Design for Learning 2 - Foundation

Learning Assessment (Week 4 Lesson)

This project was made possible in part by the Institute of Museum and Library Services, Laura Bush 21st Century Librarian Grant Project #RE-06-14-0014-14.

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Welcome to Week 4!

This lesson includes:

- Advance Organizer for Week Four (video)
- Learning Assessment (video)
- Digging Deeper into Effective Feedback (text, graphic)
- Select Vocabulary (table, with challenge question)
- Matching Assessments to Learning Outcomes (text, with challenge questions)
- Reflection (activity)
- Creating Assessment Tools (video)
- Activity: An Interactive Resource
- Reflection (activity, with challenge question)
- Summing Up Week Four (video)
- Additional Resources (list)

Advance Organizer for Week 4

Video Transcript:
“Foundation Module: Week 4 Advance Organizer”
https://youtu.be/RJvsi5ddtl

Welcome to Week Four of the Design for Learning Foundation Module. This is your advance organizer for the week. To situate our learning for this week, let’s consider where we’ve been and how this week connects not only to that but to where we are going. After our introduction to instructional design way back in week 1, we focused on Steps 1 - 4 of the 7-step instructional design Model.

In Week 2, we conducted an instructional needs assessment – that was Step 1, a detailed instructional analysis – that was STEP 2 - breaking down the task to be performed or the learning, and then we identified our learner characteristics and entry behaviors, Step 3.

In Week 3, we identified our learner outcomes. Quick Quiz. The learner outcomes we developed, were based on our knowledge of what? One or two seconds wait time here!

[PAUSE]

Learner outcomes are based on what we know about learners’ needs and that knowledge came from our instructional needs assessment in Step 1. You see how everything connects?
Next week as part of Step 5 which is planning our instructional strategies (and Step 5 has several components), we will be considering how to assess those learner outcomes we established as part of Step 4. That’s why this week, before we even delve into Step 5 next week, we are going to focus on one topic and one topic alone and that is assessment. What is assessment and how is it different from evaluation? What forms of assessment can we use? How do you create an effective rubric?

By the end of this module, you will know the difference between assessment and evaluation and have ideas for many forms of assessment. You are interested in providing online learning so you might be curious about the unique assessment tools that are available to us when teaching online and we’ll touch on that, as well! We’ll also take a more in-depth look at rubrics and one or more other tools for assessing learning. I’ll also provide you with some excellent additional resources on assessment.

I hope you are enthusiastic about delving into the topic of assessment this week. Let’s get started.

**Learning Assessment**

**Video Transcript:**
“Foundation Module: Week 4 Assessment”
[https://youtu.be/gNZdKeH0Wpg](https://youtu.be/gNZdKeH0Wpg)

In this presentation, I will discuss assessment, formal, informal, formative and summative. I will touch upon its difference from evaluation. We’ll talk about different methods of assessing learning, modifications that may be necessary when accommodating learners with different needs, and involving students in assessment.

If you have written good student learning outcomes and have an idea of the learning objects you will work with, it will be much easier to write assessments. Remember from Week 3 that a good learning outcome is specific and measurable. That’s what we’ll use as a basis for creating our learning assessments.

What is assessment and how does it differ from evaluation?

Assessment refers to collecting and interpreting both qualitative and quantitative information about how our students perform relative to the learning outcome. The primary purpose of assessment is to improve student learning.

Assessments can be formal like standardized tests supported by data, or they can be informal like observing a learner as he executes a task. It differs from evaluation in that evaluation
involves passing judgment on the value of an instructional session or program in achieving its goals. Learning assessment is part of evaluation but other factors can also be involved. We will talk more about evaluation in Step 7, in week 6. This week, we’re focusing only on learner assessment.

Through assessment, we know just how much are students are learning and that helps them and us, as instructors, because we will know where we can adjust our online teaching methods to meet the needs of our online students. Let’s look at two forms of assessment: formative and summative. Each is critically important.

Formative assessment should happen **during** our instruction, throughout the lesson and throughout the course or unit we are facilitating. It is imperative that we include formative assessment for our students and for ourselves. It is more than just grades. Any formative feedback you give to your students along the way is a formative assessment strategy that helps them to gauge their learning, to self-regulate their process so that they can perform to the best of their abilities. Formative assessment helps you, as well, as an instructor. Why? Because you can adjust your teaching methods during instruction if your formative assessments are telling you that your students just aren’t getting it. You will know, then, that perhaps you need to spend a little more time on the topic or provide additional practice opportunities, for example, which as a side note, would also increase confidence, an important motivational goal.

Formative feedback is an important part of formative assessment. How do you collect formative feedback from students? There are many ways. You can ask questions to check for understanding. You can have students review the work of their peers. You can collect evidence of student voice such as asking a student to articulate the learning outcome in her own words. This is especially good for K-12 students. Do they really understand what they are supposed to know or do? This allows you to understand the difference between where the learners are currently with respect to your instruction and where they should be. You are able to identify the gaps. Having this knowledge will allow you to fine-tune your instruction and if you are in a synchronous online session, this may mean having to adjust your instruction mid-stream.

Let’s go over examples of formative assessment:

- **Questioning**, as I mentioned, is an excellent one and in a synchronous session you can use the chat function in your system for this. Questions can come from you as the instructor or they can be student generated.
- **Polling to gauge confidence**—Most learning management systems have polling as a function. If not, find a polling app online. You can poll anytime but one idea is polling right after a quiz to see how challenging students thought the quiz was.
• Discussion forums allow you to see if students responding are appropriately to prompts and are great for allowing students to expand on questions and engage in self-assessment.
• Observations (yes, these can be made online, too). Interacting in a small group activity in a breakout room is an example of where you can observe team behavior.
• The Learner analytics generated by the learning management system can be explored to find out whether students are actually accessing the learning objects, how often they are contributing to discussions, and when they are visiting.
• Self-reflection like you are asked to do each week in these learning modules - Self reflection is an excellent metacognitive strategy. You’ll have a self-reflection on assessment this week, I promise you!
• Graphic organizers can also be used to assess students’ learning. Venn diagrams are an example of a graphic organizer and are helpful in assessing analysis level learning in which students compare and contrast similarities and differences between two items.
• Concept maps can demonstrate whether students understand and can organize relationships between ideas or concepts.
• Graded and non-graded quizzes with immediate feedback. An example would be the Challenge Yourself quizzes that are included in this online instruction. It’s not graded but it serves as a gauge for you to check for understanding.
• Digital Exit tickets help you to later differentiate who needs more instruction the next time you teach. You can look at that data that you collected and say next week, or tomorrow if you are in a K-12 environment, how can I change my instruction just a bit to differentiate and make it improved for all my learners. It also allows you to identify each student’s strengths and weaknesses on a daily or weekly basis.

I have mentioned learner analytics as something available to you in learning management systems. You will hear more about them in the content creation and the course management modules.

Before moving on to summative evaluation, I want to add one more point about formative feedback. You can also give motivational feedback. Lots of times in synchronous teaching you’ll see instructors constantly praising students for their responses or while doing work. “Great job!” “Very good!” “Nice work!” Praise is OK in moderation but the kind of feedback that is most valuable is informative feedback, even when it comes to motivation. For example, Jose, a 4th grade student, has been persisting on task for quite a while and has almost completed his exercise. You look over his shoulder (virtually speaking) and say, “Jose, I can see that you’ve put a lot of effort into this exercise, and it shows! Well-done.” You are then attributing effort to the good result and that is what makes it informative. You may also hear the term corrective feedback when effort is underway but there needs to be additional guidance.

Let’s move on to summative assessment.
I like this definition from the Glossary of Education Reform. I’ll read it.

“Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school year.”

They have several criteria. They are used to determine if students have learned what they are expected to learn. Basically, have they achieved the learning outcomes that you defined? They are generally given at the conclusion of a unit of instruction. And often, summative assessments are recorded as scores or grades for a permanent record. But, all this doesn’t mean that it’s the same for every student . . .

One of the attributes of universal design for learning that we addressed in Week 1 is FLEXIBILITY. And whether you are teaching face-to-face or online as we are focusing on here, you may need to make modifications in your assessments if you have students with differing abilities or special needs. For example, if you are in a school library, you will undoubtedly have some students who have individualized education plans or IEPs. Some may have a 504 plan that addresses modifications needed for a specific disability. Modifications could include giving more time to complete an online test or quiz, or reading questions out loud for a student with dyslexia. Or you may have to modify the construction of the test or the task to be performed in some way to make it possible for the student with special needs to have a successful experience. Both formative and summative assessments are ways to differentiate instruction.

What types of summative assessments be employed? Traditional online assessment measures include, of course, quantitative tests with multiple, matching, true-false, and other automatically score able items. You can also add qualitative sections to your test such as open-ended questions or essays which you would then need to score manually. Authentic assessments are often used in problem-based learning and inquiry based learning where students solve real problems. Authentic assessment allows students to demonstrate their learning in ways that are as close to real life applications as possible. For example, (and this is a real one that I’ve used), you might have your LIS graduate student enrolled in your technology course team up with an actual library and librarian to create a solution to a technology-based issue, or to explore a technology opportunity afforded by the library. Your summative assessment could include a combination of work submitted by the student related to the project and feedback from the library.

So, a few examples of summative assessments then include:

- Achievement tests or content knowledge and skills tests; and these can be instructor constructed or they can be standardized tests, like state tests.
- They can be a paper, a research paper on a topic.
- Summative assessment examples can also include formal interviews with students.
• They could include projects that created by the students.
• Or presentations by the students.

Whenever possible, involve students in assessments. It provides greater transparency of the assessment process. More importantly, it will help your students better understand the desired learning outcomes when they have a stake in how the learning will be assessed. They can think about the best ways that make the most of their strengths to demonstrate their learning. When students are involved, they are more engaged and motivated because they are taking charge of the learning process.

Summative assessments can act like formative assessments when you use them to improve a subsequent iteration of a course or lesson you teach.

Assessments are about collecting evidence that we are moving towards the achievement of our learning goals and outcomes. We will use that evidence to improve learning in our students.
Digging Deeper into Effective Feedback

In the video on learning assessment, we discussed feedback as an important part of formative assessment. Becoming proficient at giving feedback to your learners takes practice. Feedback has the purpose of "reducing discrepancies between current understandings/performance [of a learner] and a desired goal" (Hattie & Timperley, 2007, p. 87). In Hattie and Timperley's model, effective feedback works on four levels and helps learners answer three questions: 1) where they are going with their learning, how they will get there, and where they will go next. A link to the article is provided in the Additional Resources section.

# Selected Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Assessment</td>
<td>The process of collecting and interpreting information about how students are performing relative to the learning outcomes for the purpose of improving learning.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>The process of judging the value of instruction or a program. Includes learning assessment but also additional factors.</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Information collected about how learners are doing during instruction and throughout a term. Its purpose is to help learners and to inform instructors about adjustments to teaching that can improve instruction and learning.</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>Information collected to evaluate student learning, skill acquisition, and academic achievement at the conclusion of an instructional period.</td>
</tr>
<tr>
<td>Formal Assessments</td>
<td>A systematic method for measuring how well students have mastered learning outcomes compared to other students. They include standardized tests and include specific criteria for scoring and interpretation.</td>
</tr>
<tr>
<td>Informal Assessments</td>
<td>Information to evaluate a student's performance and progress over time. These can include quizzes, portfolios, projects, and written samples that are graded.</td>
</tr>
<tr>
<td>Authentic Assessment</td>
<td>Assessment that is tied to the accomplishment of real-world tasks that allow students to demonstrate learning.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Useful information given to student during the process of learning that provides meaningful input to improve learning or task performance.</td>
</tr>
<tr>
<td>Assessment Modifications</td>
<td>Modifications to the success criteria of a test or measure for students who require accommodations due to learning differences, IEPs, or 504 plans.</td>
</tr>
<tr>
<td>Learning Analytics</td>
<td>Collection and reporting of data about student interactions while they are participating in online learning activities. Sometimes called learner</td>
</tr>
</tbody>
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Challenge Yourself!

Time to challenge yourself!

1. This type of assessment helps the student know how she is progressing; it also helps the instructor to improve instruction during a lesson or unit. Choose the correct response.

   A. Summative assessment  
   B. Knowledge assessment  
   C. Skills assessment  
   D. Formative assessment

Matching Assessments to Learning Outcomes

Think back to Week 3 on learning outcomes. It was there that we discussed Bloom’s Taxonomy of Cognitive Objectives. The original taxonomy has been revised since it’s original version so that Creating as opposed to Evaluating is at the top level. You will recall that creating and evaluating are higher order thinking skills while remembering and understanding are lower order thinking skills. When it’s comes to lesson planning, novice instructors often have difficulty with creating assessments that are well-matched to the learning outcomes. One tip that’s worked well for many is to think of possible assessments at the same time that learning outcomes are being developed. Let’s try that.

EXAMPLE:

A school librarian is teaching the rules of netiquette including the consequences of not following the rules to a group of 6th grade students. Her learning outcomes, stated in “I can” language, include: 1) I know the rules of netiquette, and 2) I can interact and collaborate appropriately in a digital environment. Any ideas for appropriate assessments?
You can start by thinking about both outcomes in terms of Bloom’s taxonomy. Learning outcome #1 relates to remembering and understanding information about netiquette, lower order skills, while #2 is a level up at the application level. For the first outcome, possible assessments could include having students list or describe the rules to indicate that they “know” or “remember” them. If you want to make sure that they also “understand” the rules, you could create a little game in which students predict what happens when certain rules are not followed. These are just two of many possibilities. How about for outcome #2? It is on the application level so potential assessments could include observation of students demonstrating the use of proper netiquette as they complete an online activity. Another possible assessment would be to provide students with a problem scenario in which they have to solve the problem through applying the rules.

On the next page, you will get to test your comprehension of matching outcomes with assessments with a challenge question.

Challenge Yourself!

Choose the Best Assessment

2. Choose the most appropriate assessment for the learning outcome stated below. For space purposes, the outcomes are stated briefly. Assume that appropriate instruction and learner activities lead to achievable outcomes.

**Learning Outcome for participants in a public library teen book and film club facilitated by the youth services librarian:**

*After reading a popular Young Adult (YA) title and watching the film adaptation, participants can make critical judgments about the film's ability to complement the author's literary work.*

A. Teen participants create their own novel on the same theme as the book they read and its film adaptation.
B. Teens develop a rubric for criteria they will use to make judgments on the merits of the book and film and use it to engage in a discussion.
C. Each teen outlines the major events in the book using a graphic organizer provided by the youth services librarian.
D. Participants take a passage from the book and analyze the language used.
Challenge Yourself

Another Challenge Activity!

3. On the left side are examples of assessment strategies. From the list on the right, select which level of learning outcome the assessment matches best. *NOTE: The assessments and outcome levels are not in any special order. Also you may find it helpful to revisit the graphic of Bloom’s Digital Taxonomy by Andrew Churches, earlier in this section.*

A. Rating a new app  
B. Completing a Venn diagram  
C. Coding an original game  
D. Retelling a story in one’s own words  
E. Using a new app  
F. Identifying parts of a book  

1. Analyzing  
2. Remembering  
3. Understanding  
4. Creating  
5. Applying  
6. Evaluating

Reflection

Take a moment to think about the instruction that you plan to design and develop through the modules. Whether your instruction is for an academic library, school library, public library, or special library, how might you involve your learners in developing assessments? Think about it, then write a few sentences in your workbook about your ideas for this.

Creating Assessment Tools

Video Transcript:
“D4L Foundation Week 4: Creating Assessment Tools”
https://youtu.be/eyN_lwb9MwU

Hello everyone and welcome to the lecture on creating effective learning assessment tools. We’re going to be talking about creating rubrics, quiz and test questions, journal questions, and survey questions. All of these can be designed to help you assess not only student achievement but also your own teaching strategies so you can make adjustments as needed.

Let’s start by talking about creating rubrics. They tend to be a little bit tricky especially when you’re just starting out. A rubric is a matrix that is used to create scoring or proficiency assessment of student learning. They usually involve a number of different formats. For example, there’s the checklist format, the liquid scale format and the full rubric. All of these
tools differ in appropriateness and complexity but all are more approachable than they sound will get into a short case study with examples in a minute.

Here you'll see a few examples of rubrics. Don't worry about being able to see the detail right now. These are just so you can preview what rubrics look like. You almost certainly have seen something like this before. Some of the hallmarks of good rubric creation includes specific and valuable criteria selection which you can see in the left-hand column of each sample criteria of the items that you wish your students to achieve successfully. Another hallmark is a proficiency scale. Here the top rows are liquored like scales either with or without numerical scoring. A likert-like scale is simply a bipolar scale from a low-quality on one end and a high-quality on the other. For example in the image on the right beginning is one and exemplary is four.

But enough with unreadable samples. Let's work with a small case study to help you get to know different types of rubrics and their usefulness. In our sample case a composition instructor has assigned an essay for an introductory composition course in the English program. She's very conscientiously decided that her learning outcomes are that her students will be able to adequately communicate both a topic sentence and a position statement with appropriate scope clarity specificity and directionality. She decided to create a rubric to guide and assess her students' achievements and to amplify her understanding of her own teaching. She'll be able to look back on trends and commonalities in the rubric for her whole class to make adjustments in what and how she teaches these concepts in the future.

Here you see a checklist style rubric. This is most useful when you're simply looking to see if something has been done. It does not provide you with any information about how well it was done. This can be helpful to quickly look at what a class of students have completed but it gives little indication about the successful learning of concepts. Here for example, our professor could say that she sees a topic sentence but this scale would not indicate how well it was written. If she gave this rubric back to her student that student would know that they wrote a topic sentence but nothing about how well or poorly they wrote it.

Here we come across a numerical Likert scale. We can see here that the topic sentence is well done and that the position statement is rather poorly done. While the checklist told us about the presence or absence of a criteria this rubric tells us about the degree to which it was done. Some drawbacks to this style are that the numbered Likert scale indicates less and less about the details of the level of achievement and instead assigns what seemed to be an arbitrary number especially when seen by students. However this type of scale is very good for a self-report.

For example how confident I am I in my ability to find it information on a topic. For example , 0 would be not very confident at all and five would be I feel very confident so you get the idea

Here you can see a descriptive Likert like scale that measures three different categories from does not meet expectations to meets expectations to beyond expectations. This type of rubric
is commonly used and it's very likely that you've either seen or used this before. This type eliminates the arbitrariness of the numerical scale but still it isn't perfect. This scale doesn't have great ranges included. They are often easily added in the second row below the scale for clarity but not all instructors include grading criteria on their rubrics. The decision is up to the instructor’s discretion.

Here we see a full rubric in creating descriptions throughout the entirety of the matrix feedback given to students is much more comprehensive and provide students with a lot more information from which they can adjust and learn. These descriptions also make it much easier for the teacher to learn about her own teaching. This provides more specifics about what to improve upon or change. In the interest of assessment detailed full rubrics are highly preferred given their level of depth and consideration for the student.

While you’re going through the process of creating assessments there are few things that you should always try to remember. You should always try to match your assessments to your learning outcomes and your learning objects. Remember that our instructor already knew that her outcome was to ensure students could compose clear specific adequate topic and position statements. To learn that they could do that she created a learning object or essay assignment for her students to complete. She chose to assess if they had learned it by using a rubric to detail their proficiency. Inside of the rubric that criteria she selected were topic sentences and position statements. Each criteria was located on an individual role and the details in the language directly reflected the language and intention in her outcomes. In this way her assessment matched her learning object and her learning outcomes.

Remember we always need to double-check that our rubrics' criteria descriptions and scoring scales reflect our learning outcomes. It is easy to get bogged down in the details of every individual assignment but being able to reflect back on our original outcomes makes consistency and intentionality of our curricula possible and effective. At the end of the day we should always remember that our purpose and assessment is not only to support and understand student achievement but also to improve how we teach to ensure best learning for our students now and in the future. Note it is important to avoid jargon in your detailed descriptions unless you specifically discuss definitions with your students.

So let's move on from rubrics and talk a little bit about creating questions. We're going to be talking about generating a few different types of questions that can be used for assessment. One is creating test or quiz questions; two is creating journal questions and the last type of question creating we will talk about is survey questions.

Let's begin with a few tips and tricks for creating test questions. You should always make sure that your questions reflect your curricula. It sounds pretty easy. Only test on what you've taught. In reality it is easy to include things that aren't taught we as teachers and teacher librarians may have a greater understanding and knowledge of details. It's so easy to
accidentally include those extra ideas or to forget to teach them in the first place. It is always worth a double check into what we've actually taught to make sure our test questions are appropriate.

Similarly we need to make sure that the concepts that are most important are given the most attention. It is very common to have students complain that the thing they studied the most or was most talked-about only had one question on the test while things that were hardly even mentioned had five questions. This sort of unbalance is to be avoided if we can manage it again always take a look back at what you've already taught to see if the test reflects it accurately.

The next tip is pretty straightforward. Frequent short tests are better for students than cumulative long ones. Short frequent tests allow knowledge to be tested immediately or shortly after it has learned. For the educator this gives us the ability to quickly correct any incorrect understandings or explore poorly understood concepts. It also helps students to gauge their learning as they go and to provide encouragement that they've understood something correctly. Cumulative tests offer none of these benefits but offer all of the anxiety of final exams.

I've said this before in the early video it's almost always a good idea to involve your students in creating your test questions. Ask them about what concept seems most important what ideas were the most difficult or easy to grasp. If you involve students you're not only creating student investment and ownership of their learning you're also able to see what matters most to them and what gaps may already be occurring. Once those tests are completed and you look through them you'll be able to see if your students achieved what you wanted them to achieve. You'll be able to go back and check that your intended learning outcomes have become your actual learning outcomes.

My last piece of advice is to keep it simple. When making your questions you should know to be clear and direct. Trick questions or questions with tricky language don't so much assess learning as they do the ability to parse through riddles. General questions are a bit different. You'll need to decide on your approach. If you want to do direct assessment you can ask them questions about what they've learned like describe your process for writing a position statement. Alternatively you can approach indirectly by asking what help them to learn questions like what lesson made them think the most and why and what didn't work or what didn't they like and why. That tends to generate better results.

Oh yes there's a lot of metacognitive work that can be done in journaling. However you approach your journal questions remember to keep them open ended make sure that they reflect on your outcomes and once again remember that you are there to learn as well based on their responses particularly to an indirect approach you can learn a whole lot about improving your own teaching.
Survey questions tend to be difficult to develop successfully. Before you create a survey it's usually a good idea to decide a very specific thing that you wish to learn from this survey. After you do this you may want to once again check to make sure that it aligns with any learning outcomes you've already decided upon. When creating questions you need to be simple, clear, specific. Unclear questions tend to frustrate anyone who was gracious enough to complete a survey.

Another note is to keep it as short as you can. Try not to go over ten questions if possible beyond this you're likely to lose their interest or answers can become less reliable. Remember when creating your survey questions to avoid leading questions like tell me about how much you enjoyed today's lesson. A question like this assumes that the lesson was enjoyable. A better question might be tell me about your experience in class today.

Loaded language is to be avoided as well but one of the most important things to avoid is any kind of bias in your questioning. Biases could be anything from racial and cultural to class, gender, religious, disability, and more.

Once you get your results in it's time for you to do analysis and learn from it. Once again we've talked about developing our own assessment tools. We've covered rubric creation where we discovered that full detailed rubrics so time-consuming to create present great learning opportunities.

We've learned that generating good test questions and journal questions necessitate clarity and a close reflection on what has been taught and what are learning outcomes are. Survey creation as we now know can be tricky and takes a watchful eye. At the end of the day we know that in order to successfully use assessment tools we must not only build them well we must ensure that they are framed within good learning outcomes and learning objects.

When we translate our learning outcomes into learning objects and we include our outcomes in the creation of our assessments and rubrics for those objects were going the full circle of good instructional design. When we do this we maximize not only the impact of our lessons but also the achievements of our students and the improvement of our own skills and teaching practices.

Thanks for listening.

**Challenge Yourself!**

Are you ready for another challenge question? Try this one . . .
4. Which of the following statements is NOT true about creating test or quiz questions?
   A. Involve students in test creation.
   B. Frequent small tests are better than cumulative long tests.
   C. Include two to three trick questions to keep students on their toes.
   D. Questions should reflect the curricula.

Summing up Week 4

Video Transcript:
“Foundation Module: Week 4 Summing Up”
https://youtu.be/Rfp2-VdbXpl

I hope you feel good about what you’ve taken away with you for Week 4. You should have a much better idea of some of the forms of assessment that might work for you in the instruction that you are planning throughout your journey in the Design for Learning Modules. And your plans will evolve because instructional design is an iterative process. I hope that the advance organizer this week was also helpful to you in thinking about the connections between where you’ve been, where you are right now, and where you are going with all of this. Remember, that while we focused on assessment this week, you will be revisiting it again next week as part of Step 5 when we consider instructional strategies.

And finally, assessment is a huge topic, one where you could spend an entire semester or more on, so I’ve put together what I think are some really excellent resources on assessment for you should you wish to dig deeper. And I hope you do.

I’ll see you again, virtually speaking, in Week 5 of this Foundation Module. Thank you!

Additional Resources

For this week’s instruction, you may find the following resources helpful.


Videos
• All of this module's videos are available on a playlist at YouTube: https://www.youtube.com/playlist?embed=no&list=PLw6HBD7UyT3nKkQsX0OKGsD-SzlheYb1B

Answer Key:

1. D - Formative assessment
   Building formative assessment into each lesson helps you as much as the student.

2. B - Teens develop a rubric for criteria they will use to make judgments on the merits of the book and film and use it to engage in a discussion.
   The rubric and discussion represents a product of informal learning that is a result of participation in the club facilitated by the youth services librarian. The product is on the "evaluating" level of Bloom's taxonomy. The librarian can readily see whether students have acquired the higher order thinking skill and thus the assessment matches the level of the learning outcome.

3. A-6, B-1, C-4, D-3, E-5, F-2
   A-6 Evaluating - Rating a new app
   B-1 Analyzing - Completing a Venn diagram
   C-4 Creating - Coding an original game
   D-3 Understanding - Retelling a story in one's own words
   E-5 Applying - Using a new app
   F-2 Remembering - Identifying parts of a book

4. C - Include two to three trick questions to keep students on their toes.
   Including trick questions is definitely NOT a good idea. This undermines learning and results in learner frustration.