| Slide ID 🔒 | 51a5f63c-d7ca-4bc1-964a-f1b737e9a31f |
| Preview Image |  |

| Type | Translation |
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| Slide name | Experienced Practitioners on "Good" Assessment Design |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on “Good” Assessment Design |
| Main Body 1 | In the following video, Dr. Sue Fostaty Young talks about how the Winkelmes’ model supports teaching and learning in higher education. |

11.6 Pause and Reflect on Student-Centered Assessment

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| Slide ID 🔒 | 740f84a7-6f10-4c49-b84a-b6377a53c3ea |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Student-Centered Assessment |
| Main Title 1 | Pause and Reflect on Student-Centered Assessment |
| Text Box 2 | **Think about an assessment you have designed or may design in the future:** |
| Could you write (or have you written) a clear purpose statement for the assessment? How did you share the purpose statement with your students? |
| Would you be able to argue for the relevance of what the assessment is asking students to do? Can you explain how this assessment connects to professional practices or thinking beyond the post-secondary environment? |
| How will students know and understand the criteria for success in the assessment? Have you included any tools to guide students, such as a checklist, rating scale, or rubric? Do you plan to co-develop success criteria and grading tools with your students? |
| Text Box 1 | Complete |
| Activity 2-8 |
| in the workbook. |

11.7 Topic 2A: Fairness Principles in Action

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| Slide ID 🔒 | 83416bf0-3894-416a-bbad-6341dd59a038 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 2A: Fairness Principles in Action |
| Text Box 1 | Topic 2A |
| Main Title | Fairness Principles |
| in Action |
| Main Body | Student-centred assessment prioritizes fairness. This section provides |
| **practical strategies to support fairness principles** |
| in assessment and ensure assessments are |
| **equitable, inclusive, and accessible** |
| for all students. |

11.8 Activity Instructions: The Fairness Principles

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| Preview Image |  |

| Type | Translation |
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| Slide name | Activity Instructions: The Fairness Principles |
| Main Title 1 | Activity: The Fairness Principles |
| Text Box 1 | Student-centred assessment prioritizes fairness. In Module 1, we shared 4 principles that guide fair assessment practice. Find and select the Fairness Principle in each of the following pairs of statements. |
| Button - Normal state | Begin Activity |

11.9 Activity: The Fairness Principles

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| Slide ID 🔒 | 8a9e93f9-6c79-428f-827c-4d4de34b9844 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: The Fairness Principles |
| Main Title 1 | Activity: The Fairness Principles |
| Choice 1A - Normal state | Assessment should align with instructors’ priorities and beliefs. |
| Choice 1B - Normal state | Assessment should align with course learning outcomes and content. |
| Choice 2A - Normal state | Assessment should be transparent. |
| Choice 2B - Normal state | Assessment should trick students. |
| Choice 3A - Normal state | Assessment should endeavour |
| to be free from bias. |
| Choice 3B - Normal state | Assessment should prioritize |
| high-achieving students. |
| Choice 4A - Normal state | Assessment should be the |
| same for all students. |
| Choice 4B - Normal state | Assessment should be inclusive, equitable, and accessible for all students. |
| Link: Accessible Text | Accessible Text |
| Alt text for Link: Accessible Text | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. |

Slide Layer: Try Again.

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| Preview Image |  |

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| Text Box 1 | Please try again. |

11.10 Experienced Practitioners on Principles of Fair Assessment

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| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Principles of Fair Assessment |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Principles of Fair Assessment |

11.11 Student-Centred Strategies for Fairness

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| Slide ID 🔒 | 12338013-e441-4513-aec4-3705ddf1fac2 |
| Preview Image |  |

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| Slide name | Student-Centred Strategies for Fairness |
| Main Title 1 | Student-Centred Strategies for Fairness |
| Text Box 1 | The following student-centred strategies offer practical ways for instructors to support fairness through alternative assessment. |
| Text Box 5 | Engage students – ask them what would make assessment more accessible and inclusive for them. |
| Text Box 4 | Ensure students understand what is expected of them from the outset. |
| Text Box 3 | Provide clear information on assessment in a learning cycle or course at the outset, including assessment methods, deadlines/dates of assessment, choices available, marking criteria and weightings, and exemplars (if possible). |
| Text Box 6 | Include multiple opportunities for formative assessment through instructor feedback, peer feedback, and self-assessment. |
| Text Box 8 | Use a variety of assessment strategies. |
| Text Box 7 | Offer students choice in assessment with guiding parameters. |
| Text Box 9 | Support students’ active engagement in the assessment process. |

11.12 Pause and Reflect on Fairness Strategies

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| Slide name | Pause and Reflect on Fairness Strategies |
| Main Title 1 | Pause and Reflect on Fairness Strategies |
| Text Box 2 | Consider the student-centred alternative assessment strategies below. Self-assess the extent to which you use each of the strategies in the courses you teach. What do you do well? What could you improve? |
| Text Box 3 | Engage with students. |
| Provide clear information on assessment in a learning cycle or course at the outset. |
| Ensure students understand what is expected of them from the outset. |
| Include multiple opportunities for formative assessment through instructor feedback, peer feedback, and self-assessment. |
| Text Box 4 | Offer students choice in assessment with guiding parameters. |
| Use a variety of assessment strategies. |
| Support students’ active engagement in the assessment process. |
| Text Box 1 | Complete |
| Activity 2-9 |
| in the workbook. |

11.13 Topic 2B: Ensuring Inclusive Assessment

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| Slide ID 🔒 | 7d39a628-4188-4d15-a1c3-ab3bb805dc20 |
| Preview Image |  |

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| Slide name | Topic 2B: Ensuring Inclusive Assessment |
| Text Box 1 | Topic 2B |
| Main Title | Ensuring Inclusive Assessment |
| Main Body |  |
| Student-centred assessments must be inclusive for all learners. This means that assessments must reflect institutional |
| **Equity, Diversity, Decolonization, and Inclusivity** |
| (EDDI) strategies and meet accessibility requirements for students (e.g., Accessibility for Ontarians with Disabilities Act, AODA ). |

11.14 Universal Design for Learning (UDL)

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| Slide ID 🔒 | 867fd47a-ecef-48e1-8b89-db3da010e485 |
| Preview Image |  |

| Type | Translation |
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| Slide name | Universal Design For Learning (UDL) |
| Main Title 1 | Universal Design For Learning (UDL) |
| Text Box 6 | The principles of Universal Design for Learning (UDL) provide a useful framework to guide the development of student-centred alternative assessments that align with EDDI strategies and uphold accessibility requirements. |
| Text Box 2 | Click to learn more… |

Slide Layer: Holistic Rubrics

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| Preview Image |  |

| Type | Translation |
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| Text Box 3 | UNIVERSAL DESIGN FOR LEARNING (UDL) |
| Text Box 1 | UDL encourages “assessment by design,” regardless of the course delivery mode (i.e., in-person, blended, or online) or content. |
| Text Box 2 | See the full framework on the CAST website. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: UDL Main points

|  |  |
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| Preview Image |  |

| Type | Translation |
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| Text Box 5 | UNIVERSAL DESIGN FOR LEARNING (UDL) |
| Text Box 1 | The following UDL framework offers strategies to provide students with multiple means of Engagement, Representation, and Action & Expression in teaching, learning, and assessment. |
| Text Box 2 | Multiple Means of |
| Engagement |
| Provide options for |
| **RECRUITING INTEREST** |
| **SUSTAINING EFFORT AND PERSISTANCE** |
| **SELF REGULATION** |
| Text Box 3 | Multiple Means of |
| Representation |
| Provide options for |
| **PERCEPTION** |
| **LANGUAGE AND SYMBOLS** |
| **COMPREHENSION** |
| Text Box 4 | Multiple Means of |
| Action & Expression |
|  |
| Provide options for |
| **PHYSICAL ACTION** |
| **EXPRESSION AND COMMUNICATION** |
| **EXECUTIVE FUNCTIONS** |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Block paragraph

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| Preview Image |  |

| Type | Translation |
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| Text Box 2 | UNIVERSAL DESIGN FOR LEARNING (UDL) |
| Text Box 1 | Universal Design for Learning (UDL) is a set of principles that guide curriculum development to give all students equal opportunities to learn. UDL offers a framework to enable the creation of instructional goals, learning activities, and assessments that support diverse students’ needs through flexible, adaptable approaches. UDL helps instructors design courses and learning environments that are accessible and inclusive, minimizing barriers to learning and maximizing opportunities for meaningful engagement and success among all students. |
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| Button - Normal state | More |

11.15 UDL Tips for Assessment

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| Slide name | UDL Tips for Assessment |
| Main Title 1 | UDL Tips for Assessment |
| Text Box 1 | **Getting started with UDL may seem like a daunting task. CAST offers these 7 tips to start applying UDL principles in any course:** |
| Text Box 5 | Align assessments to learning goals |
| Text Box 7 | Reduce unnecessary barriers to access |
| Text Box 10 | Use and share grading tools to clarify expectations |
| Text Box 3 | Offer authentic opportunities for assessment |
| Text Box 4 | Assess engagement in the learning process as well as content knowledge |
| Text Box 8 | Support learner variability through flexible assessments and choice |
| Text Box 11 | Involve learners in assessing their learning process |
| Text Box 6 | Include frequent formative assessments |
| Text Box 2 | Find more details in the original article here. |

11.16 Pause and Reflect on UDL in Assessment

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| Slide name | Pause and Reflect on UDL in Assessment |
| Main Title 1 | Pause and Reflect on UDL in Assessment |
| Text Box 6 | Complete Activity 2-10 in the workbook. |
| Text Box 7 | **Reflecting on the UDL tips from the previous slide:** |
| Record 2-3 ways that UDL in assessment supports your students and your teaching. |
| Upon reflection, might you be inadvertently excluding members of your class from demonstrating their learning through assessment? |
| Which UDL assessment tips will you commit to using in the future and why? |

11.17 Equity, Diversity, Decolonization, and Inclusivity (EDDI)

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| Type | Translation |
| --- | --- |
| Slide name | Equity, Diversity, Decolonization, and Inclusivity (EDDI) |
| Main Title 1 | Equity, Diversity, Decolonization, and Inclusivity (EDDI) |
| Text Box 3 | Each institution has its own Equity, Diversity, Decolonization, and Inclusivity (EDDI) strategy. The image on the right provides practical strategies to support equity in online learning contexts. |
|  |
| Click on the image to explore strategies for decreasing barriers to students' engagement in online learning and assessment through the lens of EDDI. |
| Text Box 4 | Click image to see source file |

11.18 Pause and Reflect on EDDI in Assessment

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| Slide ID 🔒 | 117c9fc9-7978-4abc-831e-fdbbad6608a2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on EDDI in Assessment |
| Main Title 1 | Pause and Reflect on EDDI in Assessment |
| Text Box 6 | Complete Activity 2-11 in the workbook. |
| Text Box 7 | **We encourage you to explore your institution’s EDDI strategy and reflect on the following questions…** |
|  |
| How does student-centred alternative assessment support your institution’s EDDI strategy? |
| How might the UDL Tips for Assessment help you enact your institution’s EDDI strategy in your assessment practice? |
| Who can help you ensure that your assessment practice aligns with institutional EDDI strategies and upholds provincial accessibility requirements (e.g., AODA)? |

11.19 Activity: Inclusive Assessment

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| Slide name | Activity: Inclusive Assessment |
| Main Title 1 | Activity: Inclusive Assessment |
| Text Box 1 | Complete Activity 2-12 in the workbook. |
| Text Box 2 | **Let’s revisit a scenario from the ACAI.** |
| Text Box 4 | **Online Group Work** |
| A core assignment in your course involves students working in groups online. |
| *Based on what you’ve learned about fairness and inclusivity in assessment, including principles of UDL, your institutional EDDI strategy, and accessibility in online contexts, consider the following questions.* |
|  |
|  |
| Text Box 3 | How would you design the assignment to ensure it is fair and inclusive for all students? |
| Provide an example of how you would incorporate opportunities for feedback from instructor, peers, and self-assessment to support students’ learning and performance on the assignment. |
| Explain how you would grade students’ performance on the assignment. |

11.20 Topic 2C: Aligning Assessment with Learning Outcomes

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| Preview Image |  |

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| Slide name | Topic 2C: Aligning Assessment with Learning Outcomes |
| Text Box 1 | Topic 2C |
| Main Title | ALIGNING ASSESSMENT WITH LEARNING OUTCOMES |
| Main Body | **Student-centred assessment emphasizes alignment** |
| between learning outcomes and assessments. When assessments and learning outcomes are aligned, |
| **assessments are purposeful, relevant, and criteria-based** |
| . Alignment between assessments and learning outcomes is critical to fairness and validity in assessment. |

11.21 Review of Learning Outcomes

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| Slide name | Review of Learning Outcomes |
| Main Title 1 | Review of Learning Outcomes |
| Text Box 5 | Recall from Module 1 that it is important for instructors to engage in the iterative process of asking the following questions: |
| Text Box 2 | **Learning Outcomes** |
| What do you want your students to know and be able to do? |
| Text Box 1 | **Context** |
| **Content** |
| **Learner** |
| **Instructor** |
| Text Box 3 | **Teaching & Learning Activities** |
| What kind of activities will help your students to learn? |
| Text Box 4 | **Assessment Strategies** |
| How will you know your students have learned? |

11.22 Resources for Learning Outcomes

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| Preview Image |  |

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| Slide name | Resources for Learning Outcomes |
| Main Title 1 | Resources for Learning Outcomes |
| Text Box 3 | This course does not focus on how to write effective learning outcomes; however, we offer these examples and resources as a guide. |
| Text Box 10 | Provide any |
| **conditions** |
| of performance, |
| **levels** |
| of performance, or |
| **contexts** |
| of the discipline. |
| Text Box 8 | Choose a |
| **verb** |
| that fits the skill. |
| Text Box 9 | Describe the |
| **skill** |
| or |
| **task** |
| with enough detail to cue students to the important information. |
| Text Box 5 | apply |
| compare |
| explain |
| design |
| Text Box 6 | financial modelling |
| 16th and 17th century literature |
| weather systems |
| knowledge translation displays |
| Text Box 7 | in Canadian contexts. |
| grounded in the discipline. |
| in coastal regions. |
| for public audiences. |
| Text Box 4 | Students will be able to… |
| Text Box 11 | Additional Resources: |
| Text Box 12 | College |
| Text Box 13 | University |

11.23 Deciding on Assessment Strategies

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| Slide name | Deciding on Assessment Strategies |
| Main Title 1 | Deciding on Assessment Strategies |
| Text Box 1 | When deciding on your assessment strategy, we encourage you to think beyond traditional assessments and |
| **consider the multitude of alternative assessment options** |
| . The proliferation of technology and increase in online and blended learning courses has provided an opportunity for instructors to expand their practice to include |
| **innovative alternative assessments that are feedback-driven, student-centred, and authentic in nature.** |
| Check out some of these innovative alternative assessments in the next activity! |

11.24 Activity Instructions

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| Preview Image |  |

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| Slide name | Activity Instructions |
| Main Title 1 | Activity: Aligning Assessment with Learning Outcomes |
| Text Box 1 | In this activity, you will align learning outcomes with alternative assessments. The alternative assessments featured provide a menu of options that you can adapt for your own courses and for various course delivery modes (i.e., in-person, blended, or online). |
| Round Diagonal Corner 1 - Normal state | Begin Activity |
| Text Box 2 | Accessible Text |
| Alt text for Text Box 2 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. This accessible document covers the next 4 slides as part of this single activity. |

11.25 Activity: Aligning Assessment 1

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| Preview Image |  |

| Type | Translation |
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| Slide name | Activity: Aligning Assessment 1 |
| Main Title 1 | Activity: Aligning Assessment with Learning Outcomes |
| Instructions | Drag the Alternative Assessment tile to the Learning Outcome it best aligns with. |
| LO1 | **Learning Outcome 1** |
|  |
| Students will be able to articulate their philosophy of classroom assessment in the context of K-12 education. |
| LO2 | **Learning Outcome 2** |
|  |
| Students will apply Bayesian probability to draw valid conclusions from complex data sets. |
| LO3 | **Learning Outcome 3** |
|  |
| Students will be able to describe the characteristics of the three main types of geologic faults and explain the different types of motion associated with each. |
| A2 | **Open Book Exam** |
| An exam designed to promote and assess higher order thinking skills. Requires students to connect course content, their own experiences, and other sources of information to solve real-world scenarios or problems. |
| A1 | **Job Interview** |
| Students participate in a job interview in which they orally respond to 3-5 questions about how they would apply their course learning in professional practice. Questions are provided in advance and students can respond in person with the instructor or via video recording. |
| A3 | **Concept Map** |
| Individual or groups of students create a visual representation of how various concepts or ideas are connected. Requires students to demonstrate a deep understanding of abstract and complex concepts. |

Slide Layer: Correct

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| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You matched the |
| items correctly. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Incorrect

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| Layer ID 🔒 | 6da25344-2dbc-4944-9fa9-21330a2109f4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, give it another try. |
| AltText for Continue - 1 Normal state | Button: Continue |
| Alt text for Continue | Button: Continue |

Slide Layer: Try Again

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| Layer ID 🔒 | f1684ddc-7843-49ac-a6c1-7ad183912a52 |
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| Text Box | Incorrect |
| Text Box | That is incorrect. Please try again. |
| AltText for Try Again - 1 Normal state | Button: Try Again |
| Alt text for Try Again | Button: Try Again |

11.26 Activity: Aligning Assessment 2

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| Preview Image |  |

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| Slide name | Activity: Aligning Assessment 2 |
| Main Title 1 | Activity: Aligning Assessment with Learning Outcomes |
| Text Box 8 | Let’s try some more! |
| LO1 | **Learning Outcome 1** |
|  |
| Students will be able to identify appropriate treatment plans for selected medical conditions. |
| LO2 | **Learning Outcome 2** |
|  |
| Students will apply social scientific reasoning and theories to the analysis of a wide range of political issues. |
| LO3 | **Learning Outcome 3** |
|  |
| Students will be able to categorize macroeconomic policies according to the economic theories from which they emerge. |
| A1 | **Case Study Analysis** |
| Presents student with a real-life or hypothetical scenario specific to a discipline and/or future profession. Requires students to critically analyze the situation and propose potential solutions. |
| A3 | **Infographic or Infoposter** |
| A visual representation of information including data, charts, diagrams, pictures, icons, and some text. Requires students to synthesize and convey salient information about a topic in a creative, engaging, easily understood graphic. |
| A2 | **Podcast** |
| Individual or groups of students create an audio recorded narrative of their self-reflection and analytical skills. Requires students to create a 3-5 minute audio recording plus written script. |

Slide Layer: Correct

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| Preview Image |  |

| Type | Translation |
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| Text Box | Correct |
| Text Box | That's right! You matched the |
| items correctly. |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | 4d167d05-f3ca-4247-9f9d-55ff289346a7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | Not quite, give it another try. |

Slide Layer: Try Again

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| Layer ID 🔒 | da0617b0-ed15-4cf5-9a49-b77e8c512e79 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Incorrect |
| Text Box | That is incorrect. Please try again. |

11.27 Activity: Aligning Assessment 3

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| Slide ID 🔒 | f3347290-0edb-438d-9670-cb19160dce22 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Aligning Assessment 3 |
| Main Title 1 | Activity: Aligning Assessment with Learning Outcomes |
| Text Box 8 | And a few more… |
| LO1 | **Learning Outcome 1** |
|  |
| Students will identify with the philosophies of John Locke and Thomas Hobbes to contrast 17th century thinking on civic governance. |
| LO2 | **Learning Outcome 2** |
|  |
| Students will be able to evaluate and convey information on the use of complex financial products, services, and financial instruments. |
| LO3 | **Learning Outcome 3** |
|  |
| Students will be able to predict the appearance and motion of visible celestial objects. |
| A3 | **Online Discussions or Debate** |
| A discussion prompt promotes analytical and critical thinking in relation to course content. Requires students to create one original post supported by course content and/or personal experience and respond to at least one classmate’s posts in written or audio form. |
| A2 | **Website or Brochure** |
| Students create a website or brochure to communicate key learning and information using text and multimedia elements. Requires students to synthesize and convey salient information about a topic in a creative, engaging, compelling way. |
| A1 | **Critical Reflection Paper** |
| A paper that allows students to explore and evaluate transformative learning experiences in relation to course content and lived experiences. Requires students to combine critical and reflective thinking skills to articulate key concepts and new learning. |

Slide Layer: Correct

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| Layer ID 🔒 | 2a9b1641-c51c-4881-bd24-d5e782172fd0 |
| Preview Image |  |

| Type | Translation |
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| Text Box | Correct |
| Text Box | That's right! You matched the |
| items correctly. |

Slide Layer: Incorrect

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| Layer ID 🔒 | 1ca9394e-cfae-4944-8b46-eb1e382edce5 |
| Preview Image |  |

| Type | Translation |
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| Text Box | Incorrect |
| Text Box | Not quite, give it another try. |

Slide Layer: Try Again

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| Layer ID 🔒 | 056cee35-7f85-4f88-be54-512b6a1cf66a |
| Preview Image |  |

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| Text Box | Incorrect |
| Text Box | That is incorrect. Please try again. |

11.28 Activity: Aligning Assessment 4

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| Slide ID 🔒 | 90bc184c-78b6-49c6-968f-6f310d1fa240 |
| Preview Image |  |

| Type | Translation |
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| Slide name | Activity: Aligning Assessment 4 |
| Main Title 1 | Activity: Aligning Assessment with Learning Outcomes |
| Text Box 8 | Okay, we promise, this is it! |
| LO1 | **Learning Outcome 1** |
|  |
| Students will understand how to conduct a focus group interview. |
| LO2 | **Learning Outcome 2** |
|  |
| Students will complete a problem-based learning cycle. |
| LO3 | **Learning Outcome 3** |
|  |
| Students will be more aware of current events. |
| A2 | **Annotated Bibliography** |
| An in-depth review and summary of salient literature on a relevant topic. Requires students to identify, analyze, and summarize the quality literature on a selected course topic. |
| A3 | **News Article Critique** |
| A critical analysis of a relevant news article in written, audio, or video form. Requires students to research credible sources, express and justify their positions, and clearly communicate their ideas. |
| A1 | **YouTube Video** |
| Individual or groups of students create a YouTube video to demonstrate new knowledge and skills for an academic or professional audience. Requires students to do storyboarding, video recording, and video editing. |

Slide Layer: Correct

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| Layer ID 🔒 | 008361e1-d081-47dc-a786-4a2454fde1ed |
| Preview Image |  |

| Type | Translation |
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| Text Box | Correct |
| Text Box | That's right! You matched the |
| items correctly. |

Slide Layer: Incorrect

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| Layer ID 🔒 | 36ca25ac-7c8f-4586-8756-d539dc8b2908 |
| Preview Image |  |

| Type | Translation |
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| Text Box | Incorrect |
| Text Box | Not quite, give it another try. |

Slide Layer: Try Again

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| Layer ID 🔒 | 40cd6f38-8a23-47c3-b4e2-c3afd8d57cbf |
| Preview Image |  |

| Type | Translation |
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| Text Box | Incorrect |
| Text Box | That is incorrect. Please try again. |

11.29 Thinking Forward: Aligning Assessment

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| Slide ID 🔒 | 2f54a1e5-4897-4924-9d66-c94a88452461 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward: Aligning Assessment |
| Main Title 1 | Thinking Forward: Aligning Assessment |
| Text Box 6 | Complete Activity 2-13 in the workbook. |
| Text Box 7 | **Thinking about the previous matching activity:** |
| Which learning outcomes and alternative assessments were easiest to match? Why? |
| Which learning outcomes and alternative assessments were most challenging to match? Why? |
| Which alternative assessments may inadvertently pose barriers to students? How might you mitigate these barriers? |
| Which alternative assessments will you adapt into your own classroom? |
| What degree of choice within and between assessments will you offer your students? |
| Button - Normal state | RETURN TO MODULE MENU |

12 Topic 3: Authentic Assessment

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| Scene ID 🔒 | b13a7748-06dd-4d7a-a783-d4dcfdb28b2b |

| Type | Translation |
| --- | --- |
| Scene name | Topic 3: Authentic Assessment |

12.1 Authentic Assessment Title Page

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| Slide ID 🔒 | 8e6a7fe2-4516-4226-bf5d-842470bea130 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Authentic Assessment Title Page |
| Main Title 1 | Topic 3 |
| Main Title | FRAMEWORKS FOR |
| AUTHENTIC ASSESSMENT |
| Text Box 1 | In this Topic |
| Topic 3A: What is Authentic Assessment? |
| Topic 3B: Frameworks for Authentic Assessment |
| Topic 3C: Examples of Authentic Assessment |
| Text Box 2 | **Time to Complete** |
| **20** minutes |
|  |
| plus activities and readings |

12.2 Activation: Authentic Assessment

|  |  |
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| Slide ID 🔒 | 9d681937-c1a2-464e-9f3b-85fa4b22c0eb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activation: Authentic Assessment |
| Main Title 1 | Activation: Authentic Assessment |
| Text Box 8 | *There is clear evidence that, whether intentional or not, assessments influence both how educators teach and how and what students learn* |
| *.* |
| Text Box 9 | Boud & Associates |
| Text Box 10 | Complete |
| Activity 2-14 |
| in the workbook. |
| Text Box 7 | **Consider this quote and reflect on the following questions:** |
| Have you ever designed a final assessment that influenced how you taught a course? |
| How did your students engage in the course? |
| Did the assessment limit or promote meaningful learning? Why do you think that was the case? |

12.3 Topic 3A: What is Authentic Assessment?

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| Slide ID 🔒 | 336c7e94-f24c-45f5-bbed-fae0f8774075 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 3A: What is Authentic Assessment? |
| Text Box 1 | Topic 3A |
| Main Title | What is Authentic Assessment? |
| Main Body | Authentic assessment is |
| **situated in real-world contexts** |
| , focused on ill-defined or |
| **open-ended problems** |
| , comprised of multiple |
| **complex tasks** |
| , usually completed |
| **over time** |
| , and often |
| **collaborative** |
| in nature. |

12.4 Defining Authentic Assessment

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| Slide ID 🔒 | 84067c6d-7ecb-44d6-8041-878dab6ced4a |
| Preview Image |  |

| Type | Translation |
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| Slide name | Defining Authentic Assessment |
| Main Title 1 | Defining Authentic Assessment |
| Text Box 1 | Rooted in constructivist learning theory, authentic assessment is connected to students' experiences and positions learning as an active, ongoing, social process with real-world applications. Authentic assessment requires students to demonstrate what they know and can do within a context relevant to their discipline or profession. |
| Text Box 2 | Click to learn more… |

Slide Layer: Rollover: Higher Order Thinking Skills

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| Layer ID 🔒 | 8b90c76c-2245-4d10-a704-ac567bf8a60f |
| Preview Image |  |

| Type | Translation |
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| Text Box 1 | **Higher Order Thinking Skills** |
| Higher order thinking skills are complex cognitive processes (e.g., applying, analyzing, and evaluating) that support critical thinking, creative thinking, and problem solving. |

Slide Layer: Support Instructor

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| Layer ID 🔒 | 30efa523-df91-4524-a512-52a4791ec1b8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | AUTHENTIC ASSESSMENT |
| Text Box 3 | How does authentic assessment support |
| **instructors** |
| ? |
| Text Box 2 | Authentic assessment enhances reliability and validity in assessment by allowing instructors to assess valued learning outcomes and |
| higher order thinking skills |
| among students within relevant real-world contexts through multiple tasks and/or over time. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | Next Slide |

Slide Layer: Support Students

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| Layer ID 🔒 | 17d324da-4d7c-49f3-afd7-f7445e7e7b9f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | AUTHENTIC ASSESSMENT |
| Text Box 10 | How does authentic assessment support |
| **students** |
| ? |
| Text Box 9 | Authentic assessment provides a meaningful context for learning, fosters active student engagement, promotes |
| higher order thinking skills |
| among students, and helps students develop transferable skills that support their future academic and professional learning. |
| Button - Normal state | Back |
| Button - Down state | Back |
| Button - Normal state | More |

12.5 Topic 3B: Frameworks for Authentic Assessment

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| Slide ID 🔒 | 1b8a0a7f-eca2-42ba-8dea-dd3629b51d0d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 3B: Frameworks for Authentic Assessment |
| Text Box 1 | Topic 3B |
| Main Title | Frameworks For Authentic Assessment |
| Main Body | Cognitive frameworks provide a |
| **common language** |
| and |
| **support meaningful discussions** |
| with students about what learning looks like and what your expectations are. |

12.6 Cognitive Frameworks

|  |  |
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| Slide ID 🔒 | 90ad935a-6739-4fcc-a135-9ca4ec7fe63f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Cognitive Frameworks |
| Main Title 1 | Cognitive Frameworks |
| Text Box 1 | Two common cognitive frameworks that support instructors’ design of authentic assessments are Bloom’s Taxonomy and the ICE Model. An important consideration is to choose a framework that resonates with your conception of what learning looks like within a course and use it consistently in your classroom. |
| Select a framework below to learn more. |
| Text Box 4 | Ideas |
| Text Box 5 | Connections |
| Text Box 6 | Extensions |
| Text Box 2 | Bloom’s Taxonomy |
| Text Box 3 | The ICE Model |

Slide Layer: ICE

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| Layer ID 🔒 | e7ae5241-9cf6-45b6-b8ab-aec87f13ca59 |
| Preview Image |  |

| Type | Translation |
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| Text Box 2 | **The ICE Model** |
| (developed in 1996 and elaborated on in 2000) offers a non-linear, non-hierarchical model to support learning and transformation among students. ICE stands for |
| **ideas, connections, and extensions** |
| and provides a holistic approach to identifying, supporting, and assessing learning outcomes. The ICE Model is accessible for both instructors and students and can promote deeper learning and greater independence among students. Authentic assessment provides students with opportunities to connect or extend ideas in relation to real-world applications and contexts. |

Slide Layer: Bloom

|  |  |
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| Layer ID 🔒 | 981ccdad-a109-4a10-96c1-afc37c2d113a |
| Preview Image |  |

| Type | Translation |
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| Text Box 10 | **Bloom’s Taxonomy** |
| (developed in 1956 and revised in 2001) categorizes the cognitive domains of learning across 6 levels of complexity from lower order (remembering and understanding) to higher order (applying, analyzing, evaluating, and creating). Bloom's taxonomy can help instructors ensure that teaching, learning, and assessment address both |
| **lower and higher order thinking skills** |
| . By nature, well-designed authentic assessments provide students with opportunities for application, analysis, evaluation, and creation. |

12.7 Activity: Bloom's Taxonomy

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| Slide ID 🔒 | 00a13de8-bf93-46b2-929e-ee7f8b81d2cf |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Bloom's Taxonomy |
| Main Title 1 | Activity: Bloom’s Taxonomy |
| Text Box 1 | **Instructions:** Bloom’s Taxonomy places lower order thinking skills at the base of the pyramid and higher order thinking skills at the top. See if you can drag these thinking skills to the correct place in the model. |
| drag1 | Creating |
| Use information to create something new |
| drag2 | Evaluating |
| Examine information and make judgements |
| drag3 | Analyzing |
| Take apart the known and identify relationships |
| drag4 | Applying |
| Use information in a new (but similar) situation |
| drag5 | Understanding |
| Grasp meaning of instructional materials |
| drag6 | Remembering |
| Recall specific facts |
| Text Box 2 | Accessible Text |
| Alt text for Text Box 2 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. |

Slide Layer: Correct

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| Layer ID 🔒 | 9901197b-8f97-4c99-9cca-c837c112653e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You placed the skills in the correct order. |

Slide Layer: Incorrect

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| Layer ID 🔒 | 5b0b4f17-3d88-4fe7-b774-6c2cfcc952c1 |
| Preview Image |  |

| Type | Translation |
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| Text Box | Incorrect |
| Text Box | Not quite. Give it another try! |

Slide Layer: Try Again

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| Layer ID 🔒 | 3dac3a4f-922d-412f-87d6-5214eda45c9b |
| Preview Image |  |

| Type | Translation |
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| Text Box | Incorrect |
| Text Box | Not quite. Give it another try! |

12.8 Activity: The ICE Model

|  |  |
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| Slide ID 🔒 | 0a2f5e5b-6e99-4cc2-8a82-95be67f1059c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: The ICE Model |
| Main Title 1 | Activity: The ICE Model |
| Text Box 1 | **Instructions:**  Drag the statements that appear on the left into the correct stage (Ideas, Connections, or Extensions) of the ICE Model. |
| Text Box 2 | Ideas |
| Drag 9 | Fundamentals/basic facts |
| Drag 8 | Discrete skills |
| Drag 7 | Postulate or anticipate outcomes |
| Drag 6 | Relate new learning to what is already known |
| Drag 5 | Extrapolate to novel situations |
| Drag 4 | Understand implications |
| of learning |
| Drag 3 | Ability to articulate relationships |
| Drag 2 | Combine two or more |
| discrete skills |
| Drag 1 | Elemental concepts |
| Text Box 3 | Connections |
| Text Box 4 | Extensions |
| Text Box 5 | Accessible Text |
| Alt text for Text Box 5 | Accessible Activity Text Link. If you are not using a mouse for this course, skip this activity and access the PDF. |

Slide Layer: Correct

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| Layer ID 🔒 | e6a67dac-5fe1-4b05-8b56-f555b9a0586c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box | Correct |
| Text Box | That's right! You placed the |
| statements at the correct stage. |

Slide Layer: Incorrect

|  |  |
| --- | --- |
| Layer ID 🔒 | dc9f93ad-f3e8-4071-82f4-d5333659bced |
| Preview Image |  |

| Type | Translation |
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| Text Box | Incorrect |
| Text Box | Not quite. Give it another try! |

Slide Layer: Try Again

|  |  |
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| Layer ID 🔒 | 2ebabace-163b-43d8-86f5-7e3c21f6f12c |
| Preview Image |  |

| Type | Translation |
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| Text Box | Incorrect |
| Text Box | Not quite. Give it another try! |

12.9 Experienced Practitioners on Cognitive Frameworks

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| Slide ID 🔒 | cdd539c5-a374-45ba-9544-fab4cdc0ce95 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Cognitive Frameworks |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Cognitive Frameworks |
| Text Box 1 | Bloom’s Taxonomy |
| Text Box 2 | The ICE Model |

12.10 Pause and Reflect on Cognitive Frameworks

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| Slide ID 🔒 | 92025ec3-8596-46e2-bea4-eef85ced3cdb |
| Preview Image |  |

| Type | Translation |
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| Slide name | Pause and Reflect on Cognitive Frameworks |
| Main Title 1 | Pause and Reflect on Cognitive Frameworks |
| Text Box 6 | Complete Activity 2-15 in the workbook. |
| Text Box 7 | **Reflecting on these instructors' experiences with cognitive frameworks:** |
| How might you use the ICE Model in a course you teach or may teach in the future? |
| What benefits, if any, do you anticipate from using a cognitive framework in your classroom? |
| What challenges, if any, do you anticipate from using a cognitive framework in your classroom? |

12.11 Topic 3C: Examples of Authentic Assessment

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| Slide ID 🔒 | 54a03722-8894-4ef3-877d-1a0cdf442172 |
| Preview Image |  |

| Type | Translation |
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| Slide name | Topic 3C: Examples of Authentic Assessment |
| Text Box 1 | Topic 3C |
| Main Title | Examples of Authentic Assessment |
| Main Body | The following stories were shared by instructors and students in Canadian higher education. Collectively, these stories |
| **highlight how authentic assessments can support teaching and learning** |
| across various programs, years of study, disciplines/fields, subjects, and course delivery modes (i.e., in-person, blended, or online). |

12.12 POV: Student Perspectives

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| Slide ID 🔒 | 6931ded2-1552-459b-8112-5770f1adb0b4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | POV: Student Perspectives |
| Main Title 1 | POV: Student Perspectives |
| Text Box 3 | As you explore these stories, consider how each example (or elements of each example) might inform or inspire your own assessment practice! |
| **Select a student to read their story.** |
| Text Box 5 | **Student B** |
| Text Box 6 | **Student C** |
| Text Box 4 | **Student A** |

Slide Layer: Student A

|  |  |
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| Layer ID 🔒 | a778a484-717e-4365-88be-0f6e503d737d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | “In a fourth year biology and genetics course, one of the final projects was to research a genetic disease and come up with a novel ‘solution’ or potential ‘cure’ for it. Students were asked to present their topic and solution as well as write a research proposal as part of the assignment. By proposing a novel solution to the disease, it allowed students to use course content to apply their thinking ’outside the box.’ Going through the process consolidated a lot of the foundational knowledge learned in the beginning of the course.” |
| Text Box 2 | Undergraduate Student (4th Year, Biology and Genetics) |

Slide Layer: Student B

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| Layer ID 🔒 | d7ad2bc2-b82c-4e3c-ad7b-c2963af99153 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 3 | “In a first year PhD program evaluation course, one of the assignments involved the participation in a national case study competition with a group of classroom peers. The assessment had several tiers, including preparing for the competition, participating in the competition, completing a reflective summary of learning in relation to the Canadian Evaluation Society competencies, and engaging in a group reflection process. During the competition, groups engaged in a real-world evaluation task by receiving a case and working together to develop a Request for Proposal. The competition, while intense, was a means to learn the practical skills of collaboration with people who you may or may not know, to determine roles, to outline a work plan prior to the competition, and to respond on the day of competition to the enormous task of completing a huge document. |
| Button - Normal state | More |

Slide Layer: Student B2

|  |  |
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| Layer ID 🔒 | 78f2e061-c6e2-46e5-8045-b5305c242d21 |
| Preview Image |  |

| Type | Translation |
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| Text Box 1 | The bottom line is that authentic assessment really highlight what you know, what is emerging, and what you have a lot of learning to do in relation to the profession. The case competition allowed the merging of core knowledge, research skills and outputs, application, and interpersonal skills. Perhaps more courses could seek out a culminating major assignment that has similar features of 'wrapping up course outcomes' beyond a written or presentation format.” |
| Text Box 2 | Graduate Student (1st Year, PhD, Program Evaluation) |

Slide Layer: Student C

|  |  |
| --- | --- |
| Layer ID 🔒 | 7f5ad219-e795-45fe-be1d-a6ecd976637d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | “In a Canadian Imprisonment Literature English course, students had the option to creatively express key themes from the course through story-telling/narrative writing instead of expository essay writing. Students had the opportunity to not only synthesize learning, but allowed them to express their knowledge creatively, rather than simply regurgitating someone else’s.” |
| Text Box 2 | Undergraduate Student (English) |

12.13 Experienced Practitioners on Authentic Assessment

|  |  |
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| Slide ID 🔒 | c32f97a7-148a-477e-a743-d65089581308 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Authentic Assessment |
| Main Title 1 | Experienced Practitioners |
| Main Title 2 | on Examples of Authentic Assessment |
| Text Box 2 | Online Debate |
| Text Box 1 | Co-Authorship |

12.14 Thinking Forward on Authentic Assessment

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| Slide ID 🔒 | b6f7b1a0-4f16-40cd-85d8-67d0e24dd716 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward on Authentic Assessment |
| Main Title 1 | Thinking Forward on Authentic Assessment |
| Text Box 6 | Complete Activity 2-16 in the workbook. |
| Text Box 7 | **Now that you’ve explored some instructors’ and students’ experiences with authentic assessment in higher education, consider the following questions:** |
| What examples of authentic assessment were most applicable or inspiring to you? Why? |
| What authentic assessments will you try in a course you are currently teaching or may teach in the future? |
| Do you anticipate any barriers to trying these authentic assessments in your context? What supports might help you navigate these barriers (e.g., Library, IT, Centre for Teaching and Learning)? |
| Button - Normal state | RETURN TO MODULE MENU |

13 Topic 4: Try it!

|  |  |
| --- | --- |
| Scene ID 🔒 | 1f696de6-ec4b-49ef-a19d-f2286cd32e57 |

| Type | Translation |
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| Scene name | Topic 4: Try it! |

13.1 Try it! Title Page

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| Slide ID 🔒 | f71e793b-bee7-418b-ad73-37cd8ae292b7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Try it! Title Page |
| Main Title 1 | Topic 4 |
| Main Title | TRY IT! |
| Text Box 1 | In this section, you will consolidate and apply what you have learned about alternative assessments to your own practice. But first, consider the following story from an instructor who transformed a traditional assessment scheme to an alternative assessment scheme their large lecture course. |
| Text Box 2 | **Time to Complete** |
| **30** minutes |
|  |
| plus activities and readings |

13.2 POV: Instructor Perspectives

|  |  |
| --- | --- |
| Slide ID 🔒 | b311ae0d-e525-4bc1-9e0b-665f17e5f61e |
| Preview Image |  |

| Type | Translation |
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| Slide name | POV: Instructor Perspectives |
| Main Title 1 | POV: Instructor Perspectives |

Slide Layer: Text 4

|  |  |
| --- | --- |
| Layer ID 🔒 | 893d589f-be05-4823-b8f8-a929481dfcb5 |
| Preview Image |  |

| Type | Translation |
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| Text Box 1 | The low-stakes, formative, in-class assessments were designed to help students gain confidence in their problem-solving abilities and prepare them to succeed on the summative final exam, which had a higher weight than the formative assessments. Over a period of 5 years, the failure rate went down from 25% to less than 2%. The use of concept inventories showed that the effect on student learning was real – their ability to make meaning and think critically through problems had improved.” |
| Text Box 2 | Undergraduate Instructor (Biochemistry) |
| Button - Normal state | Next Slide |
| Button - Normal state | Back |
| Button - Down state | Back |

Slide Layer: Text 3

|  |  |
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| Layer ID 🔒 | 44a4468a-6365-44ea-b72d-45fe3388ea9e |
| Preview Image |  |

| Type | Translation |
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| Text Box 1 | Over the course of the next three years, I completely changed the assessment components of the course. I converted two of the three summative assessments into a series of low-stakes, formative assessments students would complete in class in teams. Working with a group of graduate student assistants, I circulated through the large lecture theatre to quickly identify any challenges students were experiencing, and provide instant, oral feedback to help support their learning. Classes became problem-solving sessions where teams would help one another learn. |
| Button - Normal state | More |
| Button - Normal state | Back |
| Button - Down state | Back |

Slide Layer: Text 2

|  |  |
| --- | --- |
| Layer ID 🔒 | 17b60c79-aec7-4ec8-ba7f-8734c3df2f0b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | In my first year of teaching, I was paired with a previous instructor who told me not to change any of the course’s assessments. It was extremely challenging to see students struggle with high anxiety through the exams! Failure rates were high, with as many as 25% of the class failing the course and having to repeat it. |
| Button - Normal state | More |
| Button - Normal state | Back |
| Button - Down state | Back |

Slide Layer: Text 1

|  |  |
| --- | --- |
| Layer ID 🔒 | 99b39316-ea13-4a06-be9b-915d62615130 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | “As I began my teaching career, I was assigned to teach introductory biochemistry, a large-enrollment (over 500 students) course no one wanted to teach and students loved to hate. It was known as a memory-intensive course, where students’ grades depended solely on a laboratory component and 3 high-stakes, summative exams. Student anxiety was high – this course is a pre-requisite for entry into professional schools who value GPA most of all. Failure on just one of these exams would have a dramatic effect on students’ grades and their ability to remain competitive for entry into professional schools. |
| Button - Normal state | More |

13.3 Try it out!

|  |  |
| --- | --- |
| Slide ID 🔒 | ef527377-8140-4382-912b-2e437230d29f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Try it out! |
| Main Title 1 | Try it out! |
| Instruction | **Take a moment to think about an assessment in a course you teach (or may teach in the future).** |
| Text Box 8 | Complete |
| Activity 2-17 |
| in the workbook. |

Slide Layer: Text 3

|  |  |
| --- | --- |
| Layer ID 🔒 | 638127cc-a84d-44a8-82d2-6b2ee9a2a430 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| text 3 1 | Would there be challenges associated with revising the assessment? If so, how might you navigate these challenges? |
| Would the revised assessment be different for in-person, blended, or online courses? Synchronous or asynchronous courses? If so, how? |
| Could any of your colleagues provide helpful feedback on your revised assessment? If so, whom? |
| Button 1 - Normal state | Back |
| Button - Normal state | Next Slide |

Slide Layer: Text 2

|  |  |
| --- | --- |
| Layer ID 🔒 | 67369b99-ec33-4732-b120-5905b64f3b91 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| text 2 1 | How would the revised assessment better promote fairness and inclusivity? |
| e.g., UDL principles, institutional EDDI strategy, accessibility requirements |
| What influence will the revised assessment have on your students’ engagement? |
| e.g., with course content, you, their peers |
| Button 2 - Normal state | Back |
| Button 1 - Normal state | More |

Slide Layer: Text 1

|  |  |
| --- | --- |
| Layer ID 🔒 | 21ebe7f4-67ed-4332-93e2-ed3ddb0bf022 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| text 1 1 | Briefly describe the assessment. |
| How might you change the assessment so it is more feedback-driven? Student-centred? Authentic? |
| How might this revised assessment better support teaching and learning in your course? |
| Button - Normal state | More |

13.4 Thinking Forward on “Good” Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 2e81c165-52ac-4479-91c1-3b2b61e3cc71 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Thinking Forward on “Good” Assessment |
| Main Title 1 | Thinking Forward on “Good” Assessment |
| Text Box 1 | You’ve reached the end of Module 2. We have one more activity for you. |
| **What is one thing that you could change right now?** |
| **How will you begin to create your students’ *best* experiences with assessment?** |
|  |
| *As you consider these questions, remember that best experiences are* |
| *not necessarily the assessments they get their best marks on, but the assessments that best enable them to demonstrate their learning.* |
| Text Box 4 | Complete |
| Activity 2-18 |
| in the workbook. |
| Button - Normal state | RETURN TO MODULE MENU |

14 Module 3: Creating Alternative Assessments

|  |  |
| --- | --- |
| Scene ID 🔒 | d163ab56-0c72-4a55-9d09-01076144a39b |

| Type | Translation |
| --- | --- |
| Scene name | Module 3: Creating Alternative Assessments |

14.1 Module 3: Creating Alternative Assessments

|  |  |
| --- | --- |
| Slide ID 🔒 | 11d210db-dced-4a6f-9a54-5327e4f0319b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 3: Creating Alternative Assessments |
| Main Title 1 | Module 3 |
| Main Title | CREATING ALTERNATIVE ASSESSMENTS |
| Round Diagonal Corner 2 | **Time to Complete** |
| **110 - 150** minutes |
|  |
| plus activities and readings |

14.2 Learning Outcomes

|  |  |
| --- | --- |
| Slide ID 🔒 | 9be17cf4-7963-40f5-906c-80a7f205e892 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Learning Outcomes |
| Text Box 5 | Learning Outcomes |
| Text Box 1 | **Use an assessment development process and *Assessment Planning Framework* to create an alternative assessment** |
| Text Box 2 | **Revise and refine your assessment through self-assessment and feedback from colleagues and students** |
| Text Box 6 | By the end of this module, you should be able to… |
| Text Box 3 | **Set professional goals for your future assessment learning and practice** |

14.3 Module 3: Introduction

|  |  |
| --- | --- |
| Slide ID 🔒 | c6bd9ad1-6118-4f45-9cfe-f77894224ed6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 3: Introduction |
| Main Title 1 | Introduction |
| Text Box 3 | **Module 3 consolidates and extends your learning in this course. In this module, you will engage in an assessment development process that integrates key concepts and strategies explored in Modules 1 and 2 of this course.** |
|  |
|  |
| Text Box 4 | The four research-based assessment dimensions from the Approaches to Classroom Assessment Inventory (ACAI) provide the framework for this process: |
| Assessment Purposes |
| , |
| Assessment Processes |
| , |
| Assessment Fairness |
| , and |
| Assessment Theory |
| . |
|  |
| To facilitate the assessment development process, you will complete the *Assessment Planning Framework*. At the end of the module, you will have begun the iterative process of designing a “good” assessment that is |
| fair |
| , |
| transparent |
| , and |
| inclusive |
| for your students. |
| Text Box 5 | Accessible Text |
| Alt text for Text Box 5 | Accessible Activity Text Link. If you are not using a mouse for this course, and access the PDF for the rollover text on this page. |

Slide Layer: Rollover: Inclusive

|  |  |
| --- | --- |
| Layer ID 🔒 | d4e81969-4090-4c20-874a-f7f3c601fd30 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Inclusion** |
| (inclusive, inclusivity) |
|  |
| The active, intentional, and ongoing engagement with diversity, where each person is valued and provided with the opportunity to participate fully in creating a successful and thriving community. |

Slide Layer: Rollover: Transparent Assessment

|  |  |
| --- | --- |
| Layer ID 🔒 | 1d135ca0-8714-427f-afbd-9bb94db74f2c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Transparent Assessment** |
| Instructors provide students with clear expectations on what, how, why, and when they will be assessed in a course or unit. |

Slide Layer: Rollover: Principles of Fair Assessment

|  |  |
| --- | --- |
| Layer ID 🔒 | cb34ad0e-cf36-4443-8eeb-f6f6944ecb67 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Principles of Fair Assessment** |
| Assessment aligns with course learning outcomes and content. |
| Assessment is transparent. |
| Assessment contributes to final grades. |
| Assessment endeavours to be free from bias. |
| Assessment is inclusive, equitable, and accessible for all students. |

Slide Layer: Rollover: Assessment Theory

|  |  |
| --- | --- |
| Layer ID 🔒 | 4b4ea2ce-765a-4eae-b388-8cfe0fee77bd |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Assessment Theory** |
|  |
| Understanding and negotiating the properties of reliability and validity in assessment. |

Slide Layer: Rollover: Assessment Fairness

|  |  |
| --- | --- |
| Layer ID 🔒 | c63ed35d-0a27-47a7-b541-8296c8fa8835 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Assessment Fairness** |
|  |
| Cultivating fair assessment conditions for all learners, with sensitivity to student diversity and exceptional learners. |

Slide Layer: Rollover: Assessment Processes

|  |  |
| --- | --- |
| Layer ID 🔒 | 05580f8d-963c-434a-be3e-c1c7e02598b6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Assessment Processes** |
| Constructing, administering, scoring, interpreting, and communicating assessment results. |

Slide Layer: Rollover: Assessment Purposes

|  |  |
| --- | --- |
| Layer ID 🔒 | fb015e48-b2c9-4f25-a23b-0459ece0c027 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Assessment Purposes** |
|  |
| Choosing the appropriate assessments based on instructional goals and to guide next steps in teaching and learning. |

14.4 Key Points: Creating Alternative Assessments

|  |  |
| --- | --- |
| Slide ID 🔒 | 5307b2e1-43b0-4aee-a1a9-4a4139d966bb |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Key Points: Creating Alternative Assessments |
| Text Box 1 | Key Points |
| Body | Creating assessments is a |
| **highly personal and iterative process** |
| that involves cycles of development, implementation, and feedback from students, colleagues, and through self-assessment. The assessment development process and framework that we share in this module are |
| **adaptable structures** |
| , not prescriptive sequences. Our process and framework are intended to guide you in the creation of “good” assessments and facilitate new ways of thinking about and approaching assessment in your classroom. |
|  |
| *Have fun, embrace the messiness, and* |
| *make the process and framework your own!* |

14.5 Activation

|  |  |
| --- | --- |
| Slide ID 🔒 | 8149c4b1-be04-441c-96c2-a3abf5f081c8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activation |
| Main Title 1 | Activation |
| Text Box 6 | Complete Activity 3-1 in the workbook. |
| Text Box 7 | **Think about the assessment scheme in a course you teach or may teach in the future.** |
| **Now identify *one* assessment in that course that you would like to modify or recreate to make it more feedback-driven, student-centred, and authentic.** |
| What are the purposes of the assessment? |
| What learning outcomes does it assess? |
| What are the associated assessment criteria and grading tools? |
| What are common student needs and interests in this course? |
| Will you modify the current assessment or create new one? |

14.6 Module 3: Topic Menu

|  |  |
| --- | --- |
| Slide ID 🔒 | 8cbb627d-c292-49f0-b030-612df5160896 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Module 3: Topic Menu |
| Text Box 2 | **MODULE 3**: CREATING ALTERNATIVE ASSESSMENTS |
| Alt text for Picture 1 | Logo: Transforming Assessment |
| Notification Icon: Module Complete | **Module** |
| **Complete** |
| Title 01 | An Alternative |
| Assessment Framework |
| Title 01 4 | Assessment Planning Framework |
| Title 01 6 | Ensuring “Good” Assessment |
| Title 01 8 | Moving Forward |
| Button: An Alternative Assessment Framework - Normal state | START TOPIC |
| Button: Assessment Planning Framework - Normal state | START TOPIC |
| Button: Ensuring Good Assessment - Normal state | START TOPIC |
| Button: Moving Forward - Normal state | START TOPIC |

Slide Layer: Instructions

|  |  |
| --- | --- |
| Layer ID 🔒 | 91ee4d42-6add-46ce-83fa-707dbe9583e7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Instructions |
| Text Box 2 | Complete the topics in any order. When you have completed all of the topics, you can return to the Course Menu. From there, you can access another module or download your completion certificate. |

Slide Layer: Completion

|  |  |
| --- | --- |
| Layer ID 🔒 | 55d27078-0a7f-4b66-8528-b971d882d756 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | Congratulations! |
| Text Box 2 | You have completed Module 3 of |
| Transforming Assessment: Strategies for Higher Education. |
| Button - Normal state | Return to Course Menu |

15 Topic 1: An Alternative Assessment Framework

|  |  |
| --- | --- |
| Scene ID 🔒 | 73f2eeae-1d5c-42cb-a91f-b0edb41fdf86 |

| Type | Translation |
| --- | --- |
| Scene name | Topic 1: An Alternative Assessment Framework |

15.1 An Alternative Assessment Framework Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | ffd002e0-0150-4e23-b103-a876d4eb40d4 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | An Alternative Assessment Framework Title Page |
| Main Title 1 | Topic 1 |
| Main Title | AN ALTERNATIVE ASSESSMENT FRAMEWORK |
| Text Box 2 | **Time to Complete** |
| **20 – 80** minutes |
|  |
| plus activities and readings |
| Text Box 1 | In this Topic |
| Introducing the Framework |

15.2 Notes on the Framework

|  |  |
| --- | --- |
| Slide ID 🔒 | 86d92081-ea4e-4d26-8959-0389c32a653e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Notes on the Framework |
| Main Title 1 | Notes on the Framework |
| Text Box 3 | **Alternative assessments integrate assessment and instruction, seamlessly serving both formative and summative purposes during learning cycles** |
| . This integrated approach allows instructors and students to assess and improve teaching and learning through ongoing feedback during a course while also contributing to students’ final grades. Moreover, alternative assessments are more authentic to the course discipline or field and, therefore, more meaningful and relevant for students. |

15.3 Activity: Assessment Framework Instructions

|  |  |
| --- | --- |
| Slide ID 🔒 | 5bfc1a8a-d5b0-4c46-999d-eb79700faf5e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Assessment Framework Instructions |
| Main Title 1 | Activity: Assessment Framework Instructions |
| Text Box 1 | Complete Activity 3-2 in the workbook. |
| Text Box 4 | Begin to think about the assessment you are modifying or creating for your course. How will your assessment reflect the characteristics of alternative assessment? |
|  |
| Text Box 3 | *As you work through the activity in your workbook, follow along here in the module for prompting questions and links to earlier modules.* |

15.4 Activity: Assessment Framework, Part 1

|  |  |
| --- | --- |
| Slide ID 🔒 | 495cb09c-9870-4c09-9781-ebf153ee6c19 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Assessment Framework, Part 1 |
| Main Title 1 | Activity: Assessment Framework, Part 1 |
| Round Diagonal Corner 2 | GOAL |
| Round Diagonal Corner 5 | KNOWLEDGE |
| Round Single Corner Rectangle 8 | **Goal is to enhance the development of identified learning outcomes** |
|  |
| What do I want my students to know and be able to do? |
|  |
|  |
| How will I ensure my assessment is fair and inclusive for all students? |
| Round Single Corner Rectangle 9 | **Emphasizes constructing and applying knowledge (“how” knowledge)** |
|  |
| How will my assessment support students’ construction and application of knowledge? |
| Button: Review 1 - Normal state | REVIEW |
| Button: Review 2 - Normal state | REVIEW |
| Button: Review 3 - Normal state | REVIEW |
| Round Diagonal Corner 7 | PURPOSE |
| Round Diagonal Corner 9 | TIMING |
| Round Single Corner Rectangle 10 | **Prioritizes formative purposes and processes (improving, development)** |
|  |
| Will my assessment serve formative or summative purposes or both? |
|  |
| How will I ensure “good” assessment design? |
| Round Single Corner Rectangle 11 | **Continuous assessment within the teaching and learning process** |
|  |
| When will my assessment occur during the course? |
|  |
| Will I use technology to enable feedback? |
| Button Review 4 - Normal state | REVIEW |
| Button: Review 6 1 - Normal state | REVIEW |
| Button: Review 6 - Normal state | REVIEW |
| Button: Review 5 - Normal state | REVIEW |

15.5 Activity: Assessment Framework, Part 2

|  |  |
| --- | --- |
| Slide ID 🔒 | 1155b29c-9943-449e-b483-c990514ccd58 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Assessment Framework, Part 2 |
| Main Title 1 | Activity: Assessment Framework, Part 2 |
| Round Diagonal Corner 2 | CONTROL |
| Round Diagonal Corner 5 | FOCUS |
| Round Single Corner Rectangle 8 |  |
| **Instructors and students participate in assessment process** |
|  |
| How will I engage students in the assessment process? |
| Round Single Corner Rectangle 9 |  |
| **Broad, integrated focus with student choice** |
|  |
| How will I ensure my assessment is student-centred? |
| How will I ensure my assessment is relevant for students? |
| Will I offer students choice in the assessment? |
| Button: Review 1 - Normal state | REVIEW |
| Button: Review 2 - Normal state | REVIEW |
| Round Diagonal Corner 7 | THINKING |
| Round Diagonal Corner 9 | COMPLEXITY |
| Round Single Corner Rectangle 10 |  |
| **Encourages higher order thinking skills** |
|  |
| Will I use a cognitive framework to support and assess students’ learning? |
| Round Single Corner Rectangle 11 | **Authentic, complex tasks with real-world applications** |
|  |
| Will my assessment include: |
| complex, contextualized problems |
| novel, real-word scenarios |
| ill-defined problems with multiple solutions |
| collaboration or group work |
| Button: Review 3 - Normal state | REVIEW |
| Button: Review 3 1 - Normal state | REVIEW |

15.6 Activity: Assessment Framework, Part 3

|  |  |
| --- | --- |
| Slide ID 🔒 | 5851059a-5d45-4d7b-aad7-cb1198e7f914 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Assessment Framework, Part 3 |
| Main Title 1 | Activity: Assessment Framework, Part 3 |
| Round Diagonal Corner 2 | GRADING |
| Round Diagonal Corner 5 | CULTURE |
| Round Single Corner Rectangle 8 |  |
| **Focuses on grading what students know and can do** |
|  |
| How will I grade students’ learning on this assessment? |
| Round Single Corner Rectangle 9 | **Promotes dialogue, feedback, and collaboration (social)** |
|  |
| How will I incorporate feedback opportunities to promote a learning culture in my class? |
|  |
| How will I help students focus on learning over grades? |
| Button: Review 2 - Normal state | REVIEW |
| Button: Review 1 - Normal state | REVIEW |
| Button: Review 3 - Normal state | REVIEW |
| Round Diagonal Corner 7 | EVIDENCE |
| Round Single Corner Rectangle 10 |  |
| **Provides evidence of student learning over time** |
|  |
| How will I triangulate students’ results on this assessment with my other course assessments? |
| Button - Normal state | RETURN TO MODULE MENU |
| Button: Review 4 - Normal state | REVIEW |

16 Topic 2: Assessment Planning Framework

|  |  |
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| Scene ID 🔒 | d50a5558-d94d-44fb-9edc-f9e1cac5103e |

| Type | Translation |
| --- | --- |
| Scene name | Topic 2: Assessment Planning Framework |

16.1 Assessment Planning Framework Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | 4f757f0f-2273-4a0b-bf0d-b5045bebb31b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Assessment Planning Framework Title Page |
| Main Title 1 | Topic 2 |
| Main Title | ASSESSMENT PLANNING FRAMEWORK |
| Text Box 1 | In this Topic |
| Topic 2A: Planning for Assessment Purposes |
| Topic 2B: Planning for Assessment Processes |
| Topic 2C: Planning for Assessment Fairness |
| Topic 2D: Planning for Assessment Theory |
| Text Box 2 | **Time to Complete** |
| **30** minutes |
|  |
| plus activities and readings |

16.2 Assessment Planning Framework

|  |  |
| --- | --- |
| Slide ID 🔒 | 0dec0645-9bfd-41e0-96de-021312f58ad0 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Assessment Planning Framework |
| Main Title 1 | Assessment Planning Framework |
| Text Box 3 | Now that you’ve thought through the characteristics of alternative assessment in relation to the assessment you are modifying or creating, it’s time to start designing your assessment using the *Assessment Planning Framework*. |
|  |
| The *Assessment Planning Framework* is structured according the four research-based dimensions from the Approaches to Classroom Assessment Inventory (ACAI) that you have explored throughout this course: |
| Text Box 4 | **Assessment Purposes:** |
| Choosing the appropriate assessments based on instructional goals and to guide next steps in teaching and learning. |
| **Assessment Processes** |
| : Constructing, administering, scoring, interpreting, and communicating assessment results. |
| **Assessment Fairness:** |
| Cultivating fair assessment conditions for all learners, with sensitivity to student diversity and exceptional learners. |
| **Assessment Theory:** |
| Understanding and negotiating the properties of reliability and validity in assessment. |

16.3 Engaging with the Framework

|  |  |
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| Slide ID 🔒 | e61db3e2-56b4-45a3-b9a6-7d6984c934da |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Engaging with the Framework |
| Body | Engaging with the Framework |
|  |
| Within each of the dimensions of the framework, you will find scaffolded prompts that integrate the strategies for feedback-driven, student-centred, authentic assessment you may have explored in Module 2. |
|  |
| While the *Assessment Planning Framework* may look daunting at first glance, it will become easier to use and adapt with practice. Over time, the processes within the framework will become second nature. |
| **In short, using the *Assessment Planning Framework* will support you in the development of “good” assessments and cultivate the habits of mind of a “good” assessor.** |

16.4 Topic 2A: Planning for Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | 4d0328d9-568d-4e37-995a-0e759ef70333 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 2A: Planning for Assessment Purposes |
| Text Box 1 | Topic 2A |
| Main Title | Planning for ASSESSMENT PURPOSES |
| Text Box 2 | It is important to understand and balance the key purposes of assessment - |
| **formative and summative** |
| - to support your students' learning and your own instructional practice. |

16.5 Distinctions between Formative and Summative

|  |  |
| --- | --- |
| Slide ID 🔒 | bc7d1052-c464-4592-9163-3d2a3d3b0934 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Distinctions between Formative and Summative |
| Main Title | Formative and Summative Assessment |
| tab button 1 - Normal state | Formative Assessment |
| tab button 2 - Normal state | Summative Assessment |
| Pointer Text | Select a tab to learn more… |

Slide Layer: Summative

|  |  |
| --- | --- |
| Layer ID 🔒 | 1f0bb911-44dd-4e85-b7bd-e36ef225bcc3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **Summative Assessment** |
| (assessment *of* learning) occurs at or near the end of a learning period to evaluate or measure students’ achievement of learning outcomes. The primary goal of summative assessment is to judge or grade students’ learning in relation to program standards in adherence with institutional accountability mandates. |
|  |

Slide Layer: Formative

|  |  |
| --- | --- |
| Layer ID 🔒 | 40008fd6-06d6-46fc-8b8f-7951545eada1 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **Formative Assessment** |
| (assessment *for* and *as* learning) occurs frequently in an ongoing manner throughout a course or unit of study. The primary goal of formative assessment is to improve students’ achievement of learning outcomes. |
|  |

16.6 Activity: Assessment Purposes

|  |  |
| --- | --- |
| Slide ID 🔒 | 5e85a5c4-9a4f-475c-8748-8aa74e930fc3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Assessment Purposes |
| Main Title 1 | Activity: Assessment Purposes |
| Text Box 1 | Complete Activity 3-3 in the workbook. |
| Text Box 3 | **Assessment Planning Framework** |
| Now go to your Assessment Planning Framework and fill in the Assessment Purposes section. |
|  |
| *Don’t worry if you can’t fill in everything now! Remember, creating assessments is an iterative process that involves cycles of development, implementation, and feedback. You will continue to fill in and revise the Assessment Planning Framework throughout (and beyond) this module.* |
| Text Box 4 | **Reflect in your workbook** |
| What are the purposes of your modified or new assessment? |
| What is your rationale for these assessment purposes? |
| How do these purposes support teaching and learning in your classroom? |
|  |

16.7 Topic 2B: Planning for Assessment Processes

|  |  |
| --- | --- |
| Slide ID 🔒 | 449ad4e8-333b-4977-9fb1-9981000abd29 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 2B: Planning for Assessment Processes |
| Text Box 1 | Topic 2B |
| Main Title | PLANNING FOR ASSESSMENT PROCESSES |
| Text Box 2 | Assessment Processes entail three key processes— |
| **aligning assessment with learning outcomes, feedback, and grading tools.** |

16.8 Review of Learning Outcomes

|  |  |
| --- | --- |
| Slide ID 🔒 | e289a8b4-c0c2-4dd3-8e10-3db33076418f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Review of Learning Outcomes |
| Main Title 1 | Aligning Assessment with Learning Outcomes |
| Text Box 5 | When planning for assessment, it is critical to align your assessment with your course learning outcomes and learning activities. Learning outcomes are direct statements that describe the knowledge, skills, and habits of mind that students are expected to reliably demonstrate after a learning experience. |
| Text Box 2 | **Learning Outcomes** |
| What do you want your students to know and be able to do? |
| Text Box 6 | Additional Resources: |
| Text Box 7 | College |
| Text Box 8 | University |
| Text Box 1 | **Context** |
| **Content** |
| **Learner** |
| **Instructor** |
| Text Box 3 | **Teaching & Learning Activities** |
| What kind of activities will help your students to learn? |
| Text Box 4 | **Assessment Strategies** |
| How will you know your students have learned? |

16.9 Activity: Aligning Assessment

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| Slide name | Activity: Aligning Assessment |
| Main Title 1 | Activity: Aligning Assessment |
| Text Box 1 | Complete Activity 3-4 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
| What do I want my students to know and be able to do? |
| How will I know my students have learned? |
| What activities will help my students learn? |
|  |

16.10 Authentic Assessments

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| Slide name | Authentic Assessments |
| Main Title 1 | Authentic Assessments |
| Text Box 1 | Authentic assessment is situated in real-world contexts, focused on ill-defined or open-ended problems, comprised of multiple complex tasks, usually completed over time, and often collaborative in nature. Rooted in constructivist learning theory, authentic assessment is connected to students' experiences and positions learning as an active, ongoing, social process with real-world applications. Authentic assessment requires students to demonstrate what they know and can do within a context relevant to their discipline or profession. |
| Text Box 2 | **The following list of alternative assessment strategies provide students with authentic opportunities to demonstrate what they know and can do:** |
| Text Box 4 | Case study analysis |
| Job interview |
| Concept map |
| Infographic or Info-poster |
| Website or Brochure |
| Text Box 5 | YouTube video |
| Podcast |
| Critical reflection paper |
| Annotated bibliography |
| News article critique |
| Text Box 3 | Open book exam |
| Demonstration |
| Performance |
| Presentation |
| Debate |

16.11 Activity: Authentic Assessments

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| Preview Image |  |

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| Slide name | Activity: Authentic Assessments |
| Main Title 1 | Activity: Authentic Assessments |
| Text Box 1 | Complete Activity 3-5 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
| Which alternative assessment strategies best align with the learning outcomes I am assessing? |
| Which alternative assessment strategies would be most authentic for my students? |
| How, if at all, will I offer students choice in the assessment they complete? |
| Will students complete the assessment individually or in groups? |
|  |

16.12 Sources of Feedback

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| Slide name | Sources of Feedback |
| Main Title 1 | Feedback in Assessment |
| Text Box 1 | Feedback can come from 3 main sources: |
| **instructor, peer, and self** |
| . While instructor feedback is often prioritized, providing opportunities for feedback from all 3 sources most effectively supports students’ learning — within a course and beyond. |
| Text Box 2 | Click to learn more… |

Slide Layer: Purpose

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| Type | Translation |
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| Text Box 8 | FEEDBACK IN ASSESSMENT |
| Text Box 4 | EFFECTIVE FEEDBACK IS… |
| Text Box 5 | **Specific** |
| – targets how students demonstrated their learning and clarifies what “good” performance looks like |
| **Constructive** |
| – focused on the students’ learning and performance |
| **Timely** |
| – offered while it still matters to students’ future learning and performance |
| **Actionable** |
| – provides clear directions and next steps for students |
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| Button - Down state | Back |
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Slide Layer: Definitions

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| Text Box 8 | FEEDBACK IN ASSESSMENT |
| Text Box 4 | DEFINITIONS |
| Text Box 1 | **Instructor** |
| Text Box 2 | **Peer** |
| Text Box 3 | **Self** |
| Text Box 5 | Instructor feedback entails feedback from the instructor on students’ work (e.g., writing, projects, presentations, performances) in relation to designated assessment criteria. |
| Text Box 6 | Peer feedback (or peer appraisal) engages students in providing constructive or evaluative feedback on each other’s work (e.g., writing, projects, presentations, performances) in relation to designated assessment criteria. |
| Text Box 7 | Self-assessment (or self-appraisal) engages students in reflection on their own work (e.g., writing, projects, presentations, performances) in relation to designated assessment criteria. |
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16.13 Activity: Feedback in Assessment

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| Slide name | Activity: Feedback in Assessment |
| Main Title 1 | Activity: Feedback in Assessment |
| Text Box 1 | Complete Activity 3-6 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
| Which feedback sources will I incorporate in my assessment? |
| instructor, peer, self-assessment |
| When will feedback occur? |
| How will I use technology to support feedback? |
| Will I use any new feedback strategies? If so, how? |
| ghost grading, grade withholding, ungrading, self-grading |
| How, if at all, will peer feedback and self-assessment contribute to students’ grades? |
| How will I ensure feedback is effective? |
|  |

16.14 Cognitive Frameworks

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| Slide name | Cognitive Frameworks |
| Main Title 1 | Cognitive Frameworks |
| Text Box 1 | Two common cognitive frameworks that support instructors’ design of authentic assessments are Bloom’s Taxonomy and the ICE Model. An important consideration is to choose a framework that resonates with your conception of what learning looks like within a course and use it consistently in your classroom. |
| Select a framework below to learn more. |
| Text Box 4 | Ideas |
| Text Box 5 | Connections |
| Text Box 6 | Extensions |
| Text Box 2 | Bloom’s Taxonomy |
| Text Box 3 | The ICE Model |

Slide Layer: ICE

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| Preview Image |  |

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| Text Box 2 | **The ICE Model** |
| (developed in 1996 and elaborated on in 2000) offers a non-linear, non-hierarchical model to support learning and transformation among students. ICE stands for |
| **ideas, connections, and extensions** |
| and provides a holistic approach to identifying, supporting, and assessing learning outcomes. The ICE model is accessible for both instructors and students and can promote deeper learning and greater independence among students. Authentic assessment provides students with opportunities to connect or extend ideas in relation to real-world applications and contexts. |

Slide Layer: Bloom

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| Text Box 10 | **Bloom’s Taxonomy** |
| (developed in 1956 and revised in 2001) categorizes the cognitive domains of learning across 6 levels of complexity from lower order (remembering and understanding) to higher order (applying, analyzing, evaluating, and creating). Bloom's taxonomy can help instructors ensure that teaching, learning, and assessment address both |
| **lower and higher order thinking skills** |
| . By nature, well-designed authentic assessments provide students with opportunities for application, analysis, evaluation, and creation. |

16.15 Activity: Cognitive Frameworks

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| Slide name | Activity: Cognitive Frameworks |
| Main Title 1 | Activity: Cognitive Frameworks |
| Text Box 1 | Complete Activity 3-7 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
| How will I use cognitive frameworks to guide my assessment design? (e.g., Bloom’s Taxonomy, ICE Model) |
| Which cognitive framework would best support my instructional approach? |
| Which cognitive framework would best support my students’ learning? |
|  |

16.16 Grading Tools

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| Slide name | Grading Tools |
| Main Title 1 | Grading Tools |
| Text Box 1 | To generate grades, we can use various grading tools, such as checklists, rating scales/grading grids, and rubrics (holistic or analytic). Each of these grading tools can be used by instructors for formative (e.g., feedback, peer assessment, self-assessment) and summative (i.e., grading) purposes. |
| Text Box 2 | Click to learn more… |

Slide Layer: Analytic Rubrics

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| Text Box 1 | GRADING TOOLS |
| Text Box 3 | Analytic Rubrics |
| Text Box 2 | Assessment criteria are separate. Levels of performance are listed, along with separate descriptions for each assessment criteria. Itemized scores can be provided based on individual assessment criteria. |
| Button - Normal state | Back |
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| Button - Normal state | Next Slide |

Slide Layer: Holistic Rubrics

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| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 8 | GRADING TOOLS |
| Text Box 10 | Holistic Rubrics |
| Text Box 9 | Assessment criteria are lumped together (holistically) to form a single description. |
| Levels of performance are listed, along with this description. |
|  |
| A single score is provided based on overall perception of the quality of the student’s performance. |
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| Button - Normal state | More |

Slide Layer: Rating Scales

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| Preview Image |  |

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| Text Box 8 | GRADING TOOLS |
| Text Box 10 | Rating Scales |
| Text Box 9 | Indicate the frequency or degree to which a student has successfully demonstrated a list of assessment criteria. |
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| Button - Down state | Back |
| Button - Normal state | More |

Slide Layer: Checklists

|  |  |
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| Preview Image |  |

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| Text Box 8 | GRADING TOOLS |
| Text Box 10 | Checklists |
| Text Box 9 | Indicates whether or not (yes/no) a student has successfully demonstrated a list of assessment criteria. |
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16.17 Activity: Assessment Processes

|  |  |
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| Preview Image |  |

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| Slide name | Activity: Assessment Processes |
| Main Title 1 | Activity: Assessment Processes |
| Text Box 1 | Complete Activity 3-8 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
| Which grading tool(s) will I use to support formative feedback and grading of this assessment? |
| How well do these grading tools reflect the integration of the knowledge and skills I want to assess (learning outcomes)? |
| When will formative feedback and grading occur in this assessment? |
| How, if at all, will I involve students in the co-creation of grading tools for this assessment? |
|  |
| Text Box 3 | **Assessment Planning Framework** |
| Now go to your Assessment Planning Framework and fill in the Assessment Processes section. |
|  |
| *Don’t worry if you can’t fill in everything now! Remember, creating assessments is an iterative process that involves cycles of development, implementation, and feedback. You will continue to fill in and revise the Assessment Planning Framework throughout (and beyond) this module.* |

16.18 Topic 2C: Planning for Assessment Fairness

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| Slide name | Topic 2C: Planning for Assessment Fairness |
| Text Box 1 | Topic 2C |
| Main Title | PLANNING FOR ASSESSMENT Fairness |
| Text Box 2 | Fair assessments give each student equitable opportunities to demonstrate what they know and can do. |
| **If assessments are not fair, we cannot make accurate (or valid) decisions** |
| about our students’ learning. |

16.19 Student-Centred Strategies for Fairness

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| Slide name | Student-Centred Strategies for Fairness |
| Main Title 1 | Student-Centred Strategies for Fairness |
| Text Box 1 | The following student-centred strategies offer practical ways for instructors to support fairness through alternative assessment. |
| Text Box 5 | Engage students – ask them what would make assessment more accessible and inclusive for them. |
| Text Box 4 | Ensure students understand what is expected of them from the outset. |
| Text Box 3 | Provide clear information on assessment in a learning cycle or course at the outset, including assessment methods, deadlines/dates of assessment, choices available, marking criteria and weightings, and exemplars (if possible). |
| Text Box 6 | Include multiple opportunities for formative assessment through instructor feedback, peer feedback, and self-assessment. |
| Text Box 8 | Use a variety of assessment strategies. |
| Text Box 7 | Offer students choice in assessment with guiding parameters. |
| Text Box 9 | Support students’ active engagement in the assessment process. |

16.20 Activity: Assessment Fairness

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| Slide name | Activity: Assessment Fairness |
| Main Title 1 | Activity: Assessment Fairness |
| Text Box 1 | Complete Activity 3-9 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
|  |
| How will I ensure fairness in my assessment? |
| Fairness strategies |
| UDL tips |
| EDDI strategies |
| AODA requirements |
|  |
| Text Box 3 | **Assessment Planning Framework** |
| Now go to your Assessment Planning Framework and fill in the Assessment Fairness section. |
|  |
| *Don’t worry if you can’t fill in everything now! Remember, creating assessments is an iterative process that involves cycles of development, implementation, and feedback. You will continue to fill in and revise the Assessment Planning Framework throughout (and beyond) this module.* |

16.21 Topic 2D: Planning for Assessment Theory

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| Type | Translation |
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| Slide name | Topic 2D: Planning for Assessment Theory |
| Text Box 1 | Topic 2D |
| Main Title | PLANNING FOR ASSESSMENT Theory |
| Text Box 2 | It is important to understand the concepts of |
| **reliability** |
| and |
| **validity** |
| and how |
| **triangulation** |
| of assessment evidence supports both concepts. |

16.22 Distinctions between Reliability and Validity

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| Slide name | Distinctions between Reliability and Validity |
| Main Title 1 | Distinctions Between Reliability and Validity |
| Text Box 5 | Reliability |
| Text Box 3 | …reflects the extent to which assessments yield the same |
| (consistent and dependable) |
| results about what students know and can do. |
| Text Box 6 | Validity |
| Text Box 4 | …pertains to collecting |
| accurate |
| evidence of student learning to make appropriate and meaningful decisions about what students know and can do. |

16.23 The Importance of Triangulation

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| Slide ID 🔒 | 2159650b-a126-4adb-ad50-a519c092517d |
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| Slide name | The Importance of Triangulation |
| Main Title 1 | Triangulation of Assessment Evidence |
| Text Box 7 | **Triangulation is a critical assessment strategy that entails collecting multiple sources of evidence of student learning over time.** |
| Alt text for Image Triangulation | Graphic showing a triangle. At the center of the triangle is the word ‘assessment’. At each of the three points of the triangle are the phrases: ‘conversational evidence’, ‘observational evidence’, and ‘written evidence’. |
| Text Box 1 | Triangulation of assessment evidence is important because it: |
|  |
| Allows instructors monitor and support students’ learning over time |
| Helps students monitor and enhance their own learning over time |
| Improves reliability in assessment |
| Enhances validity of assessment and course grades |
| Text Box 6 | CONVERSATIONAL |
| EVIDENCE |
| Text Box 3 | ASSESSMENT |
| Text Box 5 | OBSERVATIONAL |
| EVIDENCE |
| Text Box 4 | WRITTEN |
| EVIDENCE |
| Text Box 2 | Image adapted from: |

16.24 Activity: Assessment Theory

|  |  |
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| Slide ID 🔒 | 3aa6b836-e114-421e-aa7f-2bfe6c3012f0 |
| Preview Image |  |

| Type | Translation |
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| Slide name | Activity: Assessment Theory |
| Main Title 1 | Activity: Assessment Theory |
| Text Box 1 | Complete Activity 3-10 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
|  |
| How will I triangulate assessment evidence to enhance the reliability and validity of this assessment? |
| multi-stage assignment, multiple sources of feedback, other course assignments |
|  |
| Text Box 3 | **Assessment Planning Framework** |
| Now go to your Assessment Planning Framework and fill in the Assessment Theory section. |
|  |
| *Don’t worry if you can’t fill in everything now! Remember, creating assessments is an iterative process that involves cycles of development, implementation, and feedback. You will continue to fill in and revise the Assessment Planning Framework throughout (and beyond) this module.* |
| Button - Normal state | RETURN TO MODULE MENU |

17 Topic 3: Ensuring "Good" Assessments

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| Scene name | Topic 3: Ensuring "Good" Assessments |

17.1 Ensuring "Good" Assessments Title Page

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| Preview Image |  |

| Type | Translation |
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| Slide name | Ensuring "Good" Assessments Title Page |
| Main Title 1 | Topic 3 |
| Main Title | ENSURING “GOOD” ASSESSMENTS |
| Text Box 1 | In this Topic |
| Topic 3A: Universal Design for Learning |
| Topic 3B: Revising and Refining Your Assessment |
| Text Box 2 | **Time to Complete** |
| **30** minutes |
|  |
| plus activities and readings |

17.2 Characteristics of “Good” Assessment

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| Preview Image |  |

| Type | Translation |
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| Slide name | Characteristics of “Good” Assessment |
| Main Title 1 | Characteristics of “Good” Assessment |
| intro | Alternative assessment supports the characteristics of “good” assessment by integrating assessment with instruction and providing opportunities for learning and assessment that are: |
| Text Box 1 | Feedback-Driven |
| Text Box 2 | Student-Centred |
| Text Box 3 | Authentic |
| Text Box 4 | Accessible Text |
| Alt text for Text Box 4 | Accessible Activity Text Link. If you are not using a mouse for this course, access the PDF for the mouse rollover text from this slide. |

Slide Layer: Feedback Driven

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| Text Box 1 | **Feedback-Driven** |
| Text Box 2 | Prioritizes ongoing formative feedback from instructors, peers, and self-assessment to improve students' learning, inform instruction during learning cycles, and contribute to or enhance students' grades. |

Slide Layer: Student Centred

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| Preview Image |  |

| Type | Translation |
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| Text Box 1 | **Student-Centred** |
| Text Box 2 | Engages students in the assessment process to ensure fairness, transparency, inclusivity, and alignment between assessments and learning outcomes. |

Slide Layer: Authentic

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| Layer ID 🔒 | 8f561115-dfda-4895-8135-4eed4d1a405b |
| Preview Image |  |

| Type | Translation |
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| Text Box 1 | **Authentic** |
| Text Box 2 | Provides meaningful, relevant opportunities for individual or groups of students to apply their learning through complex, contextualized problems and novel, real-world scenarios. |

17.3 Topic 3A: Universal Design for Learning (UDL)

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| Slide name | Topic 3A: Universal Design for Learning (UDL) |
| Text Box 1 | Topic 3A |
| Main Title | Universal Design for Learning (UDL) |
| Text Box 2 | Universal Design for Learning (UDL) is a |
| **set of principles** |
| that guide curriculum development to give all students equal opportunities to learn. |

17.4 UDL Framework

|  |  |
| --- | --- |
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| Preview Image |  |

| Type | Translation |
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| Slide name | UDL Framework |
| Main Title 1 | UDL Framework |
| Text Box 6 | UDL offers a framework to enable the creation of instructional goals, learning activities, and assessments that support diverse students’ needs through flexible, adaptable approaches. UDL helps instructors design courses and learning environments that are accessible and inclusive, minimizing barriers to learning and maximizing opportunities for meaningful engagement and success among all students. UDL encourages “assessment by design,” regardless of the course delivery mode (i.e., in-person, blended, or online) or content. |
| Text Box 8 | Download PDF |
| Text Box 7 | See the full framework on the CAST website. |

17.5 UDL Tips for Assessment

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| Preview Image |  |

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| --- | --- |
| Slide name | UDL Tips for Assessment |
| Main Title 1 | UDL Tips for Assessment |
| Text Box 1 | **Getting started with UDL may seem like a daunting task. CAST offers these 7 tips to start applying UDL principles in any course:** |
| Text Box 5 | Align assessments to learning goals |
| Text Box 7 | Reduce unnecessary barriers to access |
| Text Box 10 | Use and share grading tools to clarify expectations |
| Text Box 3 | Offer authentic opportunities for assessment |
| Text Box 4 | Assess engagement in the learning process as well as content knowledge |
| Text Box 8 | Support learner variability through flexible assessments and choice |
| Text Box 11 | Involve learners in assessing their learning process |
| Text Box 6 | Include frequent formative assessments |
| Text Box 2 | Find more details in the original article here. |

17.6 Activity: Applying UDL

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| Preview Image |  |

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| Slide name | Activity: Applying UDL |
| Main Title 1 | Activity: Applying UDL |
| Text Box 1 | Complete Activity 3-11 in the workbook. |
| Text Box 4 | **Reflect in your workbook** |
|  |
| The UDL Tips for Assessment provide a guide for revising and refining your assessment. In your workbook, respond to the following reflection prompts to self-assess and further develop your assessment. |
|  |
|  |
| Text Box 5 | **Use the questions on the next few slides (and in your workbook) to self-assess the assessment you have modified or created using the UDL Tips for Assessment.** |

17.7 Activity: Applying UDL, Part 1

|  |  |
| --- | --- |
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| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Applying UDL, Part 1 |
| Main Title 1 | Activity: Applying UDL, Part 1 |
| Round Diagonal Corner 2 | Have I aligned the assessment |
| with the identified learning goals? |
| Round Diagonal Corner 3 | Have I offered authentic opportunities for assessment? |
| Round Single Corner Rectangle 8 | How could my assessment purpose statement be clearer for students? |
| How will I share the assessment purpose statement with my students? |
| Round Single Corner Rectangle 9 | How will I explain the relevance of the assessment to my students? |
| How will I explain how this assessment connects to professional practice or thinking beyond the classroom context? |
| Round Diagonal Corner 4 | Have I assessed engagement in the learning |
| process as well as content knowledge? |
| Round Diagonal Corner 5 | Have I included frequent formative assessments? |
| Round Single Corner Rectangle 10 | How, if at all, will I assess my students’ engagement in the learning process as well as what they know and can do? |
| Round Single Corner Rectangle 11 | How, if at all, will I include multiple opportunities for formative assessment through instructor feedback, peer feedback, and self-assessment? |

17.8 Activity: Applying UDL, Part 2

|  |  |
| --- | --- |
| Slide ID 🔒 | 08b1b6d9-99f0-41b2-9b1d-27df1487187d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Applying UDL, Part 2 |
| Main Title 1 | Activity: Applying UDL, Part 2 |
| Round Diagonal Corner 2 | Have I reduced unnecessary |
| barriers to access for learners? |
| Round Diagonal Corner 3 | Have I supported learner variability |
| through flexibility and choice? |
| Round Single Corner Rectangle 8 | How will I engage my students to make the assessment more accessible and inclusive for them? |
| How might the UDL Tips for Assessment help me enact my institution’s EDDI strategy through this assessment? |
| Who can help me ensure that my assessment practice aligns with institutional EDDI strategies and upholds provincial accessibility requirements (e.g., AODA)? |
| Round Single Corner Rectangle 9 | How, if at all, will I offer my students choice in the assessment with guiding parameters? |
| Round Diagonal Corner 4 | Have I used and shared grading tools |
| with learners to clarify expectations? |
| Round Diagonal Corner 5 | Involved learners in assessing their learning process? |
| Round Single Corner Rectangle 10 | How will I ensure my students understand what is expected of them from the outset of the assessment? |
| How will I provide my students with clear information about the assessment (e.g., assessment purpose, learning outcomes, due dates, choices available, grading criteria, assessment weightings, and exemplars)? |
| Round Single Corner Rectangle 11 | How will my students know and understand the criteria for success in the assessment? |
| What grading tools will I provide to guide my students’ learning (e.g., checklist, rating scale, or rubric)? |
| How, if at all, will I co-develop grading tools with my students? |

17.9 Activity: Applying UDL, Part 3

|  |  |
| --- | --- |
| Slide ID 🔒 | c5a5592b-3bf9-4163-8364-38719691f222 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Applying UDL, Part 3 |
| Main Title 1 | Activity: Applying UDL, Part 3 |
| Text Box 2 | **Assessment Planning Framework** |
| Go to your Assessment Planning Framework and add additional details or make changes based on your reflections. |
|  |
|  |
| *Remember, creating assessments is an iterative process that involves cycles of development, implementation, and feedback.* |

17.10 Topic 3B: Revising and Refining Your Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 5940f7ff-b66d-4e23-955b-b079510fd454 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Topic 3B: Revising and Refining Your Assessment |
| Text Box 1 | Topic 3B |
| Main Title | REVISING AND REFINING YOUR ASSESSMENT |
| Text Box 2 | It is important to |
| **revise and refine** |
| the assessments you create through ongoing professional reflection and feedback from your colleagues and students. |

17.11 Activity: Revising and Refining Your Assessment

|  |  |
| --- | --- |
| Slide ID 🔒 | 159a7f00-48f2-4101-ae3b-9330aeb35f24 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Revising and Refining Your Assessment |
| Main Title 1 | Activity: Revising and Refining Your Assessment |
| Text Box 2 | **Assessment Planning Framework** |
|  |
| At the end of the Assessment Planning Framework, you will see the Assessment Revision Guide. Use this guide (Steps 1-5) to continue to improve your assessment before, during, and after implementation with students. |
| Text Box 3 | **Step 1:** |
| Self-assess your assessment using the UDL Tips for Assessment and make revisions as needed. |
|  |
| **Step 2:** |
| Seek feedback from colleagues and students to improve the assessment. |
|  |
| **Step 3:** |
| Incorporate feedback from colleagues and students. |
|  |
| **Step 4:** |
| Use the assessment in your course. |
|  |
| **Step 5:** |
| Repeat Steps 1-4. |
| Button: Review UDL Tips for Assessment - Normal state | REVIEW |
| Button - Normal state | RETURN TO MODULE MENU |

18 Topic 4: Moving Forward

|  |  |
| --- | --- |
| Scene ID 🔒 | b93a6afa-a90b-4d58-980a-bc8675403ff1 |

| Type | Translation |
| --- | --- |
| Scene name | Topic 4: Moving Forward |

18.1 Moving Forward Title Page

|  |  |
| --- | --- |
| Slide ID 🔒 | cd7ea913-8de5-4f17-9df1-20d1d5518db7 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Moving Forward Title Page |
| Main Title 1 | Topic 4 |
| Main Title | MOVING FORWARD |
| Text Box 1 | In this Topic |
| Goals for Future Practice |
| Text Box 2 | **Time to Complete** |
| **10 – 30** minutes |
|  |
| plus activities and readings |

18.2 Activity: Goals for Professional Learning and Practice

|  |  |
| --- | --- |
| Slide ID 🔒 | d247a2bc-8e69-4bc2-ab10-7b6fa7282d2d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Goals for Professional Learning and Practice |
| Main Title 1 | Activity: Goals for Professional Learning and Practice |
| Text Box 4 | Complete Activity 3-12 in the workbook. |
| Text Box 3 | **Now it’s time to set some professional goals for your future assessment learning and practice!** |
|  |
|  |
| Based on your experience with our assessment development process and *Assessment Planning Framework*, identify |
| **3 goals** |
| you have for your future assessment learning and practice. |
|  |
| Be sure to use the SMART criteria: |
| Specific |
| , |
| Measurable |
| , |
| Attainable |
| , |
| Relevant |
| , and |
| Time-bound |
| . |
| Text Box 2 | **Congratulations!** |
| You have begun the process of creating a “good” assessment for your course using our assessment development process and *Assessment Planning Framework*. Over time, you will adapt and refine our process and framework to support your creation of “good” assessments and establish new ways of thinking about and approaching assessment in your classroom. |
| Button - Normal state | RETURN TO MODULE MENU |
| Text Box 5 | Accessible Text |
| Alt text for Text Box 5 | Accessible Activity Text Link. If you are not using a mouse for this course, access the PDF for the mouse rollover info from this slide. |

Slide Layer: Specific

|  |  |
| --- | --- |
| Layer ID 🔒 | b369ec33-ba86-41fc-91f1-e41ead129e15 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Specific** |
| goals are clearly stated and |
| answer the 5 Ws: |
|  |
| What do I want to accomplish? |
| Why is this goal important? |
| Who is involved? |
| Where is it situated? |
| Which resources or limits are involved? |

Slide Layer: Measurable

|  |  |
| --- | --- |
| Layer ID 🔒 | ec79ff6a-7101-4664-8440-3671493c1676 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Measurable** |
| goals allow you to track your progress and answer the questions: |
|  |
| How much? |
| How many? |
| How will I know when it is accomplished? |

Slide Layer: Attainable

|  |  |
| --- | --- |
| Layer ID 🔒 | cd4d8dc7-3c30-453f-890c-f87b983464a8 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Attainable** |
| goals are achievable and answer these questions: |
|  |
| How can I accomplish this goal? |
| How realistic is the goal, based on other constraints? |

Slide Layer: Relevant

|  |  |
| --- | --- |
| Layer ID 🔒 | 78c6a5e0-a476-4b41-ab1b-590f02e8a63c |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Relevant** |
| goals are meaningful in the big picture and answer ‘yes’ to the following questions: |
|  |
| Does this goal seem worthwhile? |
| Is this the right time? |
| Does this goal match our other organizational efforts/needs? |
| Is it applicable in the current socio-cultural context? |

Slide Layer: Time-Bound

|  |  |
| --- | --- |
| Layer ID 🔒 | ddc5d6e4-5226-42c9-9c52-b646642cf46a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Time-bound** |
| goals have a target completion date and answer the questions: |
|  |
| When will I start? |
| When will I finish? |
| What can I do today? |
| What can I do in 6 weeks? |

19 Wrapping Up

|  |  |
| --- | --- |
| Scene ID 🔒 | f4078c07-ae42-4c57-b9c5-76b7b9673f14 |

| Type | Translation |
| --- | --- |
| Scene name | Wrapping Up |

19.1 Wrapping Up

|  |  |
| --- | --- |
| Slide ID 🔒 | ae809850-337c-4add-bb0c-8c8c883bbf18 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Wrapping Up |
| Main Title | WRAPPING UP |
| Revisiting Approaches to Classroom Assessment |
| Round Diagonal Corner 2 | **Time to Complete** |
| **60** minutes |
|  |
| plus activities and readings |

19.2 Congratulations

|  |  |
| --- | --- |
| Slide ID 🔒 | ea5a2e60-9d91-4bb4-b512-64d16556eb6d |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Congratulations |
| Text Box 5 | Congratulations |
| Text Box 6 | **Congratulations! You’ve reached the end of the course! Let’s reflect on what you have learned about assessment and plan for your next steps in professional learning and practice.** |

19.3 Course Learning Outcomes Review

|  |  |
| --- | --- |
| Slide ID 🔒 | c01c28ac-4aec-41e0-a725-35bffd7dce46 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Course Learning Outcomes Review |
| Text Box 1 | **Apply foundational assessment principles and e-tools to the design of an assessment plan** |
| Text Box 5 | Course Learning Outcomes |
| Text Box 2 | **Apply alternative assessment strategies to ensure alignment, authenticity, and transparency in assessment** |
| Text Box 3 | **Apply assessment principles to practically and critically address dilemmas in student assessment** |
| Text Box 6 | At the beginning of this course we shared these learning outcomes. |
| Text Box 4 | **Create “good” assessments for a variety of teaching contexts (in-person, blended, online) and students’ needs** |
| Text Box 7 | **Integrate *Equity, Diversity, Decolonization, and Indigeneity* (EDDI) strategies in assessment planning and decisions** |

19.4 Reflecting Back

|  |  |
| --- | --- |
| Slide ID 🔒 | 1f3cdaa3-8cb2-433c-bc1e-82b9c6a16448 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Reflecting Back |
| Round Diagonal Corner 1 | Reflecting Back |
| Text Box 6 | **You have now completed four modules:** |
|  |
| Getting Started: Approaches to Classroom Assessment |
| Module 1: Grounding Assessment |
| Module 2: Exploring Alternative Assessments |
| Module 3: Creating Alternative Assessments |
|  |
| Within each module, you explored research-based content and engaged in various activities to apply and reflect on your learning about assessment. |
|  |
| We promised you that, by the end of the course, you would have expanded your assessment knowledge, skills, and habits of mind in ways that will inform your future instructional practice and shape your ongoing professional learning about assessment. |

19.5 Activity: KWL Revisited

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| --- | --- |
| Slide ID 🔒 | 4e9a4bfe-ead7-45d3-92e1-8d4d81ebd0c3 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: KWL Revisited |
| Main Title 1 | Activity: KWL Revisited |
| Text Box 1 | Complete Activity 0-1 in the workbook. |
| Text Box 5 | **Let’s take a moment to reflect on what you’ve learned!** |
| Text Box 4 | In the Getting Started Module, you reflected on the course learning outcomes and filled out the first two columns of the KWL chart in your workbook: |
|  |
| **K** |
| What I |
| **know** |
| . |
|  |
| **W** |
| What I |
| **want** |
| to know. |
|  |
| Text Box 3 | Now it’s time to revisit that KWL chart and fill in the third column: |
|  |
| **L** |
| What I |
| **learned** |
| **.** |
|  |
|  |
| Don’t worry if you have more to learn! This course is just part of your assessment learning journey! |

19.6 Revisiting the ACAI

|  |  |
| --- | --- |
| Slide ID 🔒 | 34cdf7e6-141a-49fe-9201-e2df0245a1f6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Revisiting the ACAI |
| Main Title 1 | Revisiting the Approaches to Classroom |
| Assessment Inventory (ACAI) for Higher Education |
| Text Box 1 | In the Getting Started Module, you completed the Approaches to Classroom Assessment Inventory (ACAI) for Higher Education, a scenario-based instrument that helps instructors determine and develop their approaches to classroom assessment. |
|  |
| After completing the ACAI, you received a personalized Assessment Profile that illustrated your initial approaches to assessment across four research-based dimensions of classroom assessment: Assessment Purposes, Assessment Processes, Assessment Fairness, and Assessment Theory. |
|  |
| **It’s time to complete the ACAI again to see if your assessment approaches have changed through your experiences in this course.** |

19.7 Activity: Complete the ACAI

|  |  |
| --- | --- |
| Slide ID 🔒 | 31869b3e-87fa-4a44-bb86-1c210fd7aae6 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Complete the ACAI |
| Main Title 1 | Activity: Complete the ACAI |
| Text Box 1 | Please complete the Approaches to Classroom Assessment Inventory (ACAI) for Higher Education. |
| As a reminder: |
| Tab Button 1 - Normal state | Timing |
| Tab Button 2 - Normal state | At the beginning… |
| Tab Button 3 - Normal state | At the end… |
| Tab Button 4 - Normal state | Remember |
| Text Box 2 | Select a tab to learn more… |

Slide Layer: Tips to Remember

|  |  |
| --- | --- |
| Layer ID 🔒 | 4fd22c3d-a101-46cb-80d3-993788e2947e |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | Remember, there are |
| **no ‘right or wrong’ responses** |
| on the ACAI. The ACAI is a professional learning tool, and the profile you generate will represent your *current* approaches to assessment in your context of practice. Profiles can (and do) change through professional learning and experiences, like this course! |

Slide Layer: End of the ACAI

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| Layer ID 🔒 | 92eb05ae-1a5d-4659-85cb-7fbc439bb131 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **At the end of the ACAI** |
| **,** you will be prompted to download your personalized Assessment Profile. Throughout the course, you will refer to this profile to support your learning and reflection about your current and emerging approaches to assessment. |

Slide Layer: Beginning the ACAI

|  |  |
| --- | --- |
| Layer ID 🔒 | d86e9165-bef1-4da0-81ea-25f7966dd8c5 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **At the beginning of the ACAI** |
| **,** you will be invited to have your responses included in our research study. This study aims to understand how higher education instructors approach assessment. |
| **Participation in this research is completely voluntary** |
| . Choosing *not* to participate in the research study does not prevent you from completing the ACAI or engaging in this course. You will be asked to indicate your consent and interest in sharing your ACAI responses for research purposes at the start of the ACAI. |

Slide Layer: TIming

|  |  |
| --- | --- |
| Layer ID 🔒 | df70a46d-c5b6-49d3-82c5-6ac764b90dea |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Main Body 1 | **In the ACAI** |
| , you will respond to assessment scenarios and answer questions about your current assessment beliefs. The survey will take approximately |
| **20 minutes** |
| to complete. |

Slide Layer: Rollover: Scaffolding

|  |  |
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| Layer ID 🔒 | 42c2703a-a756-4d29-8dac-d4fe77050d59 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Text Box 1 | **Scaffolding:** |
| dividing larger tasks or assignments into components or stages to allow for more frequent formative feedback from instructors (as well as from peers and through self-assessment) |

19.8 Activity: Link to the ACAI

|  |  |
| --- | --- |
| Slide ID 🔒 | 041910aa-8201-4e5e-99fb-0bb4de6d7103 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Activity: Link to the ACAI |
| Main Title 1 | Activity: Link to the ACAI |
| Alt text for Picture 1 | Logo with Text: ACAI Approaches to Classroom Assessment Inventory |
| Text Box 7 | **It’s time to complete the ACAI again!** |
| Text Box 8 | **After you complete the ACAI:** |
| **download** |
| your ACAI Profile to guide your subsequent reflection and goal-setting |
| **return** |
| to the Wrapping Up Module of this course |
| Button - Normal state | **GO TO THE ACAI** |
| Button - Normal state | CONTINUE |

19.9 Pause and Reflect on Your ACAI Profile

|  |  |
| --- | --- |
| Slide ID 🔒 | 3b9852a9-0305-4e56-8af3-fee7d62ce515 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Pause and Reflect on Your ACAI Profile |
| Main Title 1 | Pause and Reflect on Your ACAI Profile |
| Text Box 6 | Complete Activity 4-1 in the workbook. |
| Text Box 7 | As you reflect on your pre- and post-ACAI Assessment Profiles, we invite you to complete one final reflection and goal-setting activity in your workbook. |
|  |
| **For each dimension of assessment** |
| **(Purposes** |
| **,** |
| **Processes** |
| **,** |
| **Fairness** |
| **, and** |
| **Theory** |
| **) respond to the following questions:** |
| How, if at all, has my approach to this dimension changed? |
| What is one new thing I will commit to learning or doing in relation to this dimension? |

Slide Layer: Purposes

|  |  |
| --- | --- |
| Layer ID 🔒 | deea59cc-05f8-4408-bd3f-432d7c196c3f |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Assessment Purposes** |
|  |
| Choosing the appropriate assessments based on instructional goals and to guide next steps in teaching and learning. |

Slide Layer: Processes

|  |  |
| --- | --- |
| Layer ID 🔒 | e68f17de-f15c-4537-a182-12e9a799ae8a |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Assessment Processes** |
|  |
| Constructing, administering, scoring, interpreting, and communicating assessment results. |

Slide Layer: Fairness

|  |  |
| --- | --- |
| Layer ID 🔒 | f745e561-cda2-46aa-813c-45e518697a0b |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Assessment Fairness** |
|  |
| Cultivating fair assessment conditions for all learners, with sensitivity to student diversity and exceptional learners. |

Slide Layer: Theory

|  |  |
| --- | --- |
| Layer ID 🔒 | 70658e50-8283-4f15-8690-dbeeaf57ea74 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Round Diagonal Corner 1 | **Assessment Theory** |
|  |
| Understanding and negotiating the properties of reliability and validity in assessment. |

19.10 Experienced Practitioners on Moving Forward

|  |  |
| --- | --- |
| Slide ID 🔒 | 7fc6a4cd-b248-498e-b5a3-87d3115bfd30 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Experienced Practitioners on Moving Forward |
| Main Title 1 | Experienced Practitioners |
| Text Box 1 | **Let’s hear some concluding messages from our Experienced Practitioners about how they hope you will use your course learning moving forward.** |

19.11 Closing Words

|  |  |
| --- | --- |
| Slide ID 🔒 | b01745fd-5bc3-43e1-939a-5df8aeb091e2 |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Closing Words |
| Text Box 6 | **Thank you for taking this** |
| **assessment journey with us!** |
| Text Box 5 | Closing Words |
| Text Box 7 | You have reached the end of Transforming Assessment: Strategies for Higher Education. |
| Remember to download your Certificate of Completion from the Course Menu. |
| To continue to learn with us and contribute to research on assessment in higher education, visit |
| queens-aeg.ca |
| . |
| Text Box 10 | Contributors |
| Alt text for Hotspot 3 | Button: Visit Course Contributors Page |
| Button - Normal state | Course Menu |

20 Single Pages

|  |  |
| --- | --- |
| Scene ID 🔒 | 38a3b9a0-1c75-4a40-a443-3eafad534c30 |

| Type | Translation |
| --- | --- |
| Scene name | Single Pages |

20.1 Course Contributors

|  |  |
| --- | --- |
| Slide ID 🔒 | 67c35f19-0020-405d-ba92-038f0ed466ee |
| Preview Image |  |

| Type | Translation |
| --- | --- |
| Slide name | Course Contributors |
| Text Box 2 | This course was created by |
| Queen’s Assessment and Evaluation Group (AEG) |
|  |
| Text Box 3 | in partnership with the University of Toronto’s |
|  |
| Ontario Institute for Studies in Education (OISE). |
| Text Box 1 | *Course Contributors* |
|  |
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