

# Turning the Culture of Assessment into a Culture of Learning

## Big Ideas

There is no point in assessing something that students don't have an opportunity to learn.  
- You can use your rubric to plan assignments.  
- Designing opportunities.  
- Keep the rubric of student work reflecting each value of the rubric, track, emerging, and assess.  
- Look at sharing assessment results as an opportunity to tell an important story with a meaningful point.  
- If an assessment activity is no longer providing useful information, stop using it and try something else.

Kouzes, 2010

## Flipped Model

Flipped Model is a model of learning that is based on the idea of flipping the traditional classroom model. In this model, students learn the content at home and then come to class to work on projects and assignments.

## Project Model

Project Model is a model of learning that is based on the idea of having students work on a project that is related to the content they are learning. This model allows students to learn by doing and to work on projects that are meaningful to them.

# Turning the Culture of Assessment into a Culture of Learning

## Big Ideas

- There is no point in assessing something that students don't have an opportunity to learn.
- You can use your subject to plan assignments (learning opportunities).
- Keep samples of student work reflecting each value of the rubric (learning, and growth).
- Look at the learning assessment results as an opportunity to tell an important story with a meaningful point.
- Plan assessment activities to no longer providing useful information, they only stand by themselves.

Source: 2009

## Flipped Model

- Present a video or a lecture to students, and then use the class time for discussion and activities.
- Present a video, lecture, article, etc.
- Project the project presentation.
- Students have the learning experience.
- Collective narrative.

## Assessment

- Assessment is a process of gathering information about student learning.
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# *Assessment is the ongoing process of:*

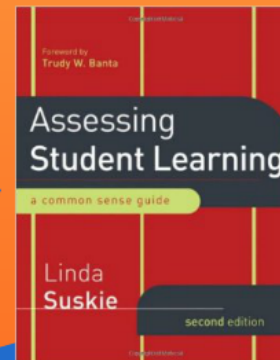
Establishing clear, measurable expected outcomes of student learning. *standards*

Ensuring that students have sufficient opportunities to achieve those outcomes *learning opportunities*

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations *key assessment*

Using the resulting information to understand and improve student learning *closing the loop*

*Linda Suskie (2009) Assessing Student Learning: A Common Sense Guide*



# *Performance Assessments*

*Ask students to demonstrate their skills*

- Assignment description (case study, lab activity, written assignment, oral presentation, documentation, etc.)
- Scoring guide or Rubric

*Key assessments*

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# *Rubric Design*

*Start with the end: Imagine what successful completion of this learning outcome would look like and describe it in detail - that's the endpoint for your rubric!*

**Collaborate**

**Focus on student skills in reflection**

**"Students will integrate knowledgeable, reflective, and critical perspectives on early education" (6d). OR,  
"Students will demonstrate reflective practice in their writing".**

**Draft a rubric to assess that outcome**

**Discuss what a successful outcome would look like and write a few descriptors.**

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*How did it go?*

# Shared Knowledge

*One way to assess skills in reflective practice*

- Reflections are thoughtful and complete
- Reflections reveal personal feelings or experiences about the topic
- Questioning or other techniques are used that probe for deeper meaning
- The writing describes how student's understandings have changed using specific, meaningful examples.
- Comparisons are made between students' prior knowledge and current understandings.

*Show: Reflection rubric fall 2014*



# *Data results*

**Show: Reflection Rubric  
Key Assessment 4, data  
summary fall 2012**

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*Show: Reflection rubric fall 2014*

# Backward Design

"Give students ample opportunities to learn the skills needed for the assessment" (Suskie, 2009)

Learning  
Opportunities

**For our program, that meant...**  
*Reflection, reflection, reflection!*

As Suskie describes, "Reflective writing is valuable as a learning strategy as well as an assessment strategy" (2009).

# *Flipped Model*

*The course is divided into units  
6 units on the standards, and  
1 unit on inquiry and play (TR)*

**Units include:**

- **Prezi: standards, videos, articles, etc.**
- **Projects: One project per key element**
- **Quizzes: based on reading assignments**
- **Reflective narrative**

**Show: Prezi and unit projects**

- **Standard One**
- **Standard Three**
- **If time, Standard 4, 5, 6**

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# ***Big Ideas***

- There is no point in assessing something that students don't have an opportunity to learn
- You can use your rubrics to plan assignments (learning opportunities)
- Keep samples of student work reflecting each value of the rubric (met, emerging, and unmet)
- Look on sharing assessment results as an opportunity to tell an important story with a meaningful point.
- If an assessment activity is no longer providing useful information, stop using it and try something else.

Suskie, 2009

**Big Ideas**

- There is no point in assessing something that students don't have an opportunity to learn
- You can use your rubrics to plan assignments
- Learning opportunities
- Keep samples of student work reflecting each value of the rubric (rust, emerging, and expert)
- Look on sharing assessment results as an opportunity to tell an important story with a meaningful point
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Heckler, 2009

**Flipped Model**

Students learn content first, then apply it

- Paper standards, videos, articles, etc.
- Projects, One project per key element
- Quizzes based on reading assignments
- Reflective narrative

**Backward Design**

1. Define learning goals

2. Determine evidence of learning

3. Design learning activities

4. Assess learning

5. Reflect on learning

6. Revise learning activities

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