

DEEM project: Assessment Strategy

July 2017
Mekong area



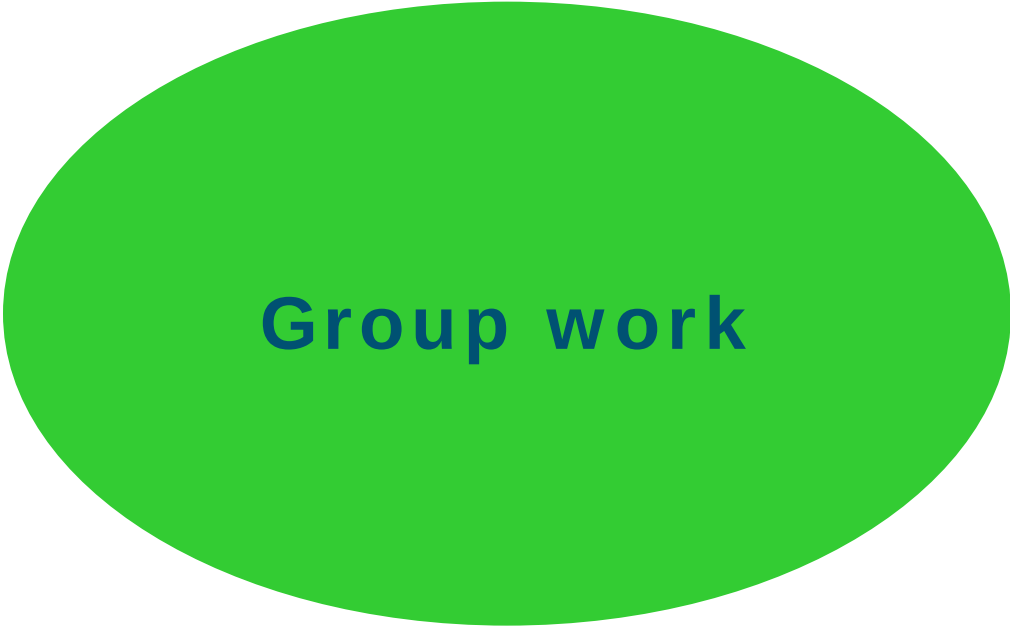
WAGENINGEN UNIVERSITY
WAGENINGEN UR

Outline

- **Why assessment?**
- **Assessment methods**
- **Alignment of learning outcomes, learning activities, assessment**
- **Alignment of learning outcomes, learning activities, assessment: WUR examples**
- **Types of assessment:** Formative and summative
- **Types of assessment:** Assessment for learning/of learning
- **Miller's Pyramid:** What do you want to assess?
- **Assessment pentagram**
- **Conclusion:** Plenary discussion



Why assessment?



Group work

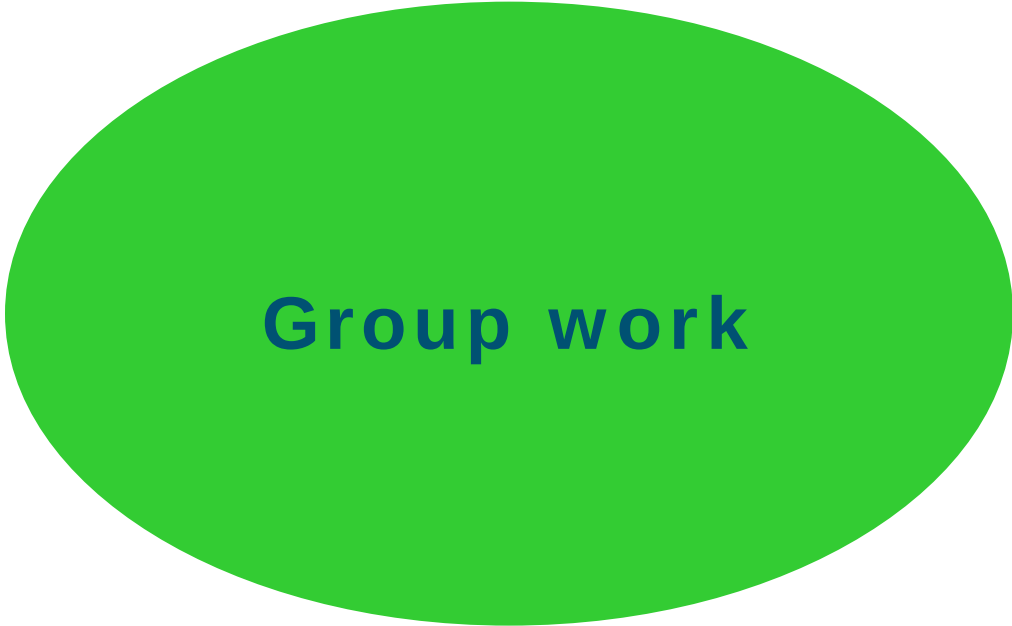


Why assessment?

- To measure learning.
- To identify challenges.
- To improve learning.
- To inform students of strengths and weaknesses.
- To ensure progress to the next level.
- To provide certification of a standard of performance.
- To show students important parts of the curriculum.
- To motivate students in their studies.



Assessment methods



Group work



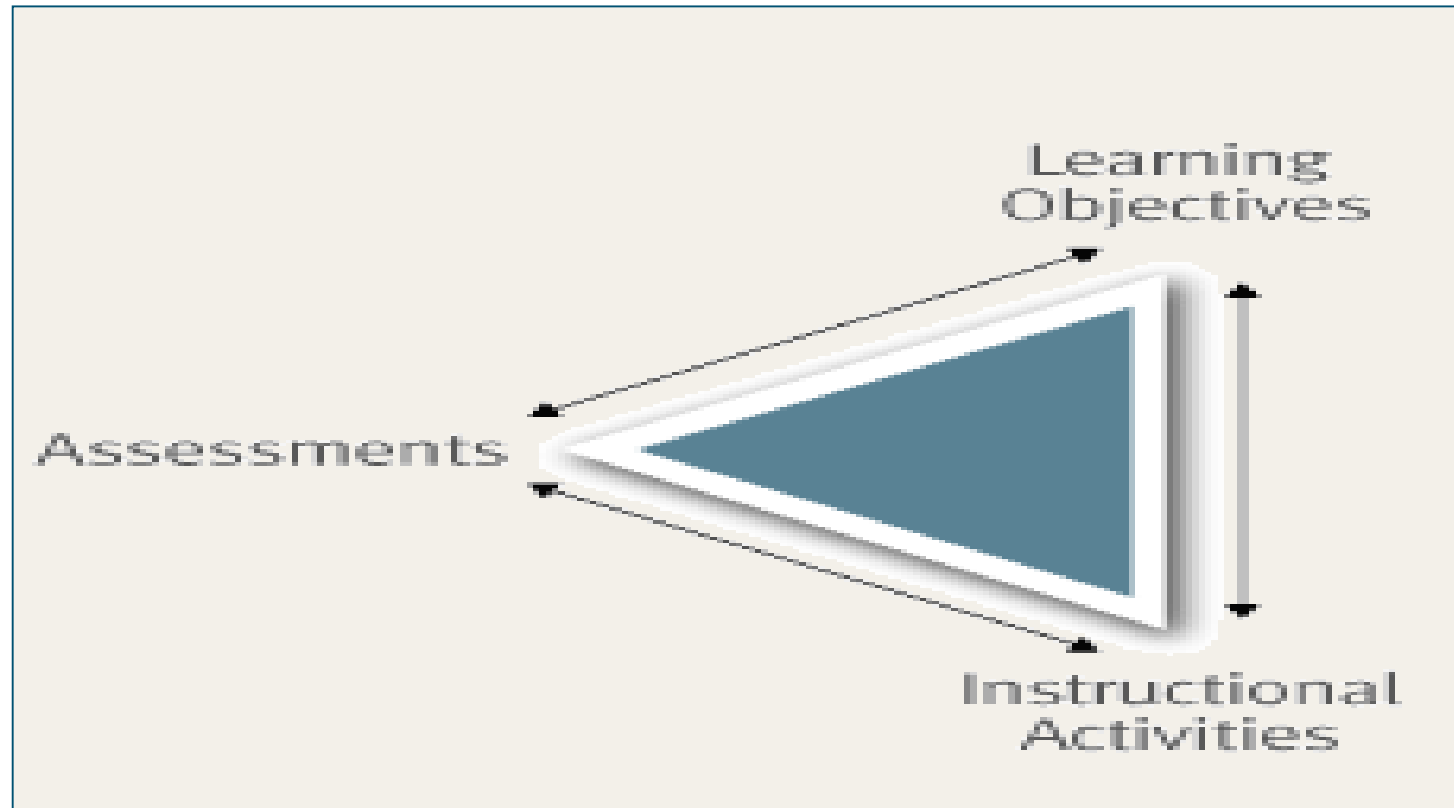
Assessment methods

- Reports
- Oral exam
- Written exam
- Presentation
- Group work
- Participation
- Paper assignment
- Practical assignment
- Observation
- Peer/self assessment
- Rubrics





Alignment of learning outcomes, learning activities, assessment



Assessment rubric example

Appendix 5: Assessment form Argumentation Skills – Reflection paper

Student	Date
Teacher/assistant	Result

Frontpage/index and chapters complete? Y/N Spelling/grammar of sufficient level? Y/N Substitute assignment made sufficiently? Y/N/N.A.

	++ (10)	+ (8)	+/- (6)	- (0)	Score
Step 1: Acting/trying new behaviour	I formulate realistic, challenging learning goals according to the rules for learning goals. I also describe the origination of my goals + I give a detailed action plan indicating the steps to reach the goals.	I formulate realistic, challenging learning goals + action plan indicating how I will reach the goals.	I formulate clear goals according to the rules for learning goals.	I give no learning goals or learning goals that don't meet the criteria for good learning goals.	
Step 2: Looking back	I describe in detail what I did, thought and felt during the speech, debates and during the lectures. I link this to my learning goals and describe in detail how I worked on my learning goals during the practical exercises.	I describe what I did, thought and felt during the speeches and debates, but also during the lectures. I link this to my learning goals.	I describe what I did, thought and felt during the speeches and debates.	I don't describe what I did or thought during the speeches or debates. Or I only give a description of the events.	
Step 3: Awareness	I use the received feedback, the video footage and my own reflection. I can explain my behaviour, thoughts and feelings and I am able to explain the patterns I recognize in myself. I don't only reflect on my learning goals, but also on other moments of learning during the course.	I explain the received feedback and give my opinion on that. I analyse the video and describe what I learnt from watching it, indicating what went well and what could be better (linked to my learning goals).	I describe the received feedback and what I saw on the video. I indicate what it taught me with respect to my learning goals.	I sum up the received feedback. I describe what I saw on the video but don't link it to my learning goals.	
Step 4: Alternatives	I explain what I want to do differently next time by using examples from my fellow students and from literature. I give (dis)advantages of these alternatives. I describe my desired future behaviour in detail + how I will reach this goal..	I explain what I learnt from watching fellow students and studying literature and link this to my learning goals. I describe the (dis)advantages of these alternatives..	I describe the behaviour I observed in fellow students and indicate which elements I could use in my own presentations and which don't suit me. I look for literature and link this to my learning goals.	I write down having learnt a lot from others and from literature, but give few or no examples. Or: I don't link these observations to my own learning goals.	
Step 5: Trying new behaviour	I describe what I wanted to reach during the second session and how I wanted to reach it. I evaluate my learning goals I formulate new goals for future argumentations including a detailed action plan.	I build on my learning experiences of the 1 st and 2 nd session, adapt my learning goals if necessary and give a detailed action plan.	I describe what I want to focus on during the next session or in the future and adapt my learning goals to that.	I only go through the reflection cycle once. I mention my goals but don't refer to them anymore in the rest of the reflection.	
Assignments	I've included all extra assignments (reader: 1a, 1b, 2a, 2b and 4 and class: 'opinions', 'SPAR') and reflect on those assignments to improve my skills.	I've included most assignments, but do not use all assignments to improve my argumentation and debating skills.	I've included some of the assignments, but reflection on these assignments is minimal.	None of the assignments have been included or I included the assignment but do not reflect on them.	
					Score

Learning outcomes, activities, assessment

**Example at
Wageningen
University**



Argumentation skills

Omid Noroozi

Education and Competence Studies



Practicalities

- 3 Sessions of 4 hours.
- Time investment: 42 hours in 6 weeks
12 hours course and 30 hours self-study.
- Course guide, reader, and materials on Blackboard.

Course objectives

- Understanding *argumentation theory* (definition, importance, types).
- Understanding how to *structure* argumentation.
- Applying argumentation theory and structure in authentic *speech* and *debate* settings.
- Giving critical yet constructive argumentative *feedback* to peers.

Learning activities

- Following a series of lectures and exercises on **argumentation theory** (definition, importance, types).
- Following a series of lectures and exercises on the **structure** of argumentation.
- Practicing argumentation theory and structure in authentic **debate** and **speech** settings.
- Practicing how to give critical yet constructive **feedback**.
- **Reflect** on their argumentation progress from the beginning to the end.

Assessment method

- Applying various rules of argumentation theory and structure during an authentic **speech** in front of class.
- Applying various rules of argumentation theory and structure during an authentic **debate** setting in the class.
- Applying various rules of argumentation theory and structure when giving argumentative **feedback** to peers.
- Writing a **reflection report** (not a written exam) on their progress from the beginning to the end.

Assessment method

Item	Teacher	Student	Peer
Debate performance	* *	*	* *
Speech performance	* *	*	* *
Giving feedback	*	*	* *
Reflection report	*	-	-
Participation	*	-	-

Types of assessment

Formative assessment
Summative assessment





Formative assessment

- Formative assessment is where the assessment is used solely for the purpose of providing the students with feedback that will guide their learning.
- It helps students to "form".
- It is in-form-ative. (related, associated)
- It provides in-form-ation. (action, process)



Summative assessment

- Summative assessment is where assessment is used solely for the purpose of contributing to, or determining, students' final grades.
- It sum-marises.
- It sums up.



Types of assessment

Assessment for learning
Assessment of learning



Assessment for learning

- Formative assessment.
- Assesses performance (does).
- Aimed at aiding learning through constructive feedback.
- Undertaken frequently to increase reliability.
- Identifies areas for development.
- Contributes to summative evidence for judgements on progress.



Assessment of learning

- Summative assessment.
- Assesses competence (can do).
- Aimed at determining a level of competence to permit progression of training or certification.
- Include examinations.
- High reliability and can be undertaken infrequently.
- Form the basis of pass/fail decisions.



Assessment: Miller's Pyramid

**What do you
want to
assess?**





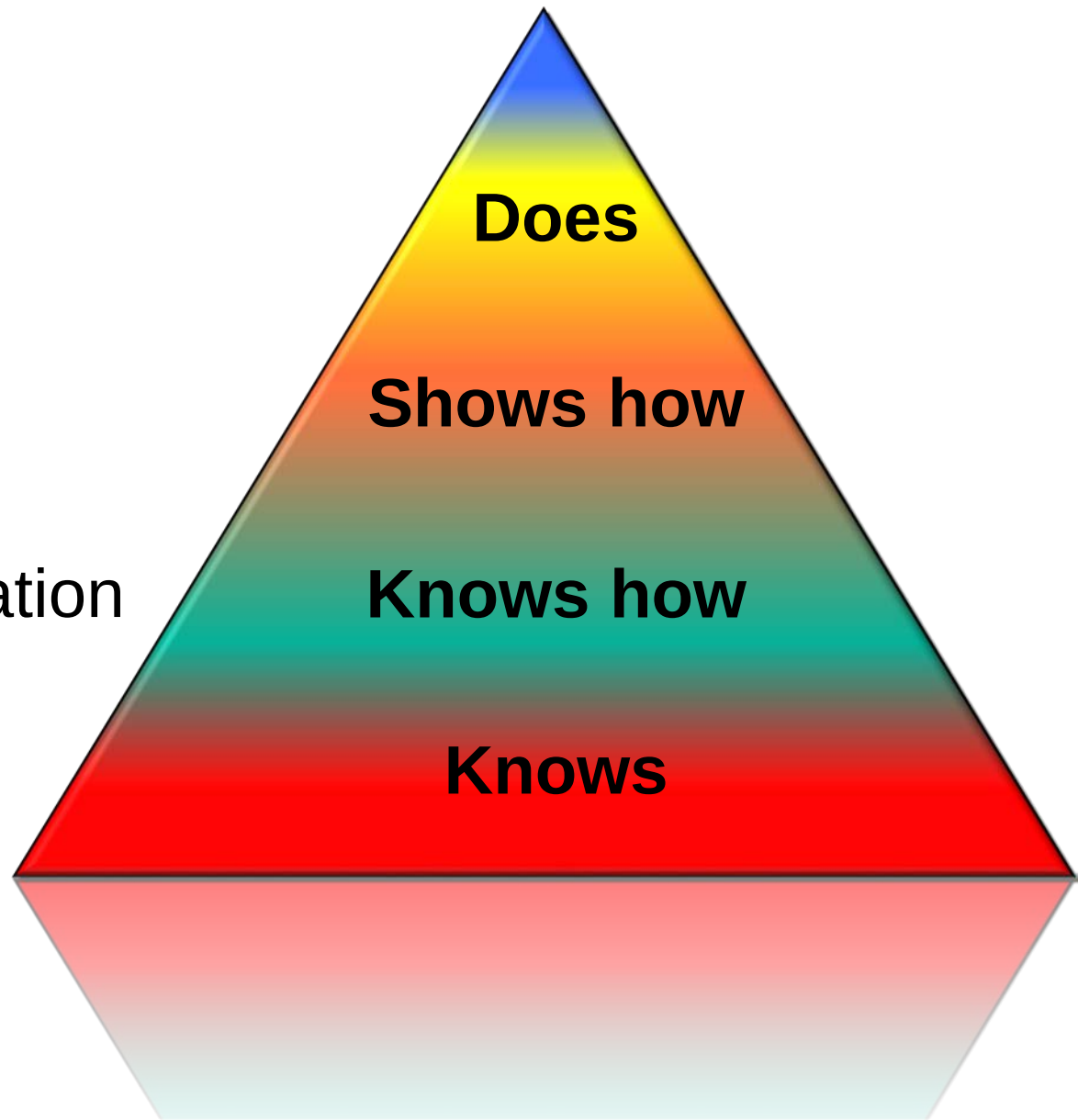
Assessment: Miller's Pyramid

Performance

Demonstration

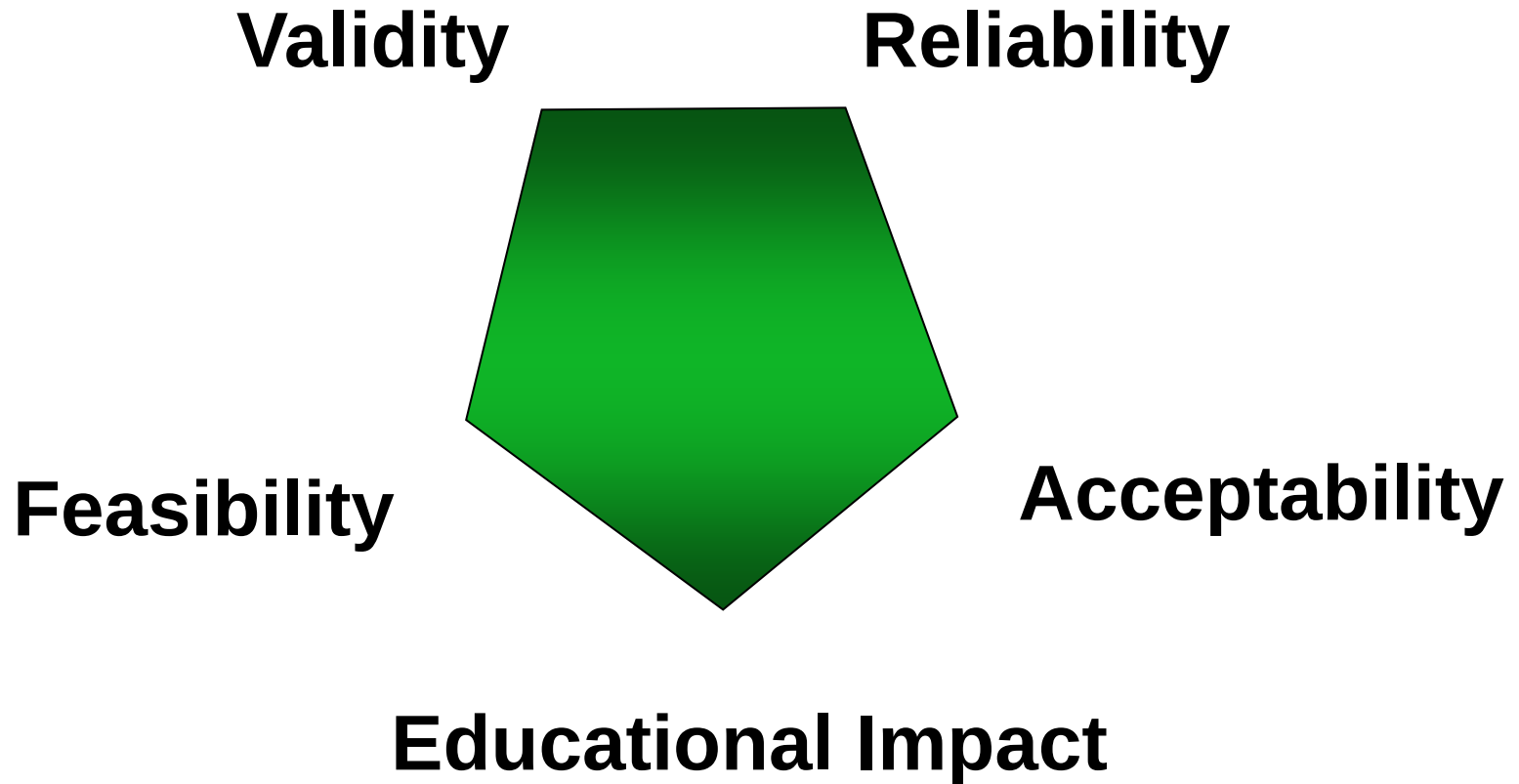
Interpretation, application

Facts gathering





Assessment pentagram



Reliability and Validity



Reliable
Not Valid



Low Validity
Low Reliability



Not Reliable
Not Valid



Both Reliable
and Valid

by Experiment-Resources.com

- **Reliability:** Do I get the same results on a second occasion?

- **Validity:** Do I really measure what I want to measure?



Reasons for low reliability & validity

- Inadequate sampling.
- Lack of objectivity in scoring.
- Environmental factors.
- Processing errors.
- Classification errors.
- Generalisation errors.
- Examiner bias.



Reliability enhanced by

- Assessor training.
- Use of a range of assessors.
- Triangulation with other assessments.



Validity enhanced by

- Linking assessment with learning objectives.
- Linking assessment with learning activities.
- Direct observation of learning tasks and assessment methods.
- Increasing complexity of tasks and assessment tests in line with progression.



Acceptability enhanced by

- Providing assessor training to enhance understanding of criteria, standards and methods.
- Interaction between students and teachers.



Feasibility enhanced by

- Linking assessment with clear learning objectives and standards.
- Assessing what students would normally do in the class situations.



Educational impact enhanced by

- Clear link between assessment and learning.
- Learning opportunities.
- Good quality feedback.
- Reflection on feedback.

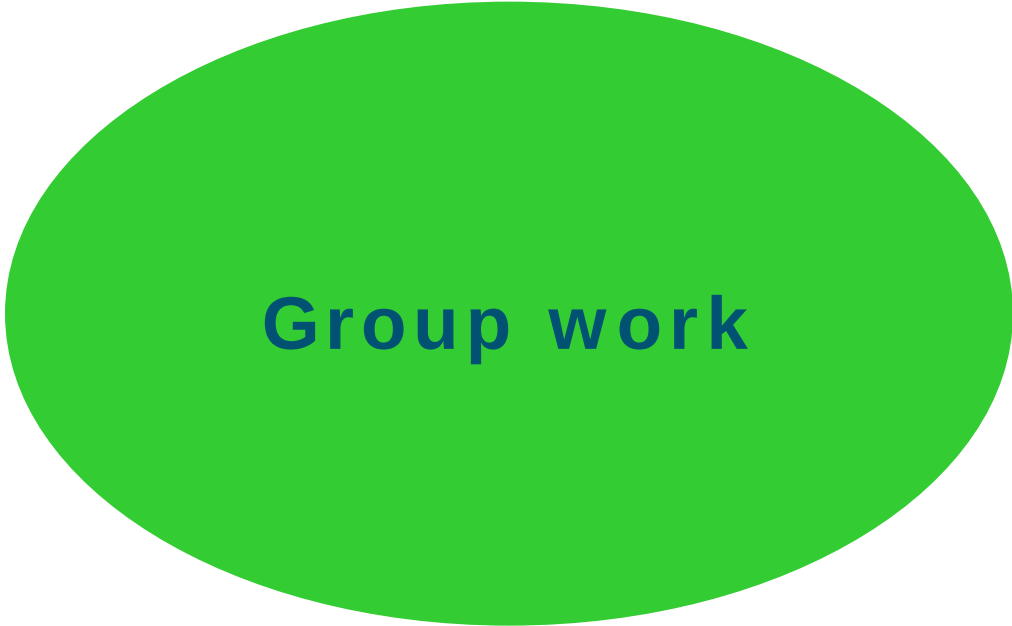


Before choosing assessment methods, ask:

- What do you want to assess based on Pyramid of Miller?
- What forms of assessment will help students to acquire, assimilate, understand, transform, and apply the material?
- Assessment for learning or of learning?
- Summative or formative or combination?



Assessment methods



Group work



General Question

- Choose your own course
- Draw Miller's pyramid and explain what levels are assessed in your course!
- Make an inventory of different current assessment methods for your course and link that with this pyramid!
- Identifying the assessment problems in your course!
- **Redesign:** Make an inventory of different idea assessment methods for your course and link that with this pyramid!

Assessment

Plenary discussion



Thanks for your attention

- Environmental policy (ENP)



Mattijs Smits

- Education and Competence Studies (ECS)



Omid Noroozi



Hansje Eppink

