



Assessment Series Part 3: Finally Blackboard

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Agenda

Welcome

Introductions | Announcements

1

Getting Started

Session description and format

2

Overview

Using Interactive Rubrics in Blackboard

3



When to assess and when not to assess



Hands on activities



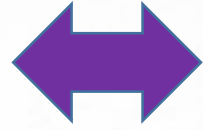
Why we use rubrics



Backward design background

Review from Session
2

**Backward
Design**

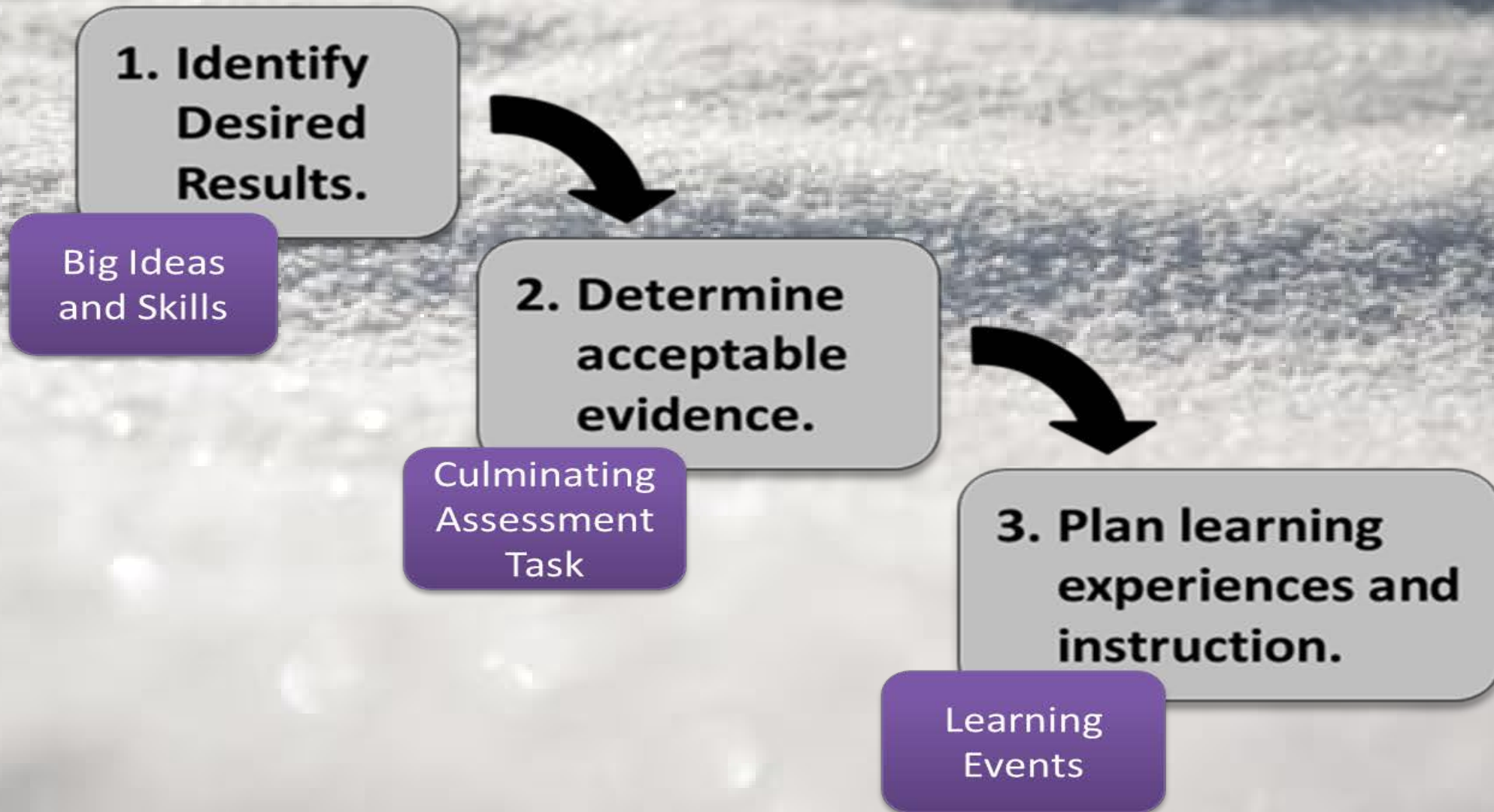


UbD

Understanding
by Design



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

Assessment Series: Backwards Design

Let's Review – Types of Rubrics

Analytic

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

Holistic

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- advantage: emphasis on what learner demonstrates
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Developmental


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

Analytic Rubric

Criteria		3	2	1
Number of Sources	X1	10-12	5-9	1-4
Historical Accuracy	X3	No apparent inaccuracies	Few inaccuracies	Lots of historical inaccuracies
Organization	X1	Can easily tell which sources info was drawn from	Can tell with difficulty where information came from	Cannot tell from which source information came from
Bibliography	X1	All relevant information is included	Contains most relevant information	Contains very little information

Analytic Rubric example (presentation)

Level of performance



Criteria	Poor	Developing	Superior
Use of visual aids	No visual aids or confusing, distracting visual aids	Visual aids used, but aids don't add to the verbal presentation	Visual aids are clear and necessary additions to the presentation
Performance	No attempt to engage with audience; no evidence of preparation	Attempts to engage audience, though infrequently or not fully successfully	Performance is dynamic, engaging, and clearly rehearsed
Knowledge	Presenter makes significant mistakes about material	Presenter shows mastery of presented material but struggles with related material	Presenter has mastery of presentation content and related material

Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.

Example of a Developmental Rubric - Gross Motor

Above Benchmark	Proficient		Partially Proficient		Unsatisfactory
III	II	I	F3	F2	F1
Walks forward easily, and backward with effort, along a wide beam	Walks along wide beam such as edge of sandbox.	Attempts to walk along a line, stepping off occasionally	Walks forward while straddling a line	Walks forward in intended direction, without support	Walks in intended direction when hand is held
Climbs and plays easily on ramps, stairs, ladders, or sliding boards	Climbs up and down stairs and ladders, and around obstacles	Climbs a short, wide ladder.	Climbs up and down stairs, with support	Climbs up stairs, with support and by placing one foot beside the other on each stair, and slides or crawls down	Crawls up stairs, with adult support
Throws and kicks at target and catches with increasing accuracy	Throws, catches, and kicks with increasing control	Throws, catches, and kicks objects with somewhat awkward movements	Throws, catches, and kicks objects, with some adult support	Attempts to direct a large ball's path	Plays with a large ball