



Assessment Series Part 2: Imagine Your Classroom

SYRACUSE UNIVERSITY
School of Information Studies

Peggy Takach, Director Faculty Center for Teaching & Learning

Agenda

Welcome

Introductions | Announcements

1

Getting Started

Session description and format

2

Overview

Backward Design, also known as “Understanding by Design”

3



When to assess and when not to assess



Hands on activities



Why we use rubrics

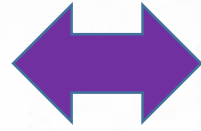


Backward design background

The Key Ideas

A watercolor palette with various colored wells, including orange, yellow, red, purple, and brown, with some mixing and splatters.

**Backward
Design**

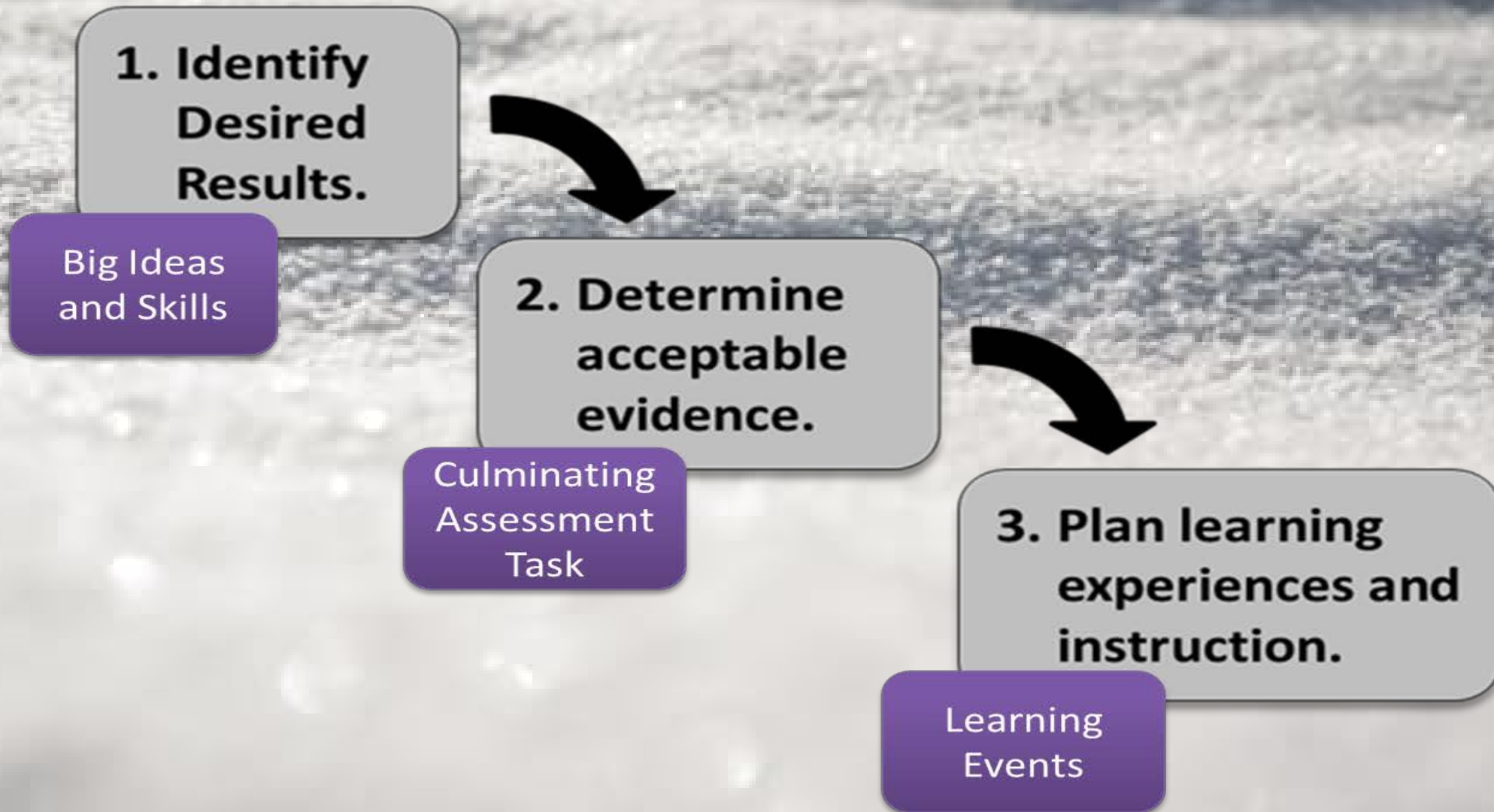


UbD

Understanding
by Design

A collection of colorful pencils in various colors like yellow, green, blue, purple, red, and orange, arranged in a fan-like pattern.

Backward Design



The Three Stages of Backward Design

Identify Desired Results

- What is it that I want the students to understand and know and be able to do?

Determine Acceptable Evidence

- How will I know that they know what I want them to know?

Plan Learning Experiences

- What do I need to do in the classroom to prepare them for the assessment?



Part 1: Rubrics First

Part 2: Imagine Your Classroom

Part 3: Finally Blackboard

- Tuesday, April 4 5:00 – 6:30 pm, Hinds Hall 347

Assessment Series: Backwards Design

Stage 1 of Backward Design

Identify Desired Results


- What is it that I want the students to understand and know and be able to do?

Activity


Stage 1: Desired Results

- Identify a *Desired Goal* from one of your lesson plans
 - Tough concept, something they need to know, something students have struggled with in the past, flipped activity....
- On your white board - Write down that desired goal
- **Time = 1 minute**




- 
- ... what is the need to know
 - not the want to know.....

“Teach what is MOST important and reinforce it.”

- 
- Help teachers teach
 - Help coordinate instruction and assessment
 - Help students learn

Why assess activities?

- 
- ...Elevator Pitch assignment
 - iScavenger Hunt assignment...

Examples of assessed activities

Stage 2 and 3 of Backward Design

Determine Acceptable Evidence

- How will I know that they know what I want them to know?

Plan Learning Experiences


- What do I need to do in the classroom to prepare them for the assessment?

Activity

Stage 2 and 3: Determine Acceptable Evidence and Plan Learning Experiences

- Per your *Desired Goal* from the Stage 1 activity, please answer these questions:
 - What activity(s) have you had students do in your class?
 - If you do not have one, what activity(s) can you add to assess this desired goal?
- **Time = 2 minutes**



- 
- ...Elevator Pitch assignment
 - iScavenger Hunt assignment...

Examples of assessed activities

Activity


Stage 2 and 3: Determine Acceptable Evidence and Plan Learning Experiences

- Time to share out
- **Time = 1 -2 minutes**



- 
- ...Balance student expectations of explicit assessment with ensuring academic rigor in the classroom...

Do all activities need to be assessed?

- 
- Why should I do this?
 - How will this save me time?

Why use rubrics to assess activities?

Let's Review – Types of Rubrics

Analytic

-
- advantage: criterion to reflect importance, useful feedback
-

Holistic

-
- advantage: emphasis on what learner demonstrates
-

Developmental

-
- advantage: based on development, not final product
 - example: checklist
-



- Analytic rubric
- Holistic rubric
- **Developmental rubric**

*“How to assess the **activity** using a rubric.”*

A watercolor palette with five wells of paint in shades of orange, yellow, purple, and brown is on the left. A collection of colored pencils in various colors (red, green, blue, yellow, purple, black) is scattered at the bottom. The background is white.

Developmental Rubric

Let's create a checklist....

- Use the blank matrix
- Final step to assess your classroom activity
- **Time = 15 minutes**

Final Activity

Debrief

Wrap-up

- Please complete the workshop evaluation form

Part 3: Finally Blackboard

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Thank you for your attendance!

