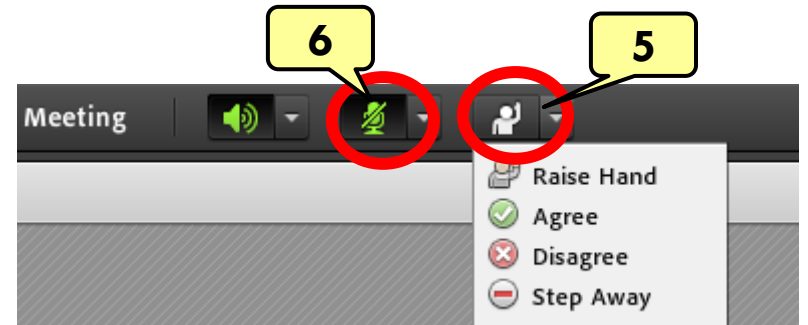
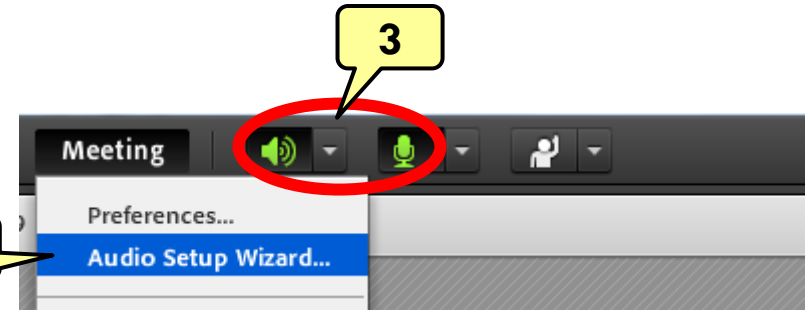


# Welcome! As you enter the room, please...

- ❑ Plug in your headset (if available).
- ❑ Enable your speakers and mic (the icons on the top bar should be green).
- ❑ Run the audio setup wizard (see the “Meeting” menu on the left of the screen).
- ❑ “Raise your hand” by clicking the icon to let the hosts know you are ready to test your mic.
- ❑ After testing your mic, mute yourself by clicking the mic icon (to avoid background noise).

Feel free to use the chat at any time!





Start Recording!

# ECE Virtual Community of Practice



Session 7

Assessment in 90 minutes

December 10, 2013

# Tentative Agenda

- Logging in, welcome, session goals (10 minutes)
- Overview of Types of Assessment & Test Design (20 min)
- Group Discussion of Test Design (30 min)
  - ▣ Same groups as last time
  - ▣ Breakout and report out
- Group Discussion Focused on Readings (20 min)
  - ▣ Breakout and report out
- Plans for Session 8 (10 minutes)

# Rules of Engagement

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Create your own bubble of solitude:

- ❑ Close your office door
- ❑ Use a “Do Not Disturb” sign
- ❑ Turn off e-mail
- ❑ Silence or forward phone
- ❑ Avoid any other potential distractions

# ECE VCP Session 7 Goals

- Continue building our Community of Practice (CP)
  - ▣ As a whole (ECE VCP)
  - ▣ Within breakout groups
- Distinguish between diagnostic, formative and summative assessment
- Share ideas about effective test design
- Describe aspects of effective assessment

# Types of Assessment



**Diagnostic**

- Diagnostic
  - ▣ Identify current understanding & misconceptions – use to design instruction



**Formative**

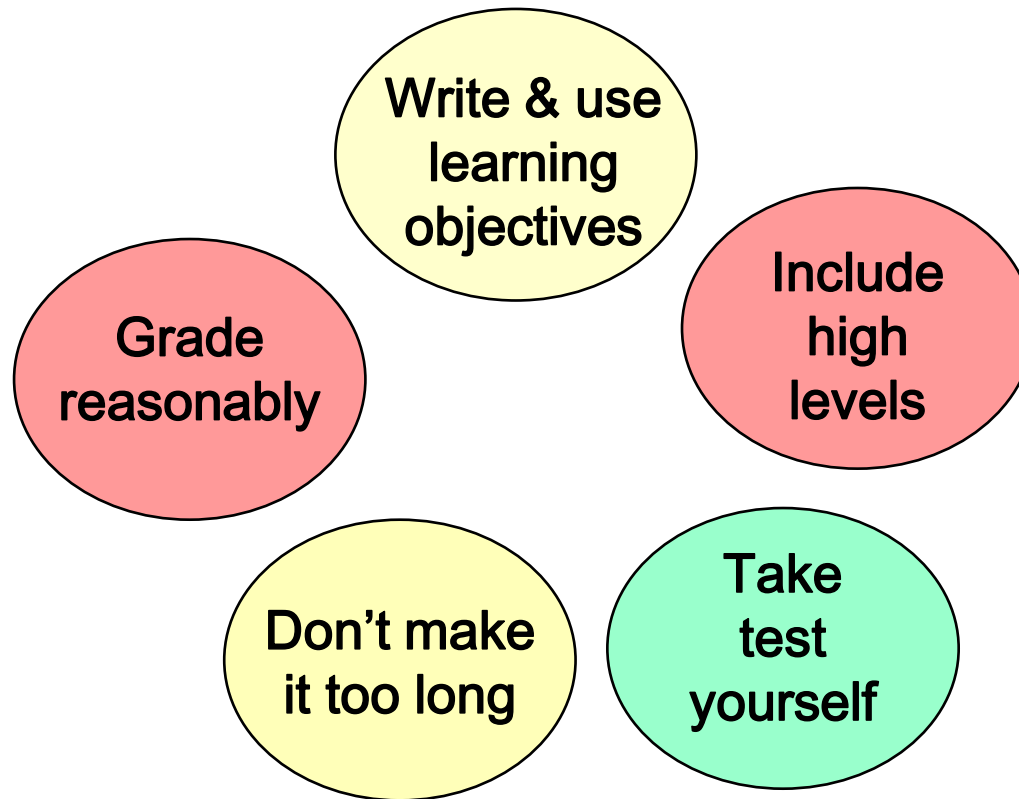
- Formative
  - ▣ Identify current understanding & misconceptions – use to provide helpful feedback



**Summative**

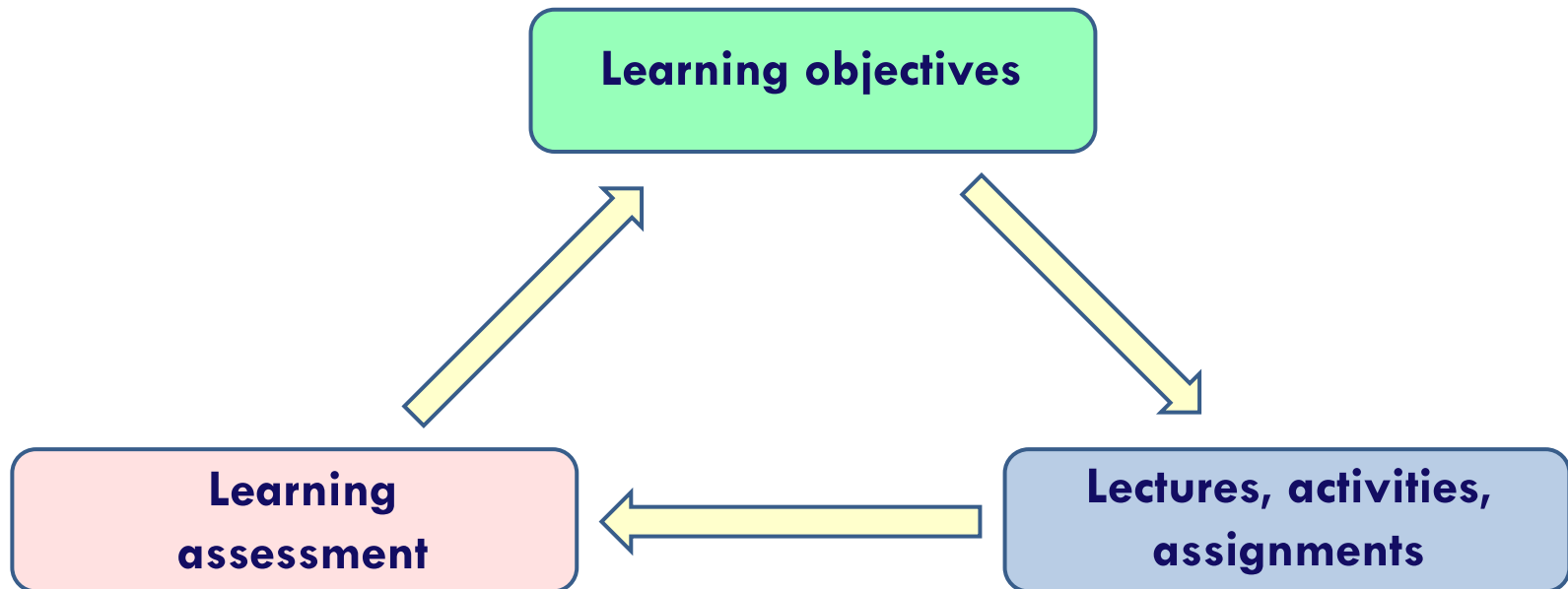
- Summative
  - ▣ Evaluate understanding – use to determine grades
- **ALL** assessment should be to promote learning and improve teaching. Try to use some of all 3 types.

# Tips on Tests





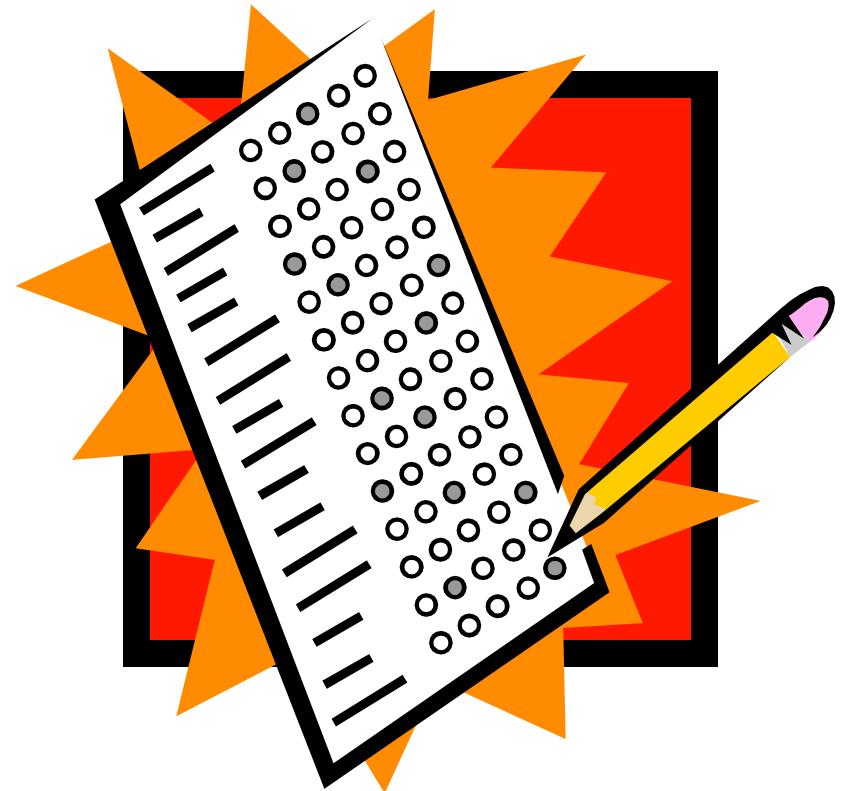
# Use objectives to design lessons, assignments, and assessments



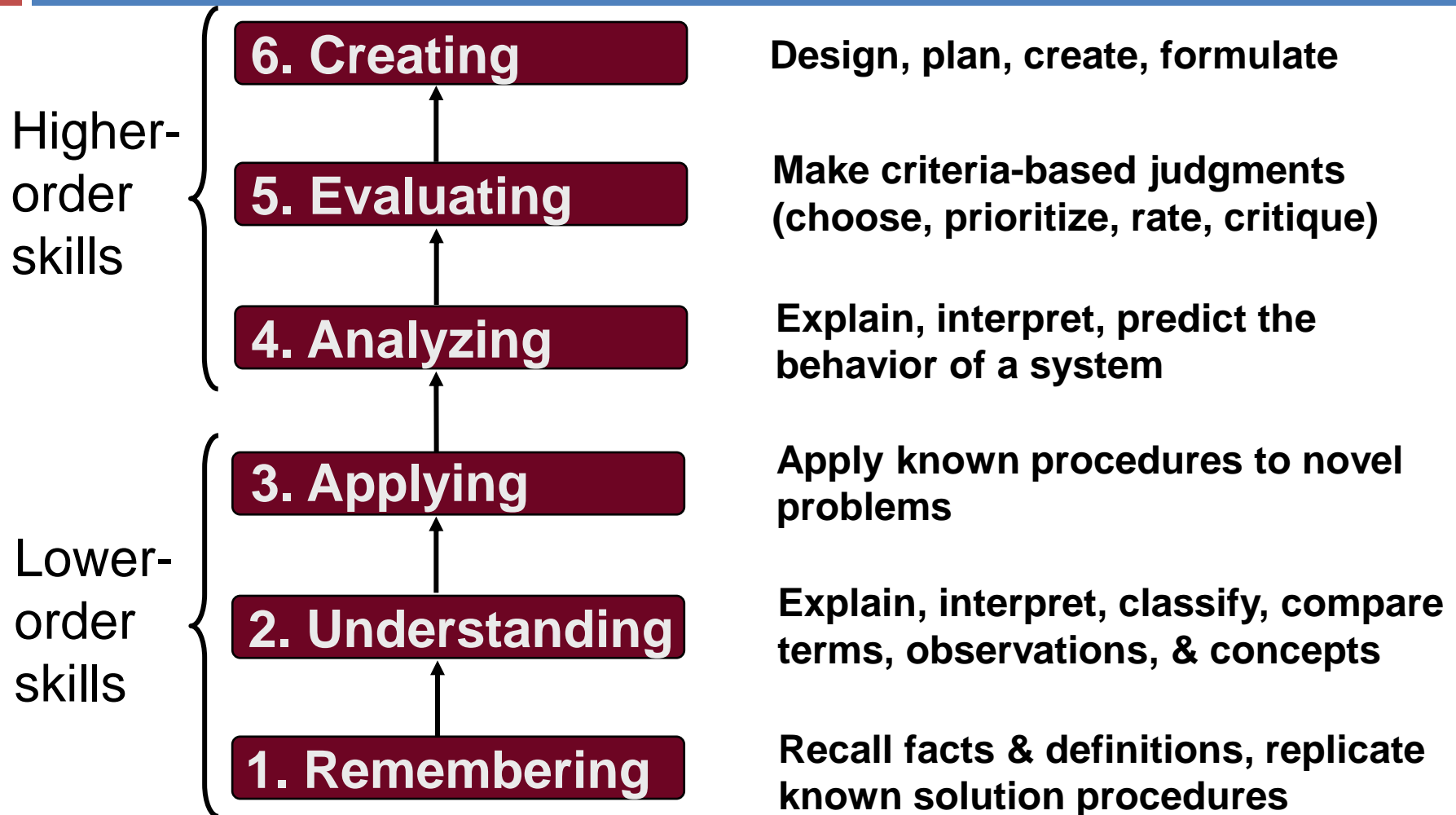
- Articulating an assessable outcome is half the battle of attaining it.
- Evaluating “higher level” outcomes requires some thought.

# Share learning objectives in study guides

- Objectives → Study guide
- Exam is a subset of objectives



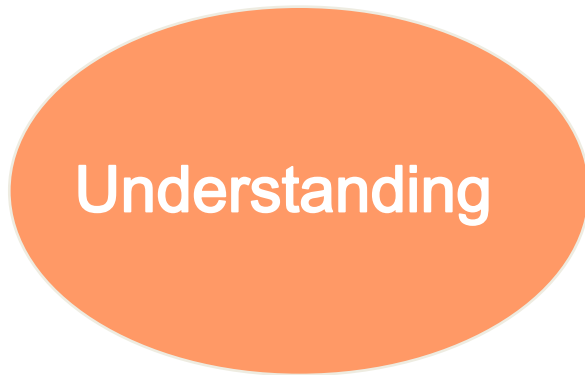
# Test at the (Bloom) levels you teach!



*Some high-level material but not too much!!*

*From M. Prince, Bucknell Univ*

Student attributes that <sup>should</sup> determine test performance:



*Don't make tests too long!*

For quantitative problem-solving tests:



time  
students have

> 3 x



time  
instructor needs

# Breakout Group Task #1

- Roles for today: Person with **first** name
  - ▣ **Second** alphabetically is the **scribe** to record discussion on electronic notepad
  - ▣ **Third** alphabetically is the **reporter** to share important points
- In your group, discuss effective test design (**reporter starts discussion**)
- **Report out:**
  - ▣ What did you find most useful in the material about effective test design?
  - ▣ Is there anything that your group disagreed with and/or disagreed about?
- Time allotted: 20 minutes with 10 min report out

# Breakout Groups this Week (same as last week)

## Group A – Polling/TPS

- Faramarz
- Liz
- Mary
- Nuri
- Sandra

## Group C – Teams

- Alisa
- Harry
- Kennedy
- Nur
- Shiny

## Group B - PBL

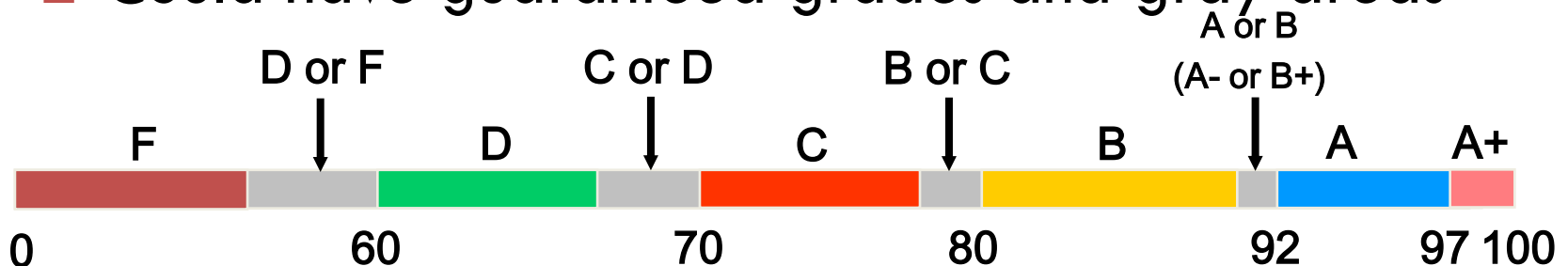
- Matt
- Nathalia
- Nisha
- Puteri

## Group D – Teams/Unknown

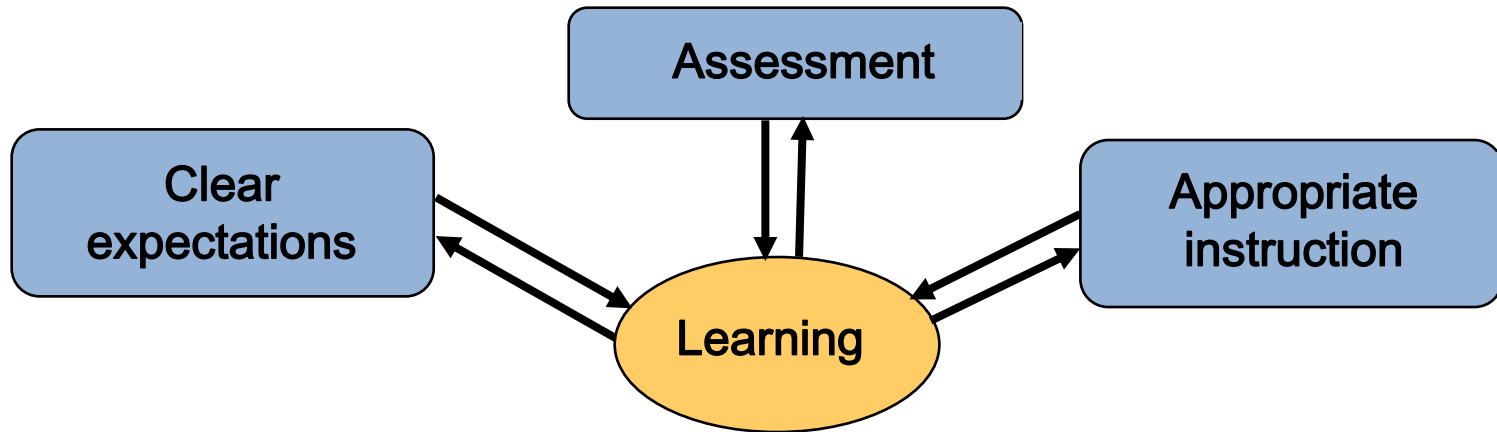
- Aurenice
- Danai
- Raghu
- Tim

# Course Grading

- Instructor's decision but should be decided early and communicated clearly on syllabus
- **Curve** or **Don't Curve**?
  - ▣ **Curve**: Grades depend on relative position in class, promotes competition
  - ▣ **Don't Curve**: Grades depend on mastery of learning objectives, promotes cooperation
- **Recommendation: Don't Curve!**
- Could have guaranteed grades and gray areas



# Final Thoughts



- The assessment drives the learning. *If knowledge & skills are important, assess them.*
- Clearer expectations → greater chance students will meet them. Write & share learning objectives (study guides) and rubrics.
- *Teach it before you assess it!*



# Plan and Homework for Session 7: Assessment!

- ▣ Next week's focus: Assessment
  - Read Chapter 5 of How Learning Works, “What kinds of practice and feedback enhance learning?” (posted on the portal)
  - Read “Exam Wrappers” appendix from HLW.
  - On the blog, describe the process by which you design one of your typical exams. How do you use resources such as the syllabus or learning objectives?
- ▣ All homework due by Monday, December 9, at 12 pm EST.

# Breakout Group Task #2

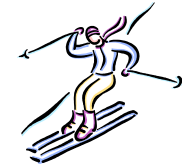
- Roles for today: Person with **first** name
  - **Second** alphabetically is the **scribe**
  - **Third** alphabetically is the **reporter**
- In your working group, discuss the readings and your response to them. (Start with **scribe**.)
- **Report out:** What is **one thing** you learned from the reading that you will use in your classes?
- Time allotted: 15 mins in groups, 5 mins for report out

# Meetings for Spring 2014

- Meeting dates:
  - ▣ Friday, January 17
  - ▣ Friday, February 7
  - ▣ Friday, March 7
  - ▣ Friday, April 11
- Doodle Poll to determine times for each of these dates
  - ▣ <http://www.doodle.com/yxyzmfmfmphrsngm>
  - ▣ (You should also have received an email with this link.)
- Please respond to the poll by **12 pm on Monday, December 16!** (Same time homework is due)

# Plan and Homework for Session 8: Supporting S2014 Plans

## □ Choose your own adventure!



### ■ CATME

- Go to [https://www.catme.org/login/survey\\_instructions](https://www.catme.org/login/survey_instructions) and complete the Peer Evaluation Exercise.
- On the blog, post your thoughts on completing this exercise & using CATME in your classes in Spring 2014.

### ■ Questions for Formative Assessment

- Write one formative assessment question for your Spring 2014 class. What learning objective does it assess? What process did you use to write/revise it? Post your question and description to the portal.
- Example questions for circuits (Nathalia) and signals and systems (Jill) will be posted to the portal as a reference.

## □ Matt will report on PBL tips.

## □ Susan will report on Cooperative Learning Homework Teams.

## □ All homework due by Monday, Dec 16, at 12 pm EST.