# Supporting the Evolution of Assessment

Authentic assessment, accessibility, and deepened course alignment
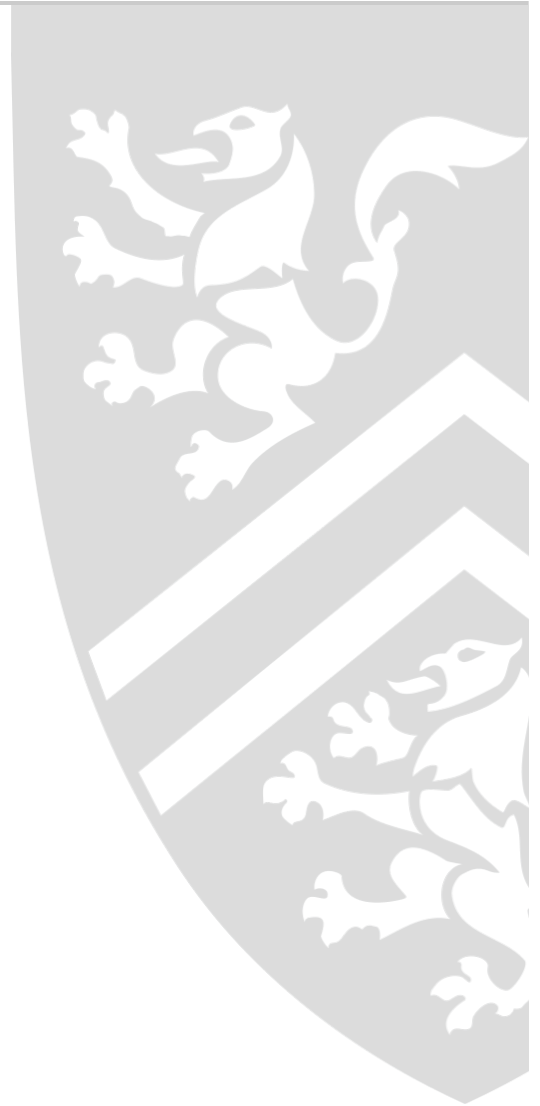
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Trevor Holmes, CTE
Shannon Dea, Philosophy

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# Session Outcomes

- Explore the relations between authentic assessment, accessibility, and alignment in course design.

- Consider how to apply this deepening of course design to the assessment of learning outcomes at your home campus.

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# Background

- Shannon formulated a course design model that made **accessibility** and **authentic assessment** as key as **alignment**

- Trevor was considering how to do an **advanced** workshop for alumni of our Teaching Excellence Academy (TEA), a 4-day course design workshop

- TEA starts with **concept maps** of content, proceeds to **align** outcomes, activities, assessments with peer feedback
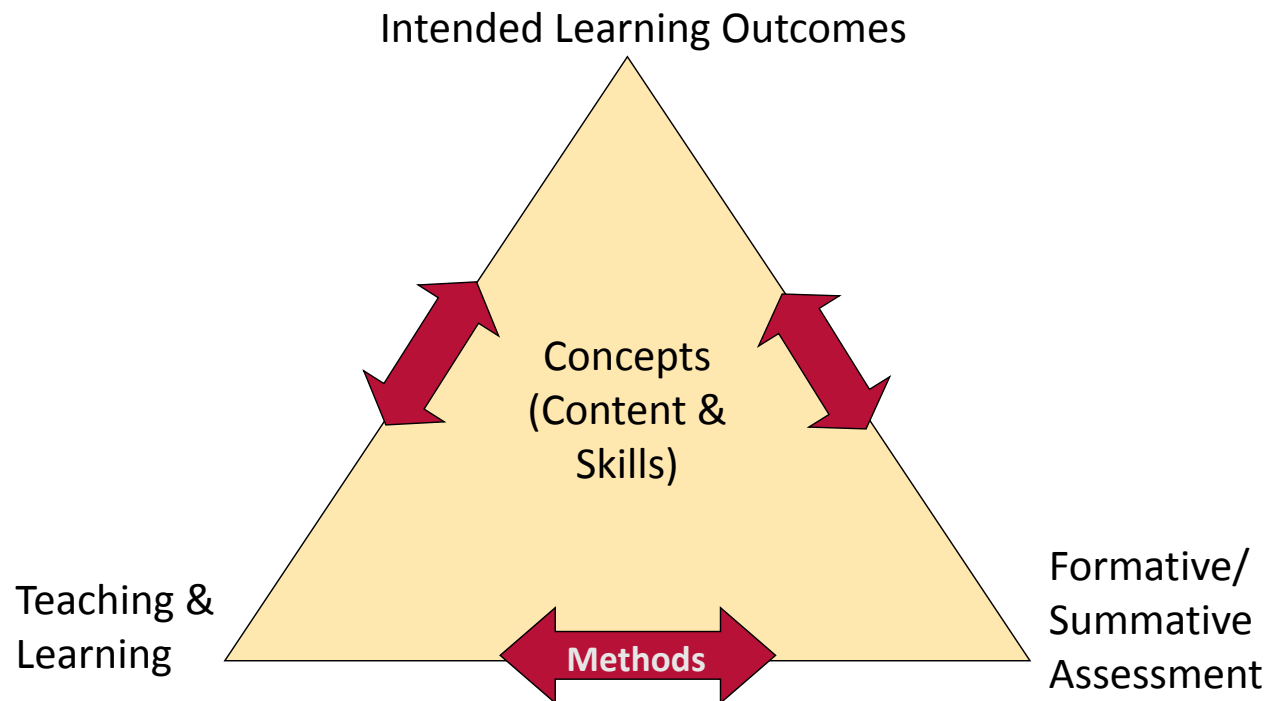
# The AAA pilot

- Full day with lunch (will become 2 days)
- 8 participants
  - Part 1: Alignment
    - Refresher, new map, ILO map
  - Part 2: Accessibility
    - Avatar exercise, Universal Design, alignment + accessibility
  - Part 3: Authentic Assessment
    - Authentic assessment audit, alignment and authenticity
  - Part 4: Conclusion and assessing workshop
    - Produce alignment matrix based on map

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# Finishing what we started

- As a pilot, the pace was good, but people did need more time to finish a design including an alignment matrix

- Most returned for our usual "TEA Alumni Reunion" day and did the rest of the work then

- Future iterations will either frontload the information & finish the design work on day 2, or spread the 3 parts over 2 days to give protracted work & feedback time.
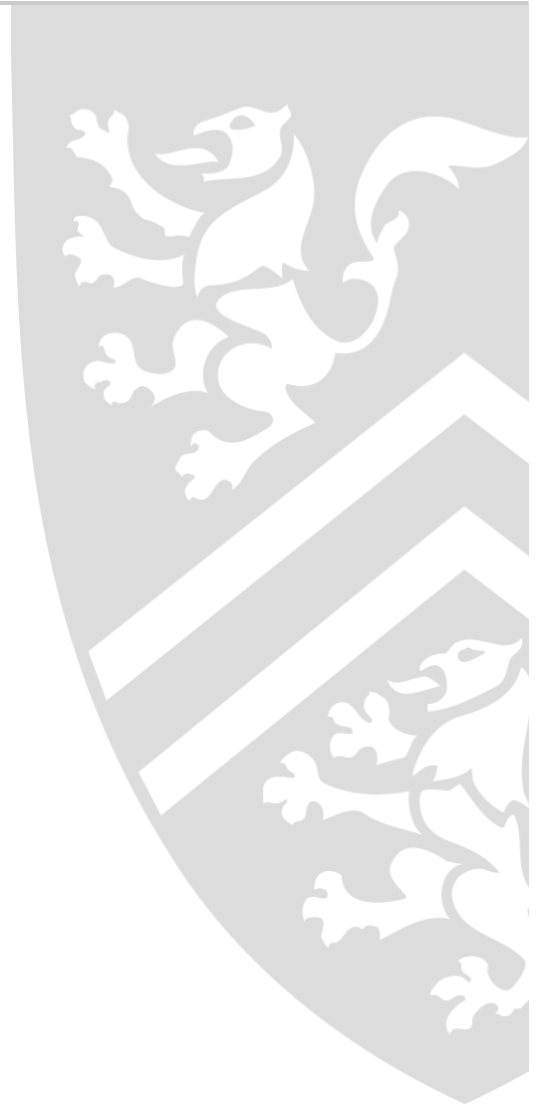
# Alignment

## Alignment in Course Design

Intended Learning Outcomes

Concepts
(Content &
Skills)

Teaching &
Learning

Methods

Formative/
Summative
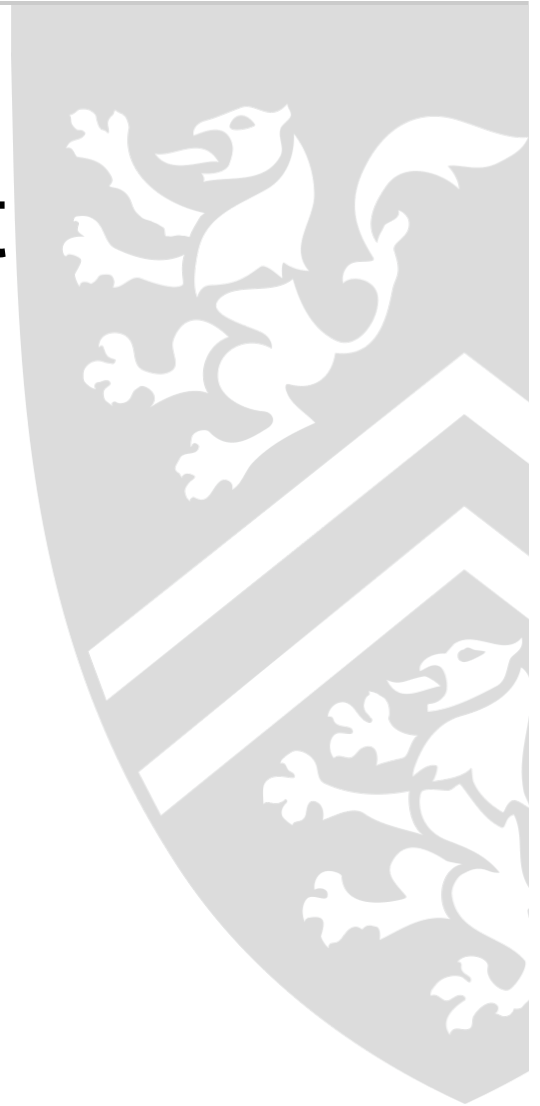Assessment

# Authentic Assessment

- Alike in some way to tasks a person in the field actually does (or even identical to them)

- Traditional assessment may be detached from what the discipline actually does in the world, or may not actually be assessing what's to be learned (the outcomes)

# Accessibility:
# Universal Design Vs. Retrofit



(Thanks to Jay Dolmage, English
for this helpful distinction.)

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# Let's try two activities

- Authentic Assessment audit
- Avatars and a course outline

# If you are doing an Authentic Assessment audit…

## Assessment Attributes

| Traditional | | Authentic |
| --- | --- | --- |
| Selecting a response | ............................... | Performing a task |
| Contrived | ........................................................ | Real-life |
| Recall/Recognition | .................... | Construction/Application |
| Instructor-structured | ........................... | Learner-structured |
| Indirect evidence | ............................... | Direct evidence |

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# Authentic Assessment audit sample

Course: KS 101
Assessments / Weighting
*Engagement / 20*
*Reading Quizzes / 20*

## Assessment Attributes

| Traditional | | Authentic |
|---|---|---|
| Selecting a response | ........................... | Performing a task |
| Contrived | ........................................ | Real-life |
| Recall/Recognition | .................. | Construction/Application |
| Instructor-structured | .......................... | Learner-structured |
| Indirect evidence | .......................................... | Direct evidence |

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# If you are using avatars:

- Take 5 minutes to familiarize self with syllabus provided (or your own syllabus)

- Select an avatar.

- Try to adopt the perspective of that avatar as you re-read the syllabus you're considering

- What affordances does the course offer you?

- What possible obstacles might the course pose for you, in light of your avatar's **positionality**

# Summary of +ve feedback

> " Good balance between individual and team work, independent work and structured activities, information and iterative design time "
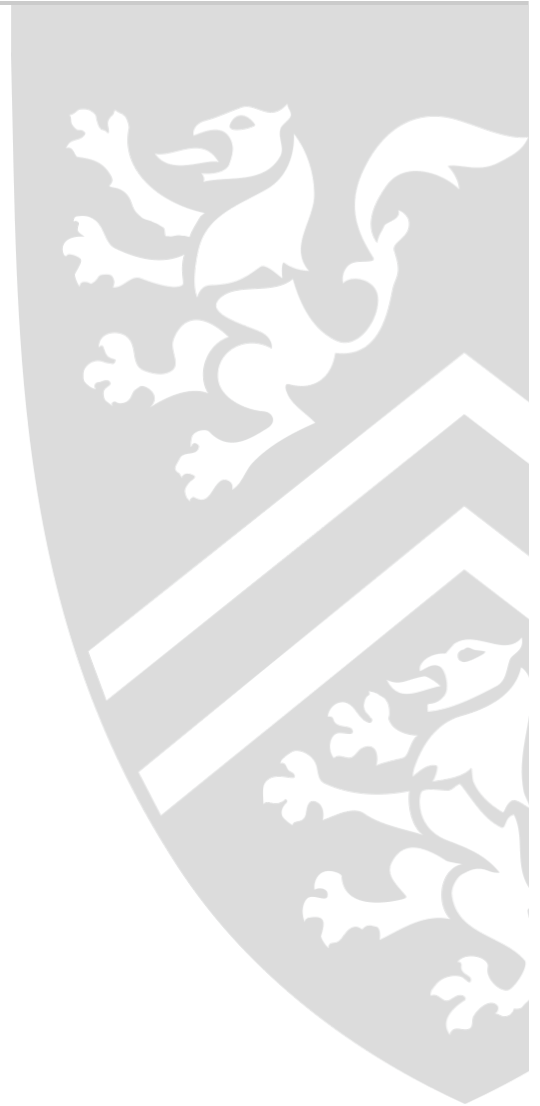
**Pilot Participants**

# Summary of suggestions

> "Consider partners instead of groups of 4 (and swap around); more time (2 or 3 days); clarify relationship between all parts; think about avatars a bit more"

**Pilot Participants**

# Your responses…

Thank you!
tholmes@uwaterloo for further questions