

Authentic Student Learning Evaluation Plans in Higher Education



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Outline

- **Backward design Stage 2**
- **Rubrics**
- **Assessment Technique Tour**

Stage 2

Stage 2

Evidence

Performance tasks
Formative

Other evidence
*Formative and
Summative*

Stage 2

Conceptualize what might count as evidence that a student achieved that goal:

How will you know that your outcome has been achieved?

Outline

- **Backward design Stage 2**
- **Rubrics**
- **Assessment Technique Tour**

Rubrics

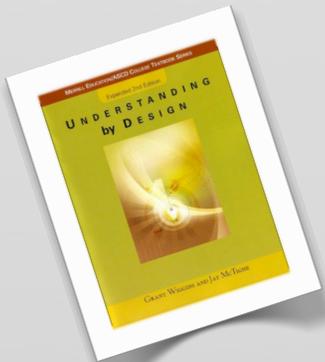
Evaluation guides which describe degrees of performance and quality.

Help direct and instructors and students to learning goals.

Rubrics

Rubrics answer three questions:

1. By what criteria should performance be judged and discriminated
2. Where should we look and what should we look for to judge success?
3. How should the different levels of quality, proficiency, or understanding be described and distinguished from one another?



Rubrics

PRESENTATION RUBRIC

Presenter: _____		1 = needs improvement	2 = satisfactory	3 = admirable	Score (1-3)
		does not meet expectations entirely	meets expectations (what you should aim for)	exceeds expectations (no more than seven in this category!)	
Nonverbal skills	Posture/poise	Slouches or slumps a bit or looks somewhat nervous/insecure	Stands up straight, displays little or no tension	Stands up straight, looks relaxed, confident, and in control	
	Eye contact	Often looks away, at screen, at notes, or always looks at the same person or group of persons	Consistent use of direct eye contact with audience or part of the audience, sometimes looks at screen or notes	Holds attention of entire audience with direct eye contact, rarely looks at screen or notes	
	Gesticulation/body language and facial expression	Not used much or used ineffectively	Used to help maintain interest about subject and visualize material	Captivating, used to enhance the presentation	

Rubrics

Definition	1 No clear articulation of a definition of diversity	2	3 Adequate articulation of a definition of diversity	4	5 Clearly articulated definition of diversity
Comment Theory	1 No clear definition of theory	2	3 Adequate definition of Theory and explanation of how it is generated	4	5 Clear definition of Theory and explanation of how it is generated
Comment Analogy or Metaphor	1 Did not include a metaphor for diversity	N/A	N/A	N/A	5 Included a metaphor or analogy for diversity
Comment Practice	1 No clear identification of the place of theory in higher education	2	3 Adequate identification of the place of theory in higher education	4	5 Clear identification of the place of theory in higher education
Comment Theory of Diversity	1 No clear identification of a theory of diversity		3 Identification of a theory of diversity		5 Identification of a theory of diversity and analysis of its strengths and weaknesses
Comment Visuals	1 Visuals were a distraction		2 Visuals were appropriate		3 Visuals were creatively used disseminate information

Rubrics

Rubrics

Subject: []
 From: Julie Schell <jas208...>
 Signature: Columbia

Instructor learnings: learned that gender may women with the highest GPAs at public schools. I

Instructor comments:

Opening: You did a good job by letting announcing what you were going to presentation would have benefited from a the findings from the human capital model article.

Theory+Diversity: Your definitions were clear, but I think there was a bit for me absorb everything you were saying in terms of the multifaceted nature of the only 15 mins, it is difficult to do, but I thought were definitions were definitely well thought out the octopus analogy.

Non-verbal communication: Your attire was top notch, as was your posture. Your eye contact, however, could be improved - most of the presentation, you were looking at the note cards or the computer screen, try to get brief notes on the screen - because when you are reading off a card it is very difficult to connect with your audience and it promotes tuning out where as when you are "teaching" your audience you re interacting with them and assessing whether they are getting your explanation or not. You can improve your presentations a lot by working on this aspect.

Vocal skills: Your volume was just right as was your pitch, however, you were talking very fast so a few times it was difficult to follow you fully - this is a symptom of feeling rushed and nervous, just something to keep in mind. You also had a few ums and uhs, that's also something to keep in mind.

Content: I think this was a really interesting article and you did a fantastic job of outlining the weaknesses of the article (regarding the sample) - an area for improvement is the articulation of the theory- I was a bit confused about the human capital model, though you did define it up front - I think it would have been

	Opening	Closing	Audience Involvement	Theory and Diversity	Overall Presentation
AVG	6.692307692	6.92307692	7.38461538	7.46153846	6.923076923
SD	1.315587029	1.75411604	1.70970083	1.4500221	1.187542172
INSTRUCTOR	6	6	8	6	6
SELF	5	4	5	5	5

Rubrics

Conceptualize what might count as evidence that a student achieved that goal:

0 Incomplete	1 Meets very few expectations	3 Meets some expectations	4 Meets all expectations	5 Exceeds Expectations

Outline

- **Backward design Stage 2**
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- **Assessment Technique Tour**

Assessment Technique Tour

Grading exercises

Name: _____ ID: _____ Section: T2 T4 W2 W4 W7

Grading Exercise

Attached is a problem from an old midterm examination, together with six solutions to it. To help you develop a better feel for what it takes to convey your understanding of the material, we ask that you grade the solutions using the grading guidelines for this course (see below). The first solution is the “official” solution, which you do not need to grade; before you look at it, however, you should solve the problem yourself — it is impossible to grade a problem if you do not understand it completely. Use the blank copy of the problem for this purpose. If you have questions about the problem after seeing the official solution, ask for help *before* doing any grading.

The remaining five solutions are sample solutions. Mark them up, *noting the errors you find in the answers and in the reasoning*. Then assign a score to each solution by circling the appropriate number at the bottom of each sheet. Completing this grading exercise counts as one problem on the next Problem Set. To get credit you should:

1. Grade all five solutions by marking them up and assigning a grade to each of them.
 2. Enter the grades on the Web site.
3. Turn in this marked-up and scored set along with the rest of Problem Set 2.

Assessment Technique Tour

Grading exercises

Understanding conveyed	Details	Grade
Solid	Correct reasoning and answer (very minor errors OK)	5
	Mathematical mistakes, answer not unreasonable	4
Partial	Physics errors (or correct setup, but no or incomplete execution)	3
	Major physics errors (or partial justification provided, even if answer correct)	2
Little (or impossible to determine)	Little of relevance (even if answer correct)	1
	Nothing (no justification at all, even if answer correct)	0

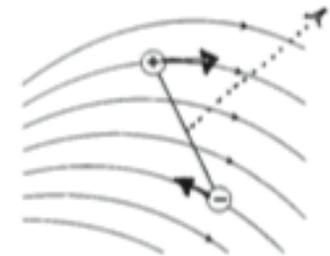
Assessment Technique Tour

Grading exercises

Name: _____
(no name, no score!)

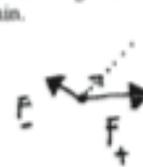
A dipole is placed in a nonuniform electric field as illustrated at right

(a) In the diagram at right, draw the force exerted by the electric field on each end of the dipole in the diagram above. How do the two forces compare in magnitude? Explain.



The force on the \ominus charge is smaller than the force on the \oplus charge because the density of field lines is greater around the \oplus charge.

(b) In the diagram above, indicate in which direction the center of mass of the dipole accelerates after it is released. Explain.



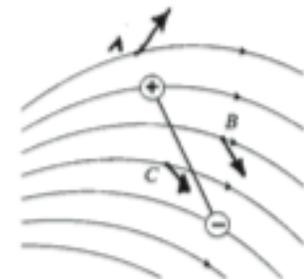
The resultant of these two forces points along the dotted line.

(c) Is the torque exerted by the forces on the dipole, clockwise, counterclockwise, or zero? Explain.

The torque is clockwise. The forces drawn would conspire to turn the dipole around its CM in a clockwise way.

(d) Does the presence of the dipole affect the total electric field at points A, B, and C? If so, qualitatively show the direction of the field at those three points and explain what, if any, effect this has on your answer to part a. If not, why not?

The dipole affects the total electric field, due to the principle of superposition. This has no effect on the answer to part (a) because the dipole cannot exert a force on itself.



Assessment Technique Tour

Baseline or conceptual surveys

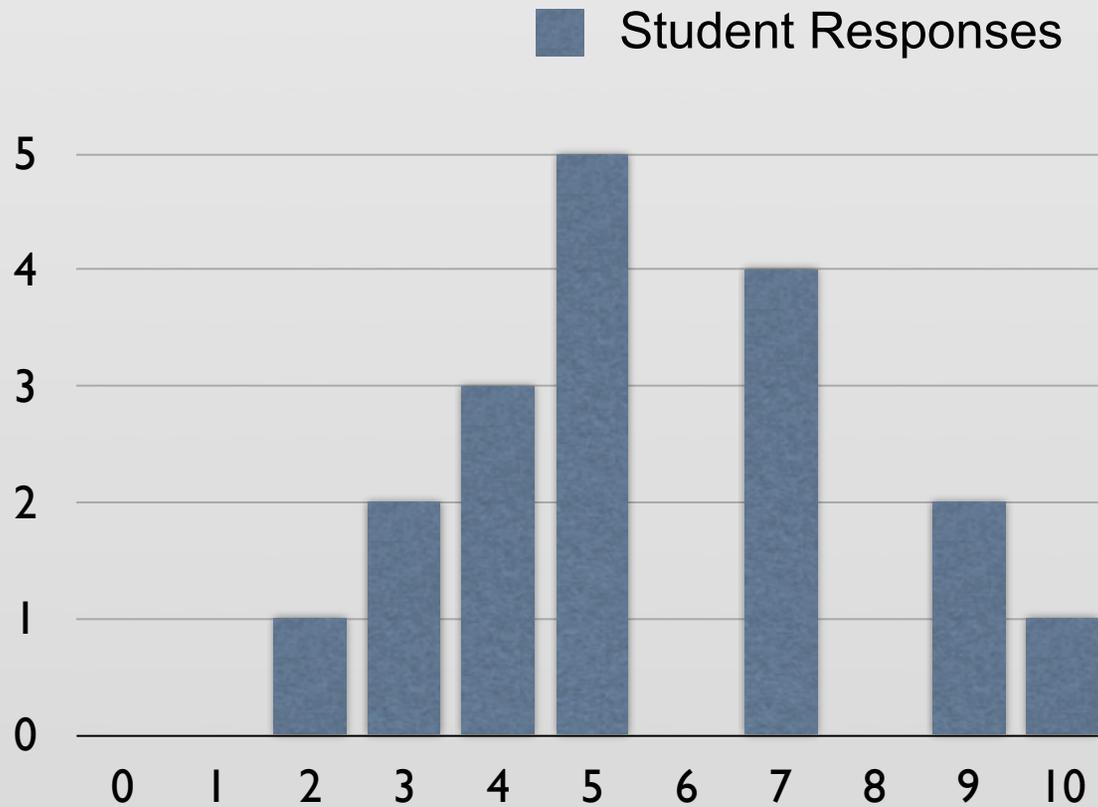
ORLH: 5044 Baseline Survey

Theory of Diversity

How comfortable do you feel with your own knowledge of what a theory is?	(0) zero comfort 1 2 3 4 5 6 7 8 9 (10) I could teach a class on it).
How comfortable do you feel with your own knowledge of what diversity is?	(0) zero comfort 1 2 3 4 5 6 7 8 9 (10) I could teach a class on it).
If you were asked by an incoming student to define what a theory of diversity is on the spot, how confident are you that you could do so?	(0) zero confidence 1 2 3 4 5 6 7 8 9 (10) I could teach a class on it).

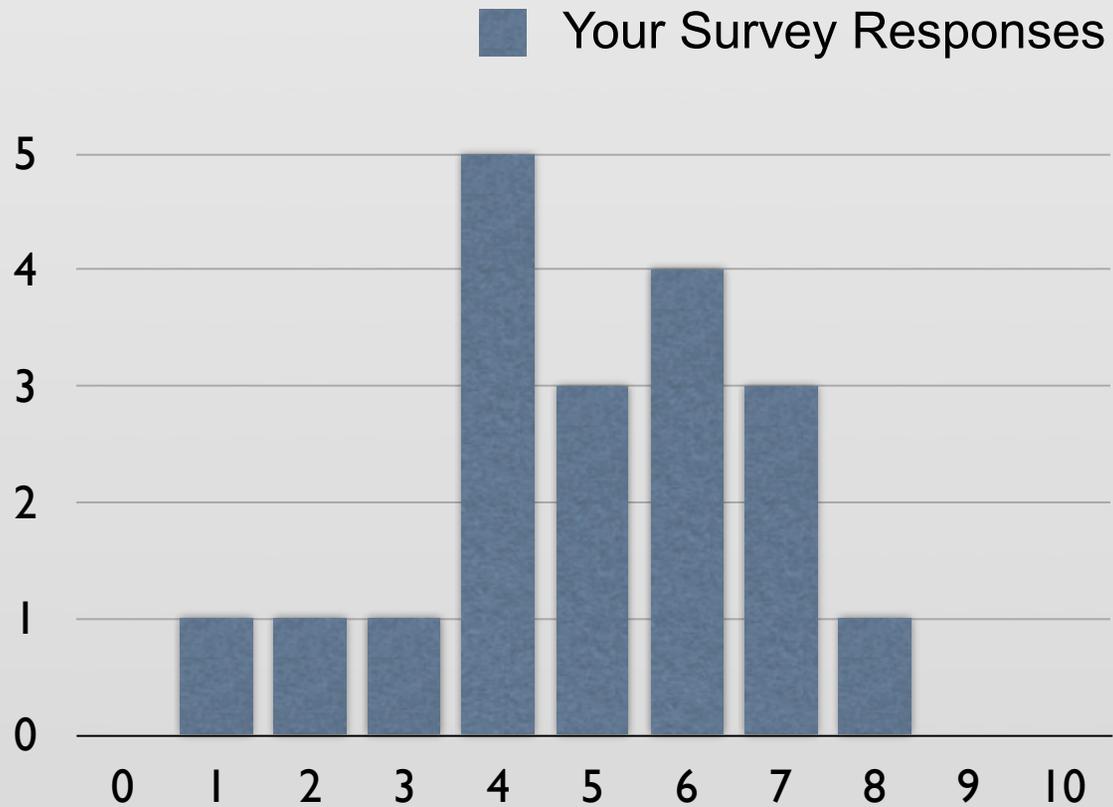
Assessment Technique Tour

Baseline or conceptual surveys



Assessment Technique Tour

Baseline or conceptual surveys



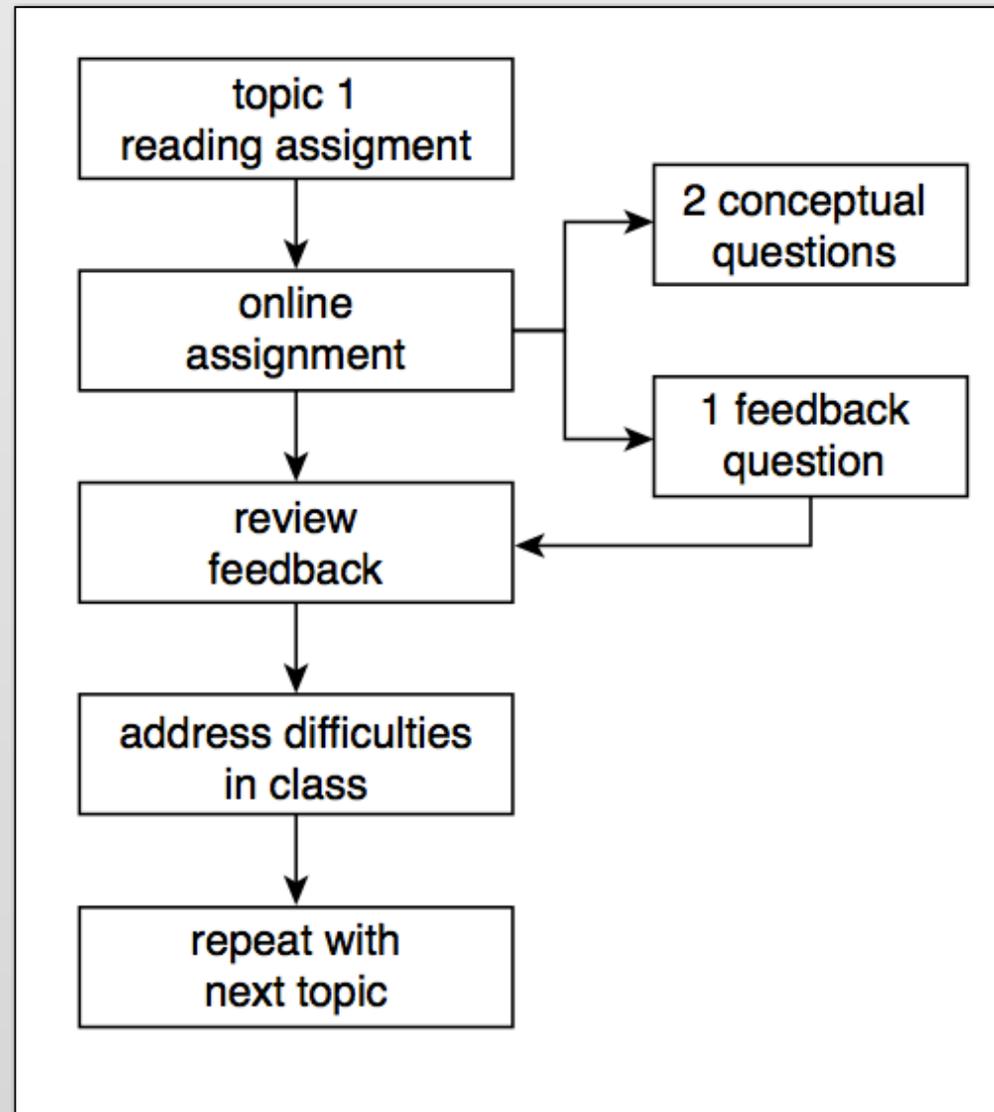
Assessment Technique Tour

Baseline or conceptual surveys

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have taught or tutored a class before	<input type="radio"/>				
I enjoy learning about science	<input type="radio"/>				
I enjoy learning about physics	<input type="radio"/>				
I often do well in science courses	<input type="radio"/>				
I often do well in non-science courses	<input type="radio"/>				
I identify with students who do well on exams and quizzes in science courses	<input type="radio"/>				
I expect to receive an A- or higher in this course	<input type="radio"/>				
I am confident I can do the work required for this course	<input type="radio"/>				
Doing laboratory experiments and write-ups comes easy to me	<input type="radio"/>				
I am often able to help my classmates with physics in the laboratory or in section	<input type="radio"/>				
I usually don't worry about my ability to solve physics problems	<input type="radio"/>				
When I come across a tough physics problem, I work at it until I solve it	<input type="radio"/>				
I get a sinking feeling when I think of trying to tackle difficult physics problems	<input type="radio"/>				
I like hearing about questions that other students have about the reading	<input type="radio"/>				
I am usually confident of my answers to the EARS questions before I talk to a neighbor	<input type="radio"/>				
I am usually confident that I can convince my neighbor of my answer to EARS questions	<input type="radio"/>				
I know how to explain my answers to EARS questions in a way that helps others understand my answer	<input type="radio"/>				
My peers know how to explain their answers to EARS questions in a way that helps me understand their answer	<input type="radio"/>				

Assessment Technique Tour

Just-in-Time Teaching or Reading Quizzes



Assessment Technique Tour

What are some historical points of interest pertaining to the legacy of exclusion (or inclusion) at your undergraduate institution?



Specific Data on my undergraduate institution, was not given, even after a phone call to the office of diversity. To this end, I looked up facts to my second institution, Oxford University. Women were admitted to Oxford in 1920 marking a historical exclusion of women. Oxford, furthermore, initiated a government funding in the 1930's that directly targeted working class families. Although working class students attended Oxford prior on personal scholarships, this was the first moment in its almost century-old history the issue of socio-economic was directly addressed.

Assessment Technique Tour

What is the educational value of diversity theory? [In your OWN words.] What sources support the theory? What makes this a theory and not fact or opinion? What kinds of diversity are counted in this theory? *

USE YOUR OWN WORDS

The Educational value of diversity stated in the book tells us that students who experience high and substantive amounts of diverse interaction leave college

I am still awaiting 1 of copies of the text I have ordered.....My apologies.

The Educational value of diversity theory is that in which a students experience in an educational setting is enhanced when the student body is diverse in gender, ses background, religion, race

Answer both questions: A) What did you learn from these readings that you did not know before? B) What questions or concerns pertaining to these readings do you think are the most important for us to discuss in class? *

A. Previously I had only informally experienced the educational value of diversity, although I don't know that I ever really took a step back to think of it that way. I feel like my whole undergraduate experience, or at least the difference between it and my prior educational experiences have been put into deep perspective because of this reading.

B. Like the way reading this helped put my educational experience into new perspective, how can the educational value of diversity be made explicit to learners in real time, as they are experiencing it without "cheapening" it?

Assessment Technique Tour

Self and Peer Assessment

0 Incomplete	1 Meets very few expectations	3 Meets some expectations	4 Meets all expectations	5 Exceeds Expectations

Assessment Technique Tour

Self and Peer assessment

Educational value of diversity theory

Problem

You are a group of faculty members in the M.A. Program in Higher and Postsecondary Education at **Schell University**. You must design a lesson plan to help students develop a DEEP understanding of the Michigan Supreme Court Cases and the Educational Value of Diversity Theory. The lesson must fit within the time frame of 1 hour and 45 minutes. You have information from what past students learned about the cases and readings as well as what they found confusing.

Activity

Take 1 hour to plan your lesson and then present an outline about your plan to the President of the University

Assessment Technique Tour

Self and Peer Assessment

Students should be able to:

- articulate the evolution of the language of diversity in the course cases
- prepare an outline, and understand the relationships among Plessy, Sweatt, Brown, Bakke, Hopwood, Gratz, Grutter

Assess whether there is an educational value of diversity

effectively ready cases and understand outcomes

be able to articulate your own defense against affirmative action

explain the steps the court uses to allow racial classification in a policy

and the result

Can you do all of this at this point?

identify important cases when given

compare/contrast various applications of AA

understand that the educational value of diversity played a role in our legal AA

educational value of diversity is relative and contextually

it focuses on race and race alone

Assessment Technique Tour

One minute paper

NAME:

Another prospective student turns in a writing sample that states the following: The greatest strength of the educational value of diversity theory is that rooted in empirical evidence, it demonstrates that there may be “added value” to heterogeneous learning environments at predominately white institutions. The theory, however, has weaknesses. For example, the theory....complete his paragraph using the paper provided:

Assessment Technique Tour

The greatest strength of the educational value of diversity theory is that rooted in empirical evidence, it demonstrates that there may be "added value" to heterogeneous learning environments at predominately white institutions. The theory, however, has weaknesses. For example, the theory....complete his paragraph using the paper provided:

- does not include other types of diversity such as gender, sexual identity, religion, geographic, SES, or familial status (i.e. single parent or both parent home, children, etc.)
- does not take into account that only a majority group may have advantages of diversity, but smaller groups may not experience the benefits associated w/ diversity. Diversity has the potential of excluding the less-dominant groups. (minority) Divers

Assessment Technique Tour

5 minute essay — Sent

Delete Junk Reply Reply All Forward Print To Do

From: Julie Schell
Subject: 5 minute essay
Date: October 29, 2010 11:00:52 AM EDT



[REDACTED]

[REDACTED]

I wanted to drop you a line to let you know that I was *very* impressed with your 5 minute essay from last week. It was one of the top 2 responses - I showed them also to my wife (without your names) and and asked her to pick out the best one and she also picked out yours. You really did shine in that exercise in a way that stands out from other work in the class - do you have any ideas why that particular exercise really brought you out? I would be very interested to hear your opinion on this, but great job regardless.

Prof Schell

Julie A. Schell, MS, EdD
Adjunct Assistant Professor
Teachers College, Columbia University
Program in Higher & Postsecondary Education
jas2081@columbia.edu

Assessment Technique Tour

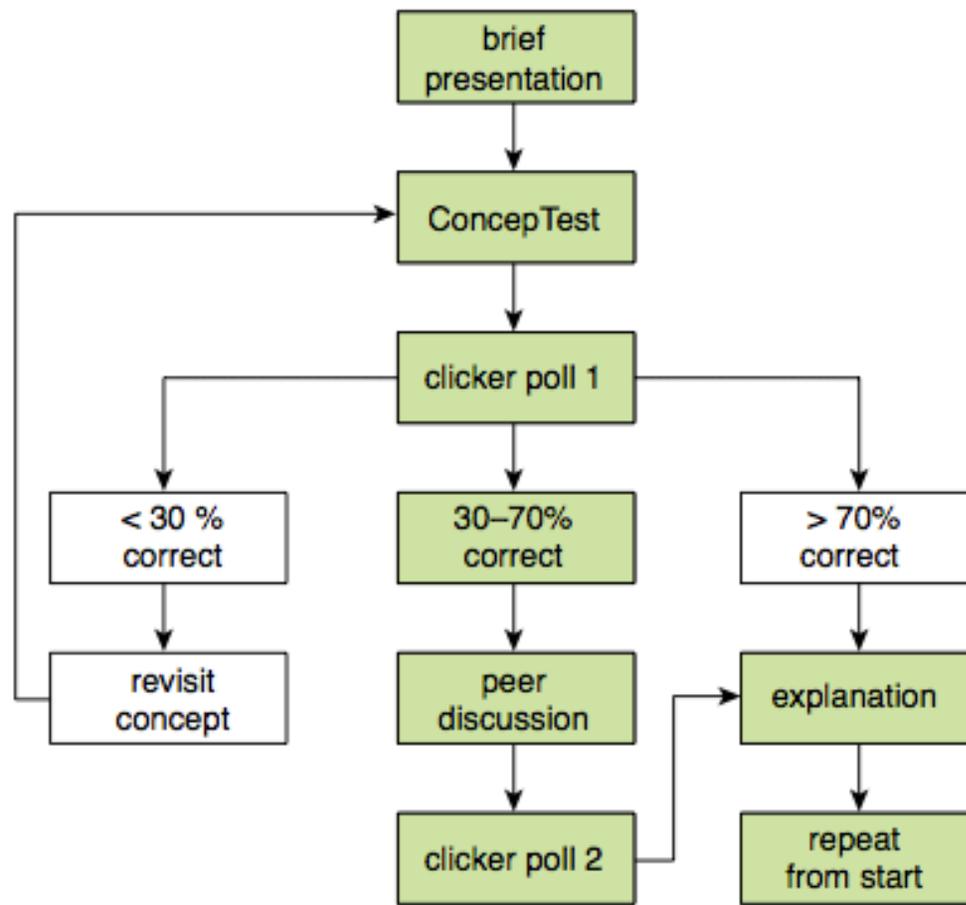
Dear Professor Schell:

After seeing my essay response, I can recall what inspired my answer. At my institution we have a few cultural clubs, but most stem around black, hispanic and caribbean culture and have high student interest. In the past, based on what I have seen in yearbooks, there were Italian American, Irish American clubs, etc. but I guess due to a decline in student interest they became inactive. I have mentioned to students they should reactivate them, but as of now none have made that move. Last year a colleague expressed to me that a white student had overheard her talking about the events for black history month and stated that "they" (implying administration I'm supposing) don't do anything for us. We don't have any events about us. The colleague mentioned to her that she should consider starting a club, but of course the student declined.

From that time, I have always wondered what kind of effect does diversity and the celebration of minority culture have on those who have been considered the majority for so long. The main goal of celebrating events like black history month is to educate those about the contributions blacks have made to the world because throughout most of the 1900s this history was overlooked. If presented in the wrong manner though, it can be a mode of exclusion. For this student who made the above statement, she probably views diversity in a negative manner because in this context she is seeing that not every culture, race, or ethnicity is being celebrated just specific ones. This could cause her to resent diversity because from her view it is not as inclusive as its said to be. The majority could begin to develop a feeling of being threatened by the push for inclusion of the minority group...as I indicated in a warm-up exercise, could this end up in the development of a new minority group even though this is not the intention of developing a diverse society?

Assessment Technique Tour

ConceptTests and Peer Instruction



Assessment Technique Tour

A

B

C

D

Assessment Technique Tour

ConceptTests

intro

question

thinking

poll

peer discussion

poll

wrap up

Assessment Technique Tour

ConceptTests



sets context

engages students

Assessment Technique Tour

ConceptTests

intro
question
thinking
poll
peer discussion
poll
wrap up

sets context

engages students

time to reflect

Assessment Technique Tour

ConceptTests

intro
question
thinking
poll
peer discussion
poll
wrap up

sets context

engages students

time to reflect

feedback

Assessment Technique Tour

ConceptTests

intro
question
thinking
poll
peer discussion
poll
wrap up

sets context

engages students

time to reflect

feedback

social learning

Assessment Technique Tour

ConceptTests

intro
question
thinking
poll
peer discussion
poll
wrap up

sets context

engages students

time to reflect

feedback

social learning

more feedback

Assessment Technique Tour

ConceptTests

intro	sets context
question	engages students
thinking	time to reflect
poll	feedback
peer discussion	social learning
poll	more feedback
wrap up	closure

Assessment Technique Tour

ConceptTests

intro	sets context	5 min (max)
question	engages students	1 min
thinking	time to reflect	1-2 min
poll	feedback	
peer discussion	social learning	2-3 min
poll	more feedback	
wrap up	closure	5 min (max)

Assessment Technique Tour

potential shortcuts

~~intro~~

question

thinking

poll

peer discussion

poll

wrap up

no context

Assessment Technique Tour

potential shortcuts

intro
question
thinking
poll
peer discussion
poll
wrap up

no context

no reflection or commitment

Assessment Technique Tour

potential shortcuts

intro
question
thinking
poll
peer discussion
poll
wrap up

no context

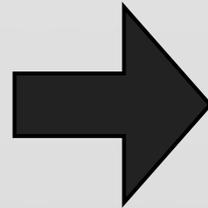
no reflection or commitment

takes the Peer out of Peer Instruction

Assessment Technique Tour

potential shortcuts

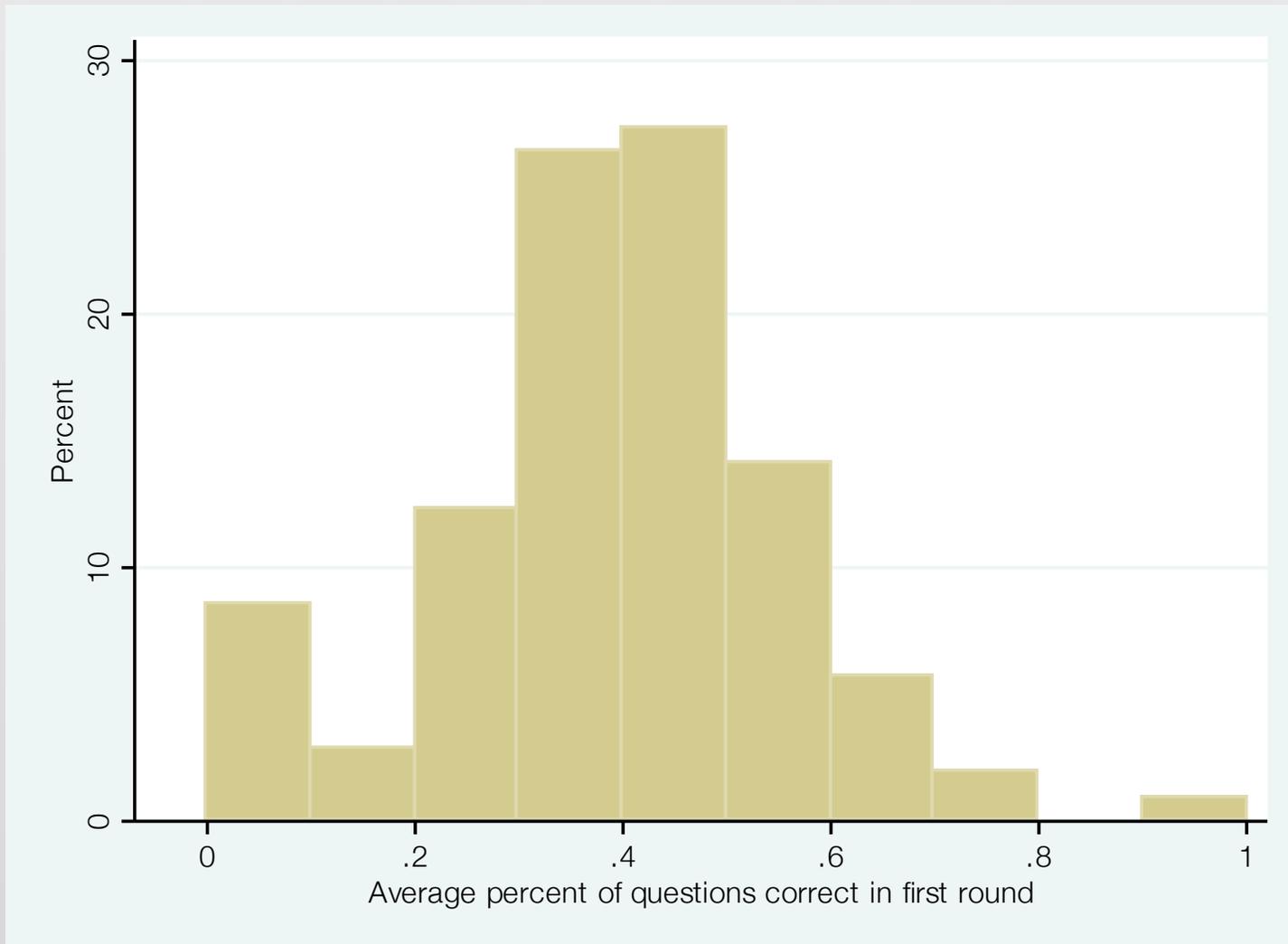
intro
question
thinking
poll
peer discussion
poll
wrap up



Polling

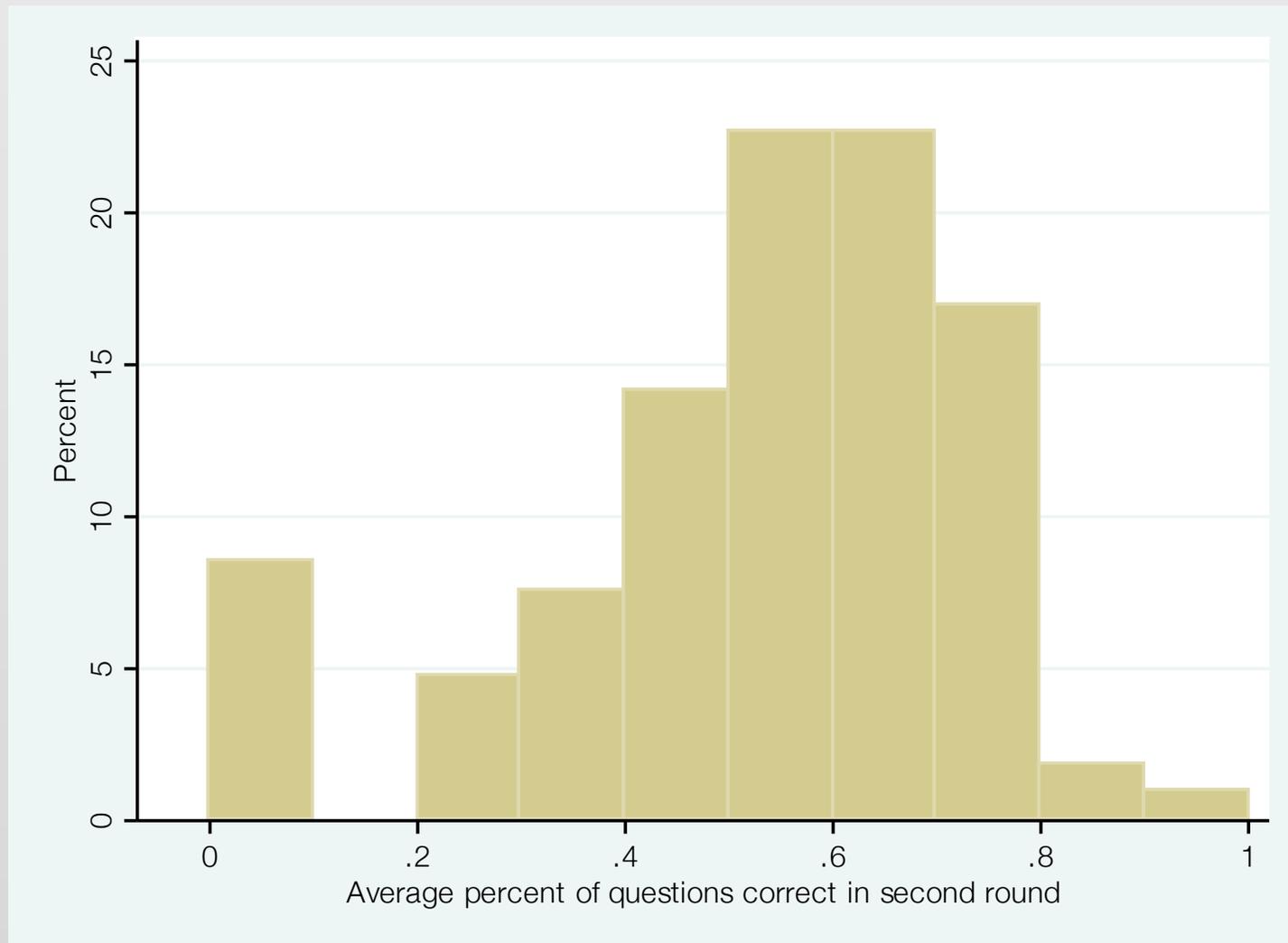
Assessment Technique Tour

Using ConcepTests



Assessment Technique Tour

Using ConcepTests



Assessment Technique Tour

ConceptTests

Let's try it!

Summary

Rubrics
Grading Exercises
Baseline Surveys
Self-Peer Assessment
Just-In-Time teaching
One Minute Papers
ConceptTests

Questions

El número de estudiantes inscritos en los grupos que manejo que pueden llegar hasta 40 personas en un salón de clases, lo cual hace difícil llevar un seguimiento adecuado a cada uno, motivarlos es un reto constante. En grupos numerosos de estudiantes se puede dar que su atención sea dispersa, o se aburran fácilmente, o distraigan a compañeros.

Que los estudiantes tengan disciplina de lectura

¿Cual sería la mejor manera de evaluar a los estudiantes cuando trabajan en grupo?

Acknowledgments

Dr. Eric Mazur

Mazur Group



mazur-www.harvard.edu

