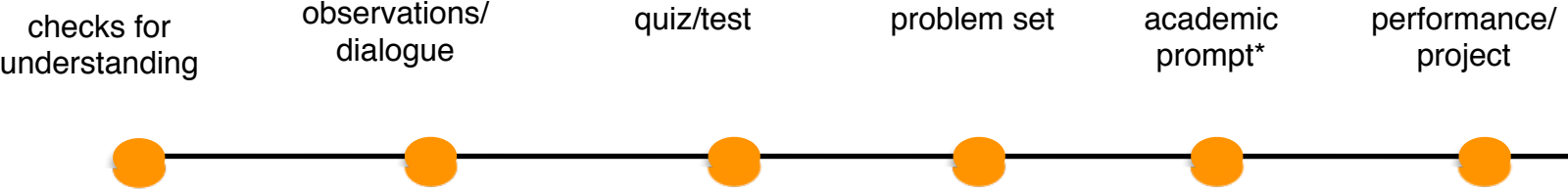


Variation on Assessment Methods and Types



auto assessed



Instructor assessed

rubric
rating



self assessed

rubric
rating



peer assessed

rubric
rating



Adapted from: Wiggins, G.P. and McTighe, J. (2005). Understanding by Design (2nd Ed.). Alexandria, VI: Association for Supervision and Curriculum Development. - Continuum of Assessments

Types of Evidence/Assessment

Performance Tasks are...

complex challenges like those facing someone “doing” the work of the discipline. May be short term-authentic tasks or longer term capstone projects. Typically, learners engage in:

- *considerations of why, when and how to apply a particular approach to solve a problem given the constraints identified.*
- *Defending or supporting decisions and actions*
- *Evaluating process as well as outcomes.*
- *Criteria for performance is established in advance and can guide student work.*
- *Role of course “content” is to support the work – not in addition to.*
- *Using authentic “tools of the trade” (technologies, data, equipment, publishing platforms, etc).*

Academic Prompts are...

open-ended questions or problems that require analysis, critical thinking and the preparation of a response- usually in the form of a product or presentation/performance. Learners may engage in:

- *uncovering properties, ideas or misconceptions about something.*
- *Inquiry, debate or constructing an argument*
- *analysis, synthesis and decision making*
- *constructing responses and explanations using various formats (or media)*
- *divergent thinking: applying various strategies to solve an ill-structured problem*
- *trial and error/failure and iteration/ documentation.*
- *Require judgments on assessment which may be guided by rubrics.*

Quiz and Test Items are...

checks for basic content knowledge. Learners may engage in:

- *Convergent thinking: to come up with a single best (or correct) response.*
- *Self-assessment on discrete knowledge/skills*
- *Receiving immediate feedback on choices.*

Informal Checks for Understanding are...

ongoing formative assessments for the purpose of guiding teaching/design decisions. Not graded. Learners may engage with:

- *Response systems (Clickers) to submit answers to a prompt or question*
- *Concept or argument maps*
- *One minute papers*
- *Class discussion/ small group discussion on questions that require analysis like: “what are you inferring about...?” or what criteria would you use to evaluate...?” “how might we prove/confirm?” “what evidence supports...?”*