



A critical inquiry question

How well does my current assessment and evaluation plan support transformative and deep learning for all my students?

Take 2 min to open any relevant documents (e.g. old course outlines, current planning documents) and/or jot down your current thinking.



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Today's critical challenge

• 3-2-1

Start a Thoughtbook: What are your initial thoughts about this challenge?

- **Affirm** 3 ideas that might be powerful
- **Refine** 2 ideas to to improve them
- Select 1 idea you have that you **aspire** to develop further with your department



Four possible principles to help us navigate the year

1. Meaningfully elevate community and relationship building
2. Prioritize the most essential learning outcomes
3. Adopt and adapt assessment practices so that they are reliable, engaging and meaningful
4. Adopt and adapt instructional practices for online and blended learning contexts

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A cascade for our learning

Overarching inquiry question: How well does my current assessment and evaluation plan support transformative and deep learning for all my students?

Overarching inquiry task:

Affirm, refine, aspire (3-2-1)

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Line of Inquiry	Line of Inquiry	Line of Inquiry	Line of Inquiry
How might we meaningfully elevate community and relationship building?	How might we prioritize the most essential learning outcomes?	How might we adopt and adapt assessment practices so that they are reliable, engaging and meaningful?	How might we adopt and adapt instructional practices for online and blended learning contexts?

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What's the relationship?



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What's the relationship?



What and how we **evaluate**
sends a message about what
we **value**

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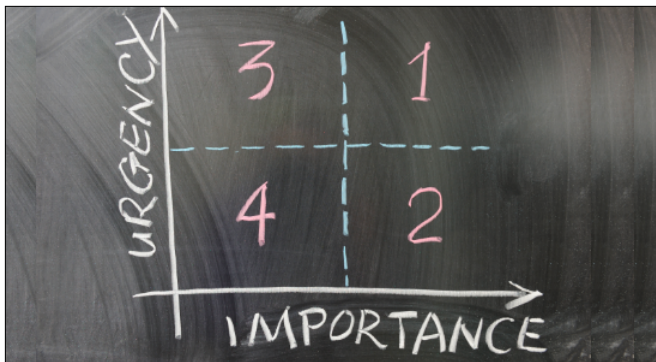
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Prioritizing learning outcomes:
core concepts and essential competencies

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A thought experiment: What would happen if you...

Reduced course content by 20%

In the chatbox: What is your initial reaction to this "radical" proposal?

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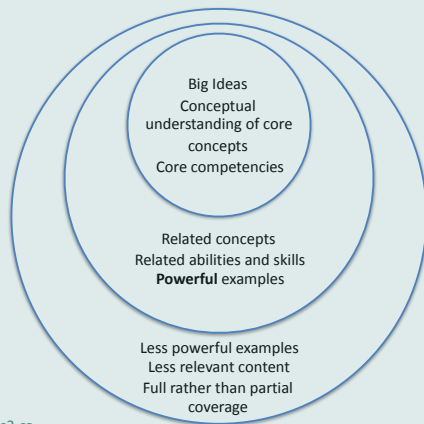


What criteria would you use to decide
what stays and what goes?

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How?



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How might you decide what matters most?

What would students say?

What would practitioners say?

What does the curriculum say?

What would instructors of the
next level say?

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Imagine the possibilities

Reduce course content by 20%

What are you thinking now?

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How might we adopt and adapt assessment practices so that they are reliable, engaging and meaningful?

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Developing criteria: what makes assessment...

reliable

- If your birthday is in Jan-April, think of 3 things that make an assessment opportunity "reliable"

engaging

- If your birthday is in May-Aug, think of 3 things that make an assessment opportunity "engaging"

meaningful

- If your birthday is in Sept-Dec, think of 3 things that make an assessment opportunity "meaningful"

1 min to think to yourself
(jot down your ideas so you're ready to share)

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Developing criteria: what makes
assessment **reliable**?

Jan - Apr birthdays, respond in the chatbox.

Everyone else: select one response that resonates the most
and indicate your agreement.

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Developing criteria: what makes
assessment **engaging**?

May - Aug birthdays, respond in the chatbox.

Everyone else: select one response and add to it.

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Developing criteria: what makes
assessment **meaningful**?

Sept - Dec birthdays, respond in the chatbox.

Everyone else: select one response you would like to pay more
attention to in your own practice.

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The power of creative constraints

Constraints

- are catalysts for critical thinking
- enhance creative thinking
- give purpose to collaborative thinking

In the chatbox: What are the most significant constraints you face this year with relation to assessment and evaluation?

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How reliable, engaging and meaningful are these ideas?

Adapting Tests

- Multiple choice - reduce #, explain selection, offer multiple plausible
- Short answer - rank order and explain, select the best, critique and rework
- Rate the explanation - select between two conflicting explanations or narratives
- Students as test designers
- Learning showcase

Affirm? Refine? Aspire?

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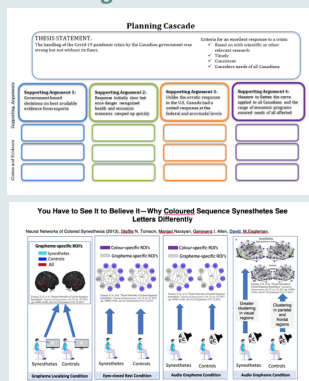


How reliable, engaging and meaningful are these ideas?

Adapting Essays, Labs, Presentations

- Planning cascade (instead of a full essay)
- Graphical abstract (instead of a report)
- Critique a lab report or scientific study (instead of a lab)

Affirm? Refine? Aspire?



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How reliable, engaging and meaningful are these ideas?

Authentic tasks

- Create a playlist
- Curate a museum exhibit
- Propose a solution to policy makers
- Critique and rework a public collection (e.g. school library)

Affirm? Refine? Aspire?

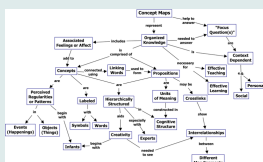
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How reliable, engaging and meaningful are these ideas?

Graphic organizers as assessment tools

- Concept maps
- Concept tracking



Concept tracking

Unit name: _____

Please rate how well you understand the concept and its importance on the scale of this unit on this 4-10 scale. Provide two examples and two 100-character or less comments.

At the end of the unit, record whether your understanding of the concept has improved.

1 = No improvement, 2 = Some improvement, 3 = Moderate improvement, 4 = Great improvement, 5 = Excellent improvement

1		2		3		4		5	
STUDENT	1	2	3	4	STUDENT	1	2	3	4
STUD	1	2	3	4	STUD	1	2	3	4

Example #1

Example #2

Non-Example #1

Non-Example #2

Concept Explanation:

Significance of the concept:

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Revisit your Thoughtbook: What would you like to add, refine or change?

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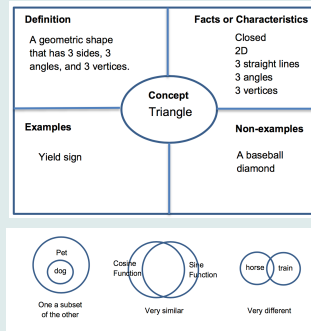


How reliable, engaging and meaningful are these ideas?

Graphic organizers as assessment tools

- Frayer Model
- Euler Diagrams

Affirm? Refine? Aspire?



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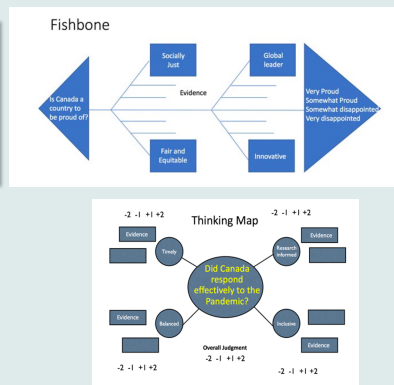


How reliable, engaging and meaningful are these ideas?

Graphic organizers as assessment tools

- Fishbone diagram
- Thinking map

Affirm? Refine? Aspire?



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How reliable, engaging and meaningful are these ideas?

Conversations as assessment mechanisms

- Regularized, randomized interviews with students
 - Thoughtbook as student "cheat sheet"
- Asynchronous feedback that makes student thinking visible
- Student video reflections / explanations / justifications

Affirm? Refine? Aspire?

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How reliable, engaging and meaningful are these ideas?

Observations as assessment mechanisms

- Making student thinking visible to assess competencies and conceptual understanding
 - face-to-face
 - synchronous online
 - asynchronous online

Affirm? Refine? Aspire?

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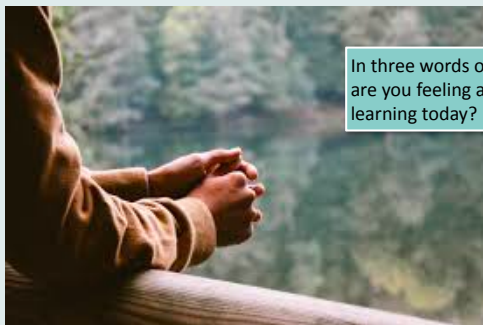
• **3-2-1**

Share your thinking: What is your biggest takeaway?

- **Affirm** 3 ideas that might be powerful
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Final thoughts?



In three words or less, how are you feeling about our learning today?

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Thank you!



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[@UshaJames](https://twitter.com/UshaJames)

We are a non-profit organization of Partner groups and Individual members dedicated to supporting **critical, creative** and **collaborative** thinking.
