



# Key concepts in assessment

# Assessment

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1. What kind of assessments do you integrate in your classes?
2. How often do you assess your students?
3. When assessing technology-enhanced activities, how or how much do you take technology into account for assessment purposes?

# Key concepts in assessment

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- Assessment vs. evaluation:
  - **Assessment:** focuses on the learning process, identifies weaknesses to improve learning (process-oriented)
  - **Evaluation:** focuses on the outcomes, identifies the effectiveness of what has been learned (product-oriented)

# Key concepts in assessment (cont.)

- **Validity:** Does the assessment task measure what it purports to measure?
- **Reliability:** Does the measurement produce consistent results?
- **Authenticity:** How similar is the assessment task to a real-life task?
- **Washback:** What is the effect of the assessment task on language teaching and learning?
- **Construct:** What ability or skill does the task intend to measure?

(Bachman & Palmer, 1996)



# Types of assessment

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## Three types of assessment:

- Diagnostic
- Formative
- Summative

# Diagnostic assessment

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- Gather information about learners' **current proficiency** and **readiness** for the course
- Identify **weaknesses** to be addressed later during the online course
- Establish a **baseline** for measuring learners' progress throughout the course

# Formative and summative assessment

Formative Assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
<b>Purpose:</b> To improve learning and achievement	<b>Purpose:</b> To measure or audit attainment
Carried out while learning is in progress—day to day, minute by minute.	Carried out from time to time to create snapshots of what has happened.
Focused on the learning process and the learning progress.	Focused on the products of learning.
Viewed as an integral part of the teaching-learning process.	Viewed as something separate, an activity performed after the teaching-learning cycle.
<i>Collaborative</i> —Teachers and students know where they are headed, understand the learning needs, and use assessment information as feedback to guide and adapt what they do to meet those needs.	<i>Teacher directed</i> —Teachers assign what the students must do and then evaluate how well they complete the assignment.
<i>Fluid</i> —An ongoing process influenced by student need and teacher feedback.	<i>Rigid</i> —An unchanging measure of what the student achieved.
Teachers and students adopt the role of intentional learners.	Teachers adopt the role of auditors and students assume the role of the audited.
Teachers and students use the evidence they gather to make adjustments for continuous improvement.	Teachers use the results to make final "success or failure" decisions about a relatively fixed set of instructional activities.

Source:

<https://goo.gl/uGTMGy>





# Rubrics

# Types of rubrics

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## Two types of rubrics:

- **Holistic:** uses a single general scale for performing a global rating
- **Analytic:** uses different **categories**, each of which has its own scale

# Holistic rubric example

Scores	Descriptors
5	Essay presents a cogent <b>argument</b> and supporting evidence, effective use of <b>transitional phrases</b> , excellent <b>grammar</b> , correct use of <b>punctuation</b> .
4	Essay presents a clear argument that might not be fully developed, some supporting evidence is lacking, advanced use of grammar despite minor problems, some minor problems with punctuation.
3	Essay presents an argument that is not fully developed, noticeable lack of evidence, grammar problems have a negative effect on comprehension of the text, punctuation errors interfere with understanding the ideas.
2	An argument in the essay is very weak, apparent lack of supporting evidence, severe grammar problems and punctuation errors.
1	Absence of argument and supporting evidence, completely inadequate grammar.

# Analytic rubric example

<b>Levels</b> <b>Categories</b>	<b>Emerging (1 pt)</b>	<b>Developing (2 pts)</b>	<b>Proficient (3 pts)</b>	<b>Exemplary (4 pts)</b>
<b>Content</b>	Minimal content without any supporting evidence	Some content with limited supporting evidence	Sufficiently developed content with adequate supporting evidence	Fully developed content with strong supporting evidence
<b>Organization</b>	Ideas are mostly disorganized	Some ideas are loosely connected	Most ideas are generally organized	All ideas are arranged in a clear and logical way
<b>Grammar and mechanics</b>	Severe grammar, spelling, and punctuation errors	Limited control of grammar, spelling, and punctuation	Adequate control of grammar and mechanics with occasional errors	Superb control of grammar, spelling, and punctuation

# Characteristics of effective grading rubrics

- Provide the **criteria** for assessment of **performance**.
- Provide **descriptions** of the levels of performance.
- Provide scales that specify the **extent** of achievements, **benchmarks**. Scales should be consistent (e.g., the same difference between 5-4 and 4-3)
- Provide enough **details** to avoid ambiguity and increase reliability (e.g., when used by other instructors). Provide information about observable outcomes, evidence sought.

# Creating rubrics: ACTFL performance descriptors

## ACTFL Performance Descriptors for Language Learners | Interpersonal

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

Source:  
Blackboard Help - Rubrics  
<https://goo.gl/tJuz27>



# Delivery of Rubrics

# Paper rubric example

## Grading Rubric

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Topic: \_\_\_\_\_

Name: \_\_\_\_\_

Score \_\_\_\_\_ /100

<u>CATEGORIES</u>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>COMMUNICATION</b>	25	23	21	19	17
<b>ACCURACY</b>	25	23	21	19	17
<b>FLUENCY</b>	15	11	9	7	5
<b>VOCABULARY</b>	20	17	15	13	11
<b>PRONUNCIATION</b>	15	12	10	8	6

**Communication:** purpose clearly conveyed for an average performance, purpose creatively and sensitively conveyed for an outstanding performance.

**Accuracy:** grammatical correctness

**Fluency:** amount of speech and ability to speak fluently, without pauses, etc..

**Vocabulary:** adequate for the purpose for an average score; advanced/new vocabulary for an outstanding score.



# Features of online grading rubrics

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- Decide on the format:
  - numerical, letter
  - cumulative points, percentages
- Provide detailed descriptions for each category:
  - avoid ambiguity and repetition
- Recycle, reuse, and repurpose

# Online rubric: Scoring options

	Novice	Competent/Proficient	Distinguished
<b>Purpose and Focus</b>	<input type="radio"/> Points: 15 (15%) Limited awareness of audience and/or purpose	<input type="radio"/> Points: 20 (20%) An attempt to establish and maintain purpose and communicate with the audience	<input type="radio"/> Points: 25 (25%) Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone
<b>Development of Ideas</b>	<input type="radio"/> Points: 15 (15%) Minimal idea development, limited and/or unrelated details	<input type="radio"/> Points: 20 (20%) Unelaborated idea development; unelaborated and/or repetitious details TO depth of idea development supported by elaborated, relevant details	<input type="radio"/> Points: 25 (25%) Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight
<b>Organization</b>	<input type="radio"/> Points: 15 (15%) Random or weak organization	<input type="radio"/> Points: 20 (20%) Logical organization	<input type="radio"/> Points: 25 (25%) Careful and/or suitable organization
<b>Scientific Language</b>	<input type="radio"/> Points: 15 (15%) Incorrect and/or ineffective language	<input type="radio"/> Points: 20 (20%) Acceptable, effective language	<input type="radio"/> Points: 25 (25%) Precise and/or rich language

Source:

Blackboard Help - Rubrics

<https://goo.gl/UMTp6n>

# Online rubric: Scoring options

2. Rubric Detail

Add Row Add Column

Rubric Type:

- No Points
- Points
- Point Range
- ✓ Percent
- Percent Range

Levels of Ach

Show Criteria Weight

A screenshot of the Blackboard Rubric Detail interface. The title is "2. Rubric Detail". There are two buttons: "Add Row" and "Add Column", which are highlighted with an orange border. To the right is a "Rubric Type:" dropdown menu with a list of options: "No Points", "Points", "Point Range", "Percent" (which is selected and highlighted in blue), and "Percent Range". Below the dropdown is a "Levels of Ach" button. To the right of the dropdown is a checkbox labeled "Show Criteria Weight" which is checked.

Source:

Blackboard Help - Rubrics

<https://goo.gl/UMTp6n>

# Viewing options in an online rubric

## Upload Assignment: Planet Paper

### ASSIGNMENT INFORMATION

Points Possible

**75**

View Rubric



Write a 1500 word essay about a planet of your choice and how we have used that knowledge to grow our understanding of the universe.

Please cite all sources and take a position by your understanding of astronomy. Return to the assignment page by clicking on the link "planet\_last\_name.doc"

This assignment is worth 100 points. Check the assignment page for more details.

You are allowed two attempts for submitting this assignment.

## Rubric Detail

A rubric lists grading criteria that instructors use to evaluate student work. Your instructor linked a rubric to this assignment. Select **Grid View** or **List View** to change the rubric's layout.

Name: **Essay**

Description: **For use with the Essay assignment. Rates the student's argument.**

**Grid View**

List View

	Novice	Competent
<b>State a position</b>	<b>15</b> (20%) (15 Points) Does not take a stand or provide context.	<b>20</b> (26.67%) (20 Points) Makes a stand, but could be powerful.
<b>Support hypothesis</b>	<b>15</b> (20%) (15 Points) Does not give arguments in support of the hypothesis	<b>20</b> (26.67%) (20 Points) Fewer than three main arguments and incomplete examples in support of arguments.

Source:

Blackboard Help - Rubrics

<https://goo.gl/UMTp6n>

# Student view of the rubric

**Rubric Detail**  
You can interact with the rubric to grade in Grid View or List View. [More Help](#)

Name: Assignment Rubric  
Description: How grading of assignments will be completed

Grid View  List View

	Novice	Competent	Proficient
Formatting	Points: 0 Poor	Points: 4.95 Acceptable	Points: 9.9 Excellent Feedback: Comments:
Organization	Points: 0 Poor	Points: 5.1 Acceptable Feedback: Comments:	Points: 10.2 Excellent
Grammar	Points: 0 Poor	Points: 4.95 Acceptable Feedback: Comments:	Points: 9.9 Excellent

Raw Total: 19.95 (of 30.0)

**Feedback**  
Feedback inserted here

Name: Assignment Rubric  
Description: How grading of assignments will be completed

Source:

Blackboard Help - Rubrics

<https://goo.gl/UMTp6n>

# Student view of the feedback

Source:  
Blackboard Help - Rubrics  
<https://goo.gl/IWeU8k>

## The Goliath of the Sea

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FEEDBACK REPORT


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FINAL GRADE	GENERAL COMMENTS
<b>75</b> /100	<b>Instructor</b>  Make sure you properly cite your referenced material. Otherwise, nice improvement!

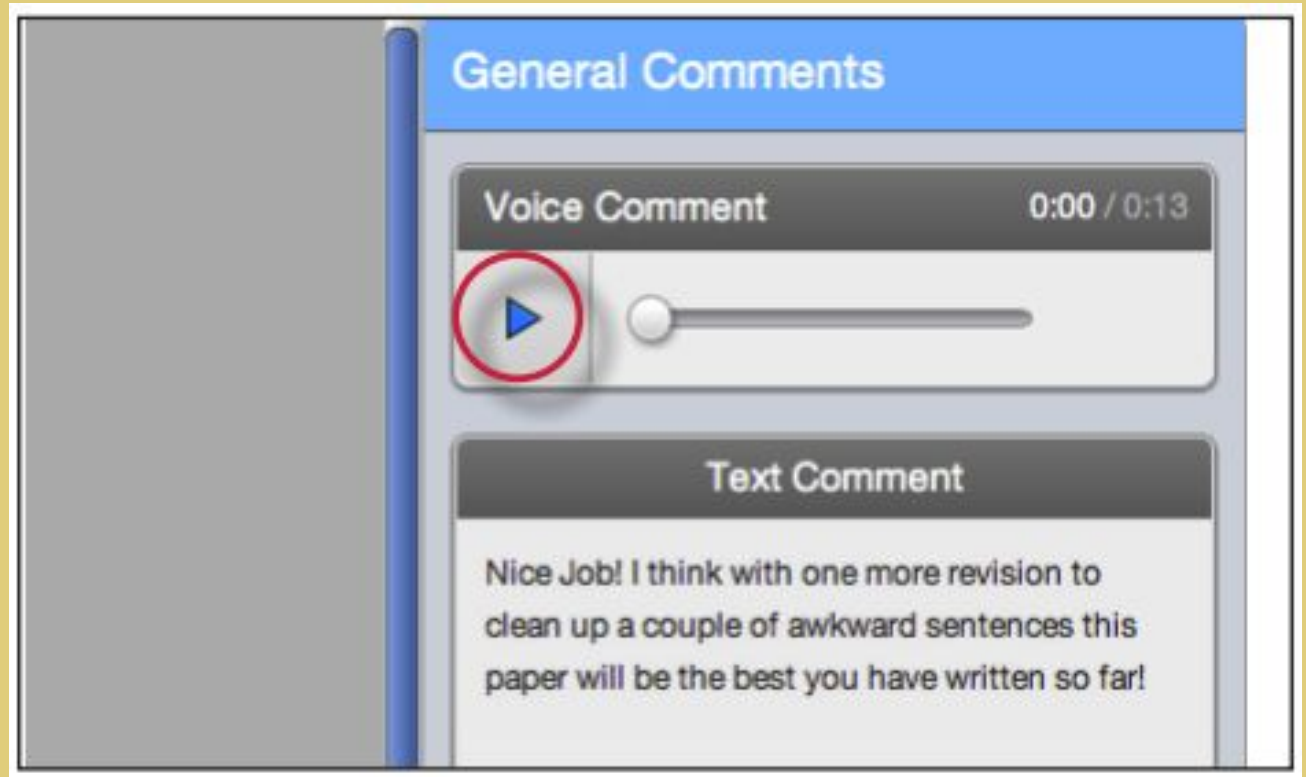
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PAGE 1

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 **Comment 1**  
Great photo! Did you take it yourself? If not, you need to provide proper attribution. Please review the Link below:  
  
[How to cite images](#)

# Feedback formats: Audio



Source:

Blackboard Help - Rubrics

<https://goo.gl/UMTp6n>

# Feedback formats: Multilayered text

The screenshot displays a Blackboard Document Viewer Frame for a document titled "Great Expectations" by Sarah Turner. The interface includes a top navigation bar with "Originality", "GradeMark", and "PeerMark" buttons. The document content is a paper about Dickens' novel, with several annotations: a "View" button above the first paragraph, a "Flag" button above the second paragraph, and a "Comment" button above the word "Paper" in the title "Paper text". A sidebar on the right, titled "General Comments", contains feedback text: "This draft is a good start but it can definitely be improved by revising your thesis and organizing your body paragraphs so that the paper reads through better. Please read the comments I have left on your paper when you begin your revision." The sidebar also shows a progress indicator of 8% and a score of 39 out of 40. The entire interface is enclosed in a red oval, and the paper text is also circled in red.

English 1 Essay #1 Paper 1 of 1

Originality GradeMark PeerMark

## Document Viewer Frame

Great Expectations  
BY SARAH TURNER

8% 39  
INDEX OUT OF 40

General Comments

This draft is a good start but it can definitely be improved by revising your thesis and organizing your body paragraphs so that the paper reads through better. Please read the comments I have left on your paper when you begin your revision.

### Sidebar

An important theme in Dickens novel, Great Expectations, is that of a broken heart.

View

Many characters experience the all to real emotion of a broken heart but each

Flag

## Paper text

character deals with it differently. Miss Havisham has the most spiteful and revengeful

nature to her broken heart and makes Estella into the breaker of men's hearts to inflict

the same pain that a man once inflicted on her. Pip is the top man on Havisham's list

Source:

Blackboard Help - Rubrics

<https://goo.gl/jkU3fd>



# Options for grading writing assignments

The screenshot displays the Turnitin GradeMark interface. At the top, there are navigation tabs for 'GradeMark Demo Class', 'GradeMark Demo Paper', and 'Roadmap'. The main header area includes 'Welcome to GradeMark' by 'GRADEMARK DEMO USER', a Turnitin logo, and a similarity score of '10% SIMILAR' and '72 OUT OF 100'. Below this, there are tabs for 'Originality', 'GradeMark', and 'PeerMark'. The central content area features the Turnitin logo and the text 'Welcome to GradeMark®'. A red coffee cup sits next to a laptop displaying the GradeMark interface. The text reads: 'This interactive tutorial lets you experience the benefits of marking and grading a written assignment online:'. Below this is a list of four benefits, each with a checkmark icon: 'Login anytime, from anywhere (including your favorite coffee shop!)', 'Eliminate stacks of paper and "the paper chase" with students.', 'Save time while providing students with rich, legible feedback.', and 'Keep assignments, papers, comments and grades in one neatly organized place.' On the right side, there is a 'Search QuickMark templates' search bar and a 'Commonly Used' section with a list of blue buttons: 'Comment', 'Awk.', 'C/S', 'Citation Needed', 'Commonly Confused', 'Del.', 'Improper Citation', 'Insert:', 'Missing "', 'P/V', 'Run-on', 'Sp.', 'Support', 'Vague', 'WC', and 'Weak Transition'. The bottom of the interface shows a page number 'PAGE: 1 OF 1' and various navigation icons.

Source:

Blackboard Help - Rubrics

<https://goo.gl/5SfUhA>



# Tools and resources for online assessment

# Assessment tools

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- Online proctoring (e.g., ProctorU, Proctorio) and on-site testing centers
- Google Suite (e.g., Google Forms) and Google Classroom
- Tests and quizzes (e.g., Quizlet, Quizizz, Anki)
- Quiz and assessment modules in the LMS
- e-Portfolios (e.g., Mahara, Google Sites, Weebly, WordPress)
- Audience response systems (e.g., Poll Everywhere, Socrative, Kahoot)
- Automated writing evaluation systems (e.g., Criterion, CyWrite)

Also check the [PLN Tool Browser](#) and [ICT Tools and OERs](#)