Authentic Activities, Assessment and Rubrics

Template for Analytic Rubrics					
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Criteria #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

http://www.hsc.unt.edu/departments/cld/MeasurementsTools.cfm; _Mertler, C. A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25).

CETL- Center for Excellence in Teaching and Learning

Agenda

Welcome, Agenda, Learning Outcomes, Activity

Constructive Alignment-Learning Outcomes & Assessment

Authentic Assessments

Aligning your Course- Worksheet

What are Rubrics?

How to create rubrics

Analytic & Holistic Rubrics

Rubric Samples

Rubric website link

Other marking schemes- marking outlines

Activity- creating rubrics to use for your assessments

Why rubrics are your and your students' best friend

Wrap-Up

Learning Outcomes

Participants will be able to:

- Describe and define constructive alignment and how learning outcomes and assessments are related
- Compare and contrast Authentic Assessment and Traditional Assessment
- Complete Course Design Worksheet to align course
- Define and describe rubrics
- Demonstrate the steps to creating a rubric
- Compare and contrast analytic and holistic rubrics
- View and analyze sample rubrics
- Describe additional marking schemes such as marking outlines
- Apply rubrics to own assignments
- Explain why rubrics/marking schemes are our best friends

Questions to Ponder

- What are your challenges with assessing your students (content exam, assignments, performance)?

- Share with partner

- Discuss back in group

Constructive Alignment

Rationale- what drives curriculum- aims, goals, professional standards- drives curriculum

↓

Course Objectives-Curriculum content-input

↓

Learning/Performance Outcomes- demonstrated evidence of what you want students to learn- measured through assessments

↓

Implementation- teaching and learning- students learn through what professor teaches AND through what student does through activities and assignments

↓

Assessment and Evaluation- as indicated by learning outcomes- rubrics=outcomes

Objectives

- Focus of course design in 1970's and 80's

- Input

- Intended results

- Statement of Intent

- Discrete units of knowledge or skills

- Course Objectives focus on what is being taught

Learning Outcomes

- Focus of course design since 1990's

- Output

- Achieved results

- Demonstrated evidence of performance

- Wider range of knowledge and skills

- Focus on application and higher level learning

Authentic Assessments

- Authentic Assessments directly measure students' performance through "real life tasks" or "situations" that resemble "real life situations" (Wiggins, 1989)

- Often used synonymously with "alternative assessments" or "performance assessments"

- Examples include demonstrations, debates, field work, simulations, problem solving

Types of Authentic Activities

- Case Study
- Simulations
- Debate
- Poster presentations
- Research
- Lab work
- Reflections
- Problem-based activities
- Role Play
- Report/essay
- Field experience/report

Authentic Activity & Assessment

- Beauty of using this approach is that
  - Empowers students to take ownership in their learning
  - Learning experience
  - Meaningful, relevant, and practical
  - Assess the actual learning experience (i.e. do not need to "teach" and then assess, rather, you assess the actual learning experience)

Comparing Authentic Assessment to Traditional Assessments (Ableser, 2007)

Authentic Assessments

- Portfolios, demonstrations, field work, case studies, assignments, lab reports

- Students take an active role in process

- Qualitative

- Interpretive

- Focuses on process and product

- High level thinking

- Use of rubric/criterion levels for evaluation

- Part of teaching and learning process

- Shows mastery and learning performance

- Generally extends over time

Traditional Assessments

- Multiple choice tests, true-false, fill in the blanks

- External- teacher driven

- Quantitative

- Objective

- End product

- Standardized or norm referenced

- Isolated facts

- Low level content

- Generally occurs in "one sitting"

Worksheet for Designing a Course

Worksheet for Designing a Course)   (adapted from Fink, 2003)

Name of Course:

Learning Outcomes	Content (what)	Learning Activities	Type(s) of Assessments	Comments/Resources

Activity

- Using the Worksheet from the previous page, work on your own or in teams of 2 and plot out a course that you will be teaching next semester

Rubrics

- Marking Schemes
- Can be used for any assessment, especially performance reviews or authentic assessments
- Criterion for evaluation
- Used to assess your learning outcomes
- Range of formats but all include
  - What you want you student to demonstrate
    - Criterion for evaluation
  - Levels of expectations

Rubrics

(1) description of the task,

(2) the scale to be used,

(3) the dimensions of the task,

(4) the description of each dimension on the scale.

(Boatend, Bass, Blaszak & Farrar, 2009)

Creating Rubrics/Marking Schemes

1) **Categories to assess-** different components or elements that will assess
    - Factual information
    - Application
    - Analysis
    - Writing skills

2) **Criterion for assessment**
    - Accuracy
    - Completeness
    - Length or number of examples
    - Supported with research
    - Range of answer
    - Description and support

3) **Levels or points- 3-5 levels**
    - Exemplary, proficient, acceptable, not acceptable
    - Excellent, good, fair, poor
    - 10 points, 5 points, 1 point

Analytic Rubric
Assesses the finished product of more than one content area

Template for Analytic Rubrics					
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Criteria #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

http://www.hsc.unt.edu/departments/cld/MeasurementsTools.cfm; *Mertler, C.A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25).*

Holistic Rubric

Assesses the finished product as a whole but looks at multiple factors in each level

Template for Holistic Rubrics	
<u>Score</u>	<u>Description</u>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

http://www.hsc.unt.edu/departments/cld/MeasurementsTools.cfm; *Mertler, C. A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25).*

Journal Article Critique

	Excellent 10 pts	Good 8 pts	Fair 5 pts	Poor/Unacceptable 0 pts
Summary	**Excellent** The article is clearly but succinctly summarized - only the key points of the article are touched upon. The article summary takes up no more than one third of the total assignment.	**Good** The article is clearly summarized, but some sub points are addressed along with main points. The summary is not succinct, is too long and cumbersome	**Fair** The article summary is somewhat unclear and/or overly detailed, so long as to appear more like a short, unclear article than a summary.	**Poor/Unacceptable** The article summary is very unclear and/or overly detailed. Not at all clear summary.
Article Choice	**Excellent** Article selected is current (<5 years), topic is specific to task. Article published in peer-reviewed scholarly journal.	**Good** Article selected may be current (<5 years) or somewhat older, topic is related to task, but less specific. Article published in peer-reviewed scholarly journal.	**Fair** Article is somewhat related to task and/or is grossly outdated (> 10 years). Article not from acceptable source.	**Poor/Unacceptable** Article is not or barely related to task or is grossly outdated (> 10 years). Article not from acceptable source.
Organization	**Excellent** Summary is well organized, and clearly stated. The points of the article are clear from the very beginning and the name and author of the article is made clear early in the paper.	**Good** Paper is organized, has an intro, body and conclusion. The purpose of the paper becomes clear within the paper and the name and author of the article is mentioned within the paper.	**Fair** Paper is not well organized, has an unclear or non-existent intro, body and conclusion. The purpose of the paper is unclear and the name and author of the article is not stated or stated late.	**Poor/Unacceptable** Paper is not well organized, has non-existent intro, body and conclusion. Poorly organized.
Mechanics Requirements	**Excellent** APA and page length (1-2) requirements are met and there are few grammatical errors or typos.	**Good** APA and page length (1-2) requirements are met and there are some grammatical errors or typos that affect comprehension.	**Fair** APA and page length (1-2) requirements are not met. There are numerous grammatical errors or typos in previously learned areas.	**Poor/Unacceptable** AHHHH! I don't even know what to say!

	Failing 0 pts	Fair 70 pts	Good 90 pts	Very Good 100 pts
Essential Tasks **10 %** 1. Introduces self 2. Identifies patient 3. Washes Hands 4. Determines existence of allergies, medications, herbal preps, etc	**Failing** Students fails to perform 2 or more required tasks	**Fair**	**Good**	**Very Good** Student performs all required tasks
General Physical Assessment **30 %** 1. Obtains the Chief Complaine 2. Asks the appropriate questions related to the the CC and expands the HPI 3. Gathers pertinent past medical history, ROS, Family, Psychosocial 4. Performs Physical Exam Using the appropriate techniques of a. Inspection b. Palpation c. Percussion d. Auscultation	**Failing** Inadequate history taking, fails to gather pertinent positive negatives, ROS, or important PMHx, Social, etc. Inadequate assessment performed	**Fair** Student performs marginally effective assessment	**Good** Student performs efficient assessment of assigned body system with minor omissions in technique, teaching, or performance.	**Very Good** Student performs efficient assessment of assigned body system covering all gradable points with no omissions and is able to answer all questions posed by instructor or patient. Student also provides effective patient teaching during designated time limit.
Reporting **30 %** Report should have following components: SUBJECTIVE 1. Biographical Sketch 2. Chief complaint or reason for visit 3. Patient Hx using initals and no identifying number 4. Previous illnesses and/or surgeries 5. Narrative Review of System OBJECTIVE 1. Results of physical exam. 2. Any followup action plan or tests	**Failing** Students narrative and or written is inadequate with gross deficiencies	**Fair** Student fails to address all elements in detail during presentation or has significant grammatical and spelling errors in case repot	**Good** Student addresses all key elements in narrative with minor grammatical errors, spelling, or fomatting errors.	**Very Good** Student effectively correctly addresses every key element of the assessment in a narrative having the proper format with no grammatical or spelling errors.
Communication **30 %** Effective professional communication orally and in writing.	**Failing** Failure to communicate .	**Fair** Student does not explain assessment to patient or talks minimally to patient	**Good** Student explains the assessment as they are completing each step.	**Very Good** Student explains the assessment as they are completing each step and is able to answer with confidence all patient questions in a calm and efficient

ePortfolio Evaluation

	Incomplete 0 pts	Partially Proficient 1 pts	Proficient 2 pts	Exemplary 3 pts
Reflections 3 pts	**Incomplete** No reflections identify and describe professional growth goals for lifelong learning.	**Partially Proficient** A few reflections identify and describe professional growth goals for lifelong learning and these are constructive in nature.	**Proficient** Most of the reflections identify and describe professional growth goals for lifelong learning and are constructive in nature.	**Exemplary** All reflections clearly identify and describe professional growth goals for lifelong learning and are constructive in nature.
Selection 3 pts Selection of artifacts and written communication	**Incomplete** Most artifacts and work samples are unrelated to the purpose of the eportfolio. There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.	**Partially Proficient** Few artifacts and work samples are related to the purpose of the eportfolio. There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.	**Proficient** Most artifacts and work samples are related to the purpose of the eportfolio. There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.	**Exemplary** All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. All of the components demonstrate the use of clear, well organized, and accurate written communication.
Use of Multimedia 2 pts	**Incomplete** The photographs, graphics, sounds, and/or videos are inappropriate. They are distracting and detract from the content.	**Partially Proficient** A few of the multimedia enhance the purpose of the eportfolio, create interest, and are sometimes appropriate. The content of the eportfolio is not always enhanced because of the inappropriate examples chosen for the purpose.	**Proficient** Most of the multimedia enhance the purpose of the eportfolio, create interest, and are generally appropriate. The content of the eportfolio is enhanced somewhat in an original way.	**Exemplary** All of the multimedia enhance the purpose of the eportfolio, create interest, and are appropriate. The content of the eportfolio is enhanced in an original way. All of the examples are appropriate for the chosen purpose.
Captions 1 pts	**Incomplete** None of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.	**Partially Proficient** Some of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.	**Proficient** Most of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.	**Exemplary** Each artifact is accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.
Ease of Navigation 1 pts	**Incomplete** There are significant problems with portfolio navigation links and many sections (standards, artifacts, and reflections) do not connect back to the Home page or preceding pages. Many external links do not	**Partially Proficient** Some of the portfolio navigation links and some sections (standards, artifacts, and reflections) connect back to the Home page, but sometimes the links do not connect to preceding pages or to	**Proficient** Most of the portfolio navigation links and most sections (standards, artifacts, and reflections) connect back to the Home page. Most of the external links connect to the appropriate website.	**Exemplary** All of the portfolio navigation links and all sections (standards, artifacts, and reflections) connect back to the Home page and all external links connect to the appropriate website.

Layout and Text Elements 1 pts	Incomplete	Partially Proficient	Proficient	Exemplary
	The eportfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and colours are distracting. They diminish the readability of the text.	The eportfolio is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately in some places. Background and colours are distracting in some places. They diminish somewhat the readability of the text.	The eportfolio is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in most places. Background and colours generally enhance the readability of the text.	The eportfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colours enhance the readability and aesthetic quality of the text.
Writing Mechanics 1 pts	Incomplete	Partially Proficient	Proficient	Exemplary
	The text has more than 6 errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.	There are 4 or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are no errors in grammar, capitalization, punctuation, and spelling.

Websites

iRubric:

http://www.rcampus.com/indexrubric.cfm

Marking Schemes- Outlines

- Rubrics are one style of a marking scheme

- Checklists and outlines are other formats

- I find "outlines" are preferable as they provide a guideline for students to include and master all the components in an assignment

- clearly identifies how marks/grades are earned

RUBRIC- Assignment #2-FAMILY PROFILE

Name:_____

Intro (2)
- Intro paragraph
- Brief overview of family
- How, when and where you collected the information

Family Description- information and examples of (8)
- Family Information- nuclear, extended family, ages, siblings, etc.
- History- how and when they found out about the disability
- Life Cycle events- have members describe events and how they responded to them (i.e. beginning of school, I.E.P., transition times, family events, interaction with siblings)
- Family Dynamics between members
- Strengths of family
- Cultural, Religious, Social Networks and Involvement
- Family Needs
- Coping Strategies
- Community Resources and Support
- Family Goals for individual
- Other- i.e. personal stories

Analysis (8)
- Analyze each component above using current research and theory
- Cite appropriate references

Recommendations (4)

Reflections (3)
- Communication skills needed
- Personal comments

Format (5)
- On time, complete
- APA style
- 15+ pages
- Plus references
- Well written

Comments: /30

RUBRIC- ASSIGNMENT #1- CASE STUDY

NAME:_____

	Excel.	Good	Fair	N.I.	Comments

Introduction (2)
- Clear introduction
- Describe method of who/what/when observed/interviewed

Description of Individual- using examples, work samples, etc. (8)
- General, history, physical, language, cognitive, academic, social, behavioral, emotional, strengths, interests, needs, life skills, transitions, career, independence, family, community, other
- Describe using examples each of the above developmental and ecological areas.

Compare to Normal Development (8) (may be integrated with description)
- Describe normal development for that age (physical, cognitive, language, social, emotional, etc) and compare to your individual
- Cite data using scholarly research (on developmental norms including Piaget, Erikson, developmental statistics etc)

Compare to Disability (8) (may be integrated with description)
- Compare your individual with what research says on others with that disability
- Cite data in each of the developmental/ecological areas

Discussion (12) As a Separate Section- Critical area in Graduate level writing
- Address themes/issues from description and comparisons above using Research and academic sources to explore and analyze key issues
- Make recommendations supported by research

List/Description of Agencies/Resources (4)- list and describe

Reflection (3)
- What did you learn
- How did this add to your knowledge, skills, attitudes
- Other

Style (5)
- Complete, on-time, 15-20+ pages
- APA, grammar, spelling, Academic References

Comments:

Total: /50

Activity

- In teams, using the website or samples, select sample rubrics that you could use with your courses, assignments and evaluations

- Modify to fit your needs

- Discuss in large group

Why are Rubrics (or Marking Schemes) our Best Friend?

- students best friend…
  - Give to student with assignment so they know what is expected of them
  - No surprises
  - Use as a guide as they are developing their assignments
- Instructors best friend
  - Makes marking easy and efficient
  - Equity in marking- reduces students saying marking wasn't "fair"
  - consistent evaluation

Discussion and Feedback

- Comments
- Questions

References

Ableser, J. (2007) "Life beyond multiple choice tests: Alternative and Authentic Assessment" in *Teaching, Learning, Assessing: Guide for Effective Teaching at College and University* Niagara Falls, N.Y.: Mosaic Press

Boateng BA., Bass LD., Blaszak RT., Farrar HC. The development of a competency based assessment rubric to measure resident milestones. J Grad Med Educ 2009 September; 1(1):45-48.

Bloom, B., Englehart, M., Furst, E., Hill,W, & Krathwohl, D. (1956) *Taxonomy of Educational Objectives*. New York, N.Y.: David McKay.

Mertler, C. A. (2001). Designing scoring rubrics for your classroom. Practical Assessment, Research & Evaluation, 7(25).

Fink, L.D (2003) Creating Significant Learning Experiences. San Francisco: Jossey-Bass

Smith, K (2007) ed. *Teaching, Learning, Assessing: Guide for Effective Teaching at College and University* Niagara Falls, N.Y.: Mosaic Press

Stevens, D & Levi, A. (2004) Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning. Virginia, Stylus Publishing

Wiggens, G. (1989) "A true test: Toward a more authentic and equitable assessment" *Phi Delta Kappan*. May 1989, 703-713

http://www.rcampus.com/indexrubric.cfm