Welcome to Assessment Series: Backward Design, Part 2, Imagine Your Classroom
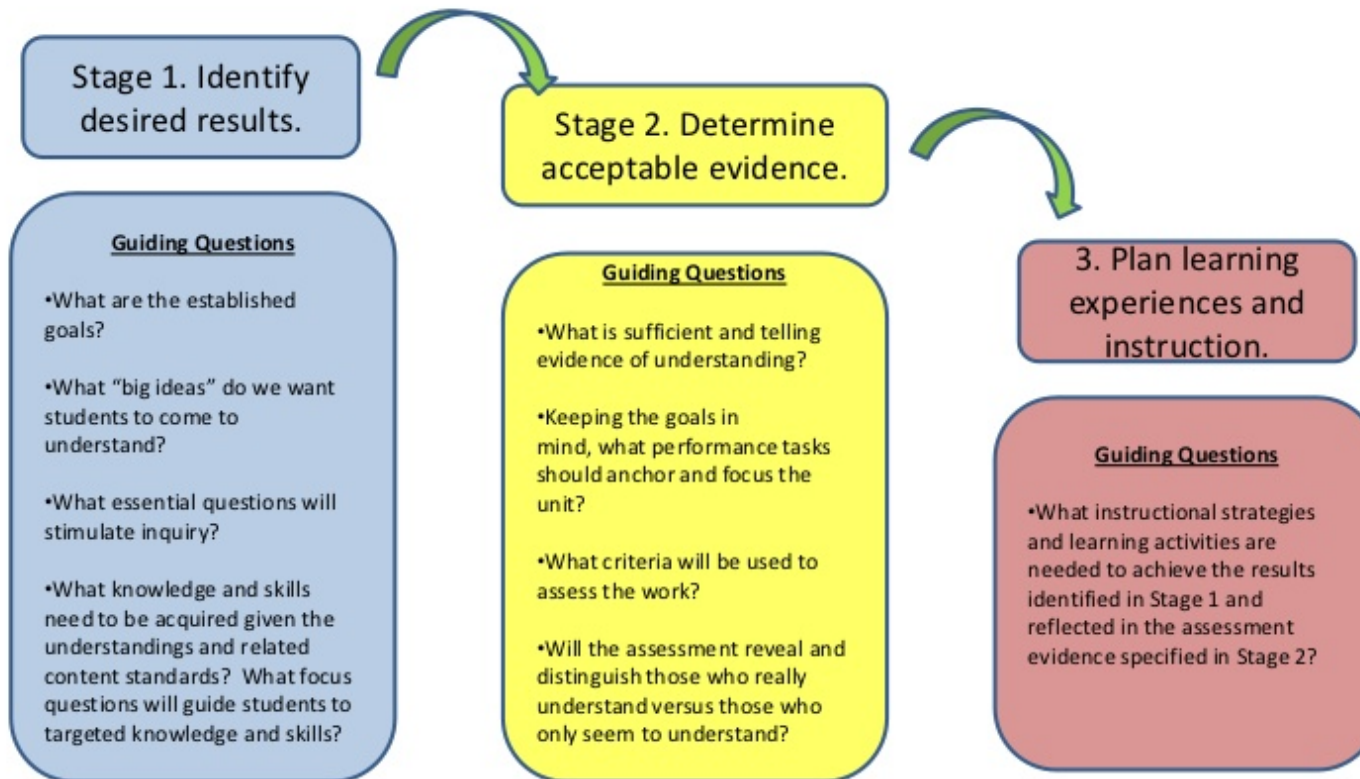
UbD: Stages of Backward Design

Stage 1. Identify desired results.

Guiding Questions

•What are the established goals?

•What "big ideas" do we want students to come to understand?

•What essential questions will stimulate inquiry?

•What knowledge and skills need to be acquired given the understandings and related content standards? What focus questions will guide students to targeted knowledge and skills?

Stage 2. Determine acceptable evidence.

Guiding Questions

•What is sufficient and telling evidence of understanding?

•Keeping the goals in mind, what performance tasks should anchor and focus the unit?

•What criteria will be used to assess the work?

•Will the assessment reveal and distinguish those who really understand versus those who only seem to understand?

3. Plan learning experiences and instruction.

Guiding Questions

•What instructional strategies and learning activities are needed to achieve the results identified in Stage 1 and reflected in the assessment evidence specified in Stage 2?

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development

SYRACUSE UNIVERSITY
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TEACHING & LEARNING

Why Use Rubrics

Berkeley - Graduate Division

http://gsi.berkeley.edu/gsi-guide-contents/grading-intro/grading-rubrics/rubrics-examples/

- Grading rubrics: what, why useful
- Steps in the process
- Grading rubrics: Examples of Rubric Creation
  o Physics exam problems
  o Sociology research paper
    ▪ Five point scale rubric
    ▪ Three-point scale rubric
    ▪ Simplified three-point scale
    ▪ Holistic rubric
    ▪ Final analytic rubric

ASCD – Learn, Teach, Lead.

http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx

- Book – "*How to Create and Use Rubrics for Formative Assessment and Grading*" by Susan M. Brookhart
  o What are rubrics
  o Purpose
  o Advantages and disadvantages
  o Analytic and holistic rubrics
  o General and task-specific rubrics

Types of Rubrics

DePaul | Teaching Commons

http://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/default.aspx

- Types of rubrics: analytic, holistic, developmental
- Creating rubrics
- Evaluating rubrics: questions to ask when evaluating a rubric (existing, creating from scratch or using a rubric developed by another party. Evaluate before and after use.

Participation Points Example

Villanova University: ACS Learning Communities Rubric for Evaluating Class Participation

July 31, 2008

	Strong Work [1]	Needs Development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out"	Seldom participates and is generally not engaged

[1] Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

Georgetown Commons – Georgetown University

Analytic Rubric example (presentation)

Level of performance →

Criteria ↓

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

Activity Examples

Example 1. iScavenger Hunt- Jeffrey Fouts, IST 335, Distance Teamwork Exercise

Description to students:

Hi. Welcome to the #ist335 #iScavenger Hunt! In the next 30 minutes you will work as a team, and perform a list of tasks. You will need to use Twitter to show you have completed the task. There are some rules you'll need to follow.

1. Select a representative for your team to tweet your progress. Only this person should report your team's tasks on Twitter
2. Teams SHOULD NOT MEET FACE TO FACE.
3. Create a hash tag for your team #TeamNo (e.g. #Team8), otherwise your report won't count.
4. Use #TeamNo, #ist335, #iScavengerHunt, and @fkespino on all your tweets, otherwise your task won't count.
5. The exercise ends at 2:35. By that time you need to stop the hunt and move on to work on the second part. Even if you post new twits they won't count.
6. I will keep score remotely and announce the winners in our next class.
7. Do the best you can with the information at hand.
8. You'll be able to delete your tweets after I have graded the exercise.

Do the following tasks:		Points
1.	Tweet a picture and the name of the team representative who will report your progress **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
2.	Task: Post a picture of your **entire team**. Remember that you cannot meet face to face for this. **##TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
3.	Check out a **book** about teamwork from the library and post a picture of it. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	3
4.	Find out and post on Twitter what time the next **bus to Carrousel** mall/Destiny leaves. Not a picture, but the exact time. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
5.	Post a **news article about an information-based organization**; explain how they are relevant to the topics discussed in our class so far. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	4

6.	Get a **brown bag** a dining hall, draw a face on it, put it over your head, take a picture and post it on Twitter. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
7.	Post on Twitter a picture of all the iSchool's faculty and staff at once. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
8.	What building has a big globe inside? Take a picture of the globe and post it on Twitter. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
9.	There is a statue of Abraham Lincoln somewhere on campus. Take a picture of it and post it. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
10.	Twitt a picture of an object that has the shape of a T **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
11.	Get someone in the quad to do a yoga pose take a picture and post it on Twitter (it cannot be any member of your team) **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
12.	Twit a video about an information based organization. It needs to relate to leadership. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
13.	Photograph a picture of a group of people that are currently working as a team (not your team, or any other team in this class), and explain what they are working on. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**.	2
14.	Take an artistic picture of Hinds Hall and Twit it. **#TeamNo**. **#IST335 #iScavengerHunt @fkespino**	2
15.	Find a recyclable item, take a picture of it and twit it. The <u>most original</u> team gets an extra point.	2
	Total	

Activity Example 2: Elevator Pitch: IST444, Professional Development Exercise

Description to Students
You will have 1 minute to meet a hiring manager in a "chance" encounter in the elevator. This is your opportunity to answer the question: Tell Me About Yourself in this "chance" encounter. You should take no more than 60 seconds to give your "pitch.

Hiring Manager Evaluates Pitch:

IST 444 Elevator Pitch Rubric

Name: _____

Company: _____

Position Applying For? _____

Body Language & Voice

Firm hand shake at beginning & end	0	.5	1	1.5	2
Eye Contact	0	.5	1	1.5	2
Voice level & clarity	0	.5	1	1.5	2
Attire *(business casual or professional)*	0	.5	1	1.5	2
Overall body language/posture	0	.5	1	1.5	2

Initial Pitch:

Introduced self & allowed Evaluator	0	.5	1	1.5	2
Strong introduction/opening hook	0	.5	1	1.5	2
Clear explanation of interest in co.	0	.5	1	1.5	2
Convincing/sincere/genuine	0	.5	1	1.5	2
Acknowledges strengths/skills/value	0	.5	1	1.5	2
Organized flow	0	.5	1	1.5	2
Strong summary/hook/thank you	0	.5	1	1.5	2

Would you invite this student for an interview?

No (0)   **Maybe** (.25)   **Absolutely** (1)

Thank you for coming. Keep in mind…

In April: Part 3, Backward Design, Finally Blackboard

This is part 3 of our Assessment Series, moving from rubrics to Imagine Your Classroom. All are invited! Please come even if you did not have the opportunity to attend Part 1: Rubrics. or Part 2: Backward Design, Imagine Your Classroom.

In this session, we will cover Interactive Rubrics in Blackboard: What they are, how to set them up, and how to grade using them. This will be an interactive learning session. Please bring with you a laptop and examples of ways that you currently assess your students using rubrics.

Tuesday, April 4, 2017

5:00 pm – 6:30 pm in the Katzer Collaboratory

Intended Audience: All Syracuse University Full time, Adjunct and Ph.D. Face-to-Face and Online Faculty.

Light snacks and refreshments will be served.

Please take 3 minutes to tell us about your experience in a Session Evaluation