

Welcome to Learning Assessment Techniques, Workshop #3 in the Engaged Learning Sampler

While you're waiting for the workshop to start, please introduce yourself in the CHAT:

Tell us who you are, your role, which tribal college or university you are affiliated with, and where you're located.

Offer a greeting in your native language, or that of the community in which you live and work, if you'd like.

American
Indian
College
Fund

Engaged Learning Sampler Workshop #3:

Learning Assessment Techniques

Wednesday, November 22, 2024

Shannon Amiotte, Ed.D., Dean of Education, Oglala Lakota College
Ramona Pourier, M.Ed., Assistant Professor, Oglala Lakota College

Workshop Goals

Our session goals are to:

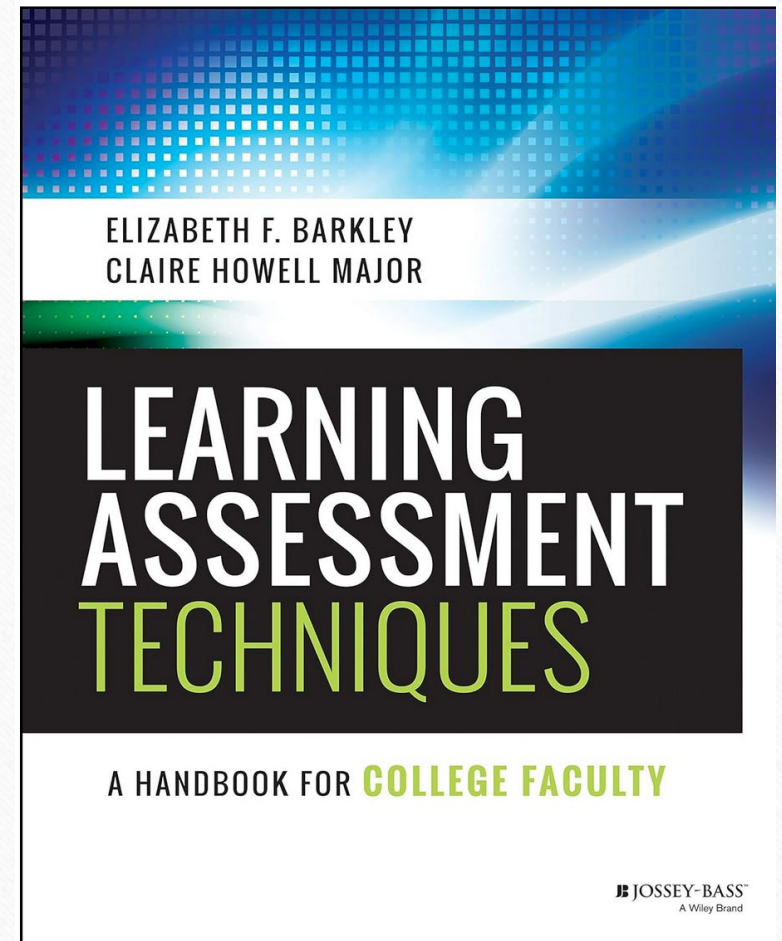
- Foster a framework for thinking about assessment for learning
- Share 10+ learning assessment techniques
- Plan to incorporate a new learning assessment technique

We hope along the way you will:

- Form new collegial relationships with TCU peers
- Broaden your network of support
- Learn from one another

50 Learning Assessment Techniques

- Foundational Knowledge
- Application
- Integration
- Human Dimension
- Caring
- Learning How to Learn



Assessment Word Cloud - Mentimeter



Three ways to participate:

- 1) Scan the QR Code,
- 2) Go to www.menti.com and enter the code: 2234 1032, or
- 1) Go to the link posted in chat:
<https://www.menti.com/aliaij6wy8o3>

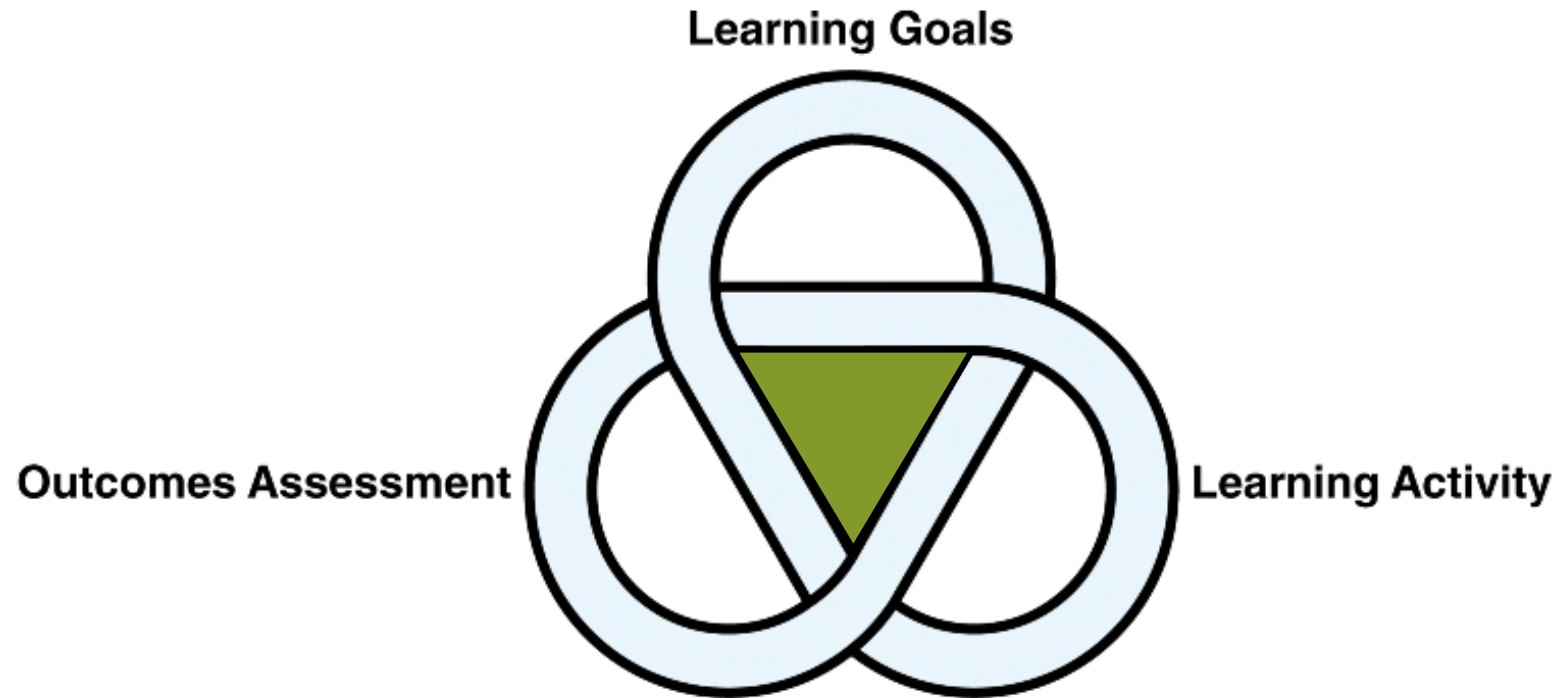
Learning Assessment Techniques

- Assessment for learning, not just grading and reporting
- Active learning techniques that produce assessable learning artifacts
- Integrate meaningful outcomes, active learning, and analysis and action
- Course-based, teacher-driven, integrated learning assessments

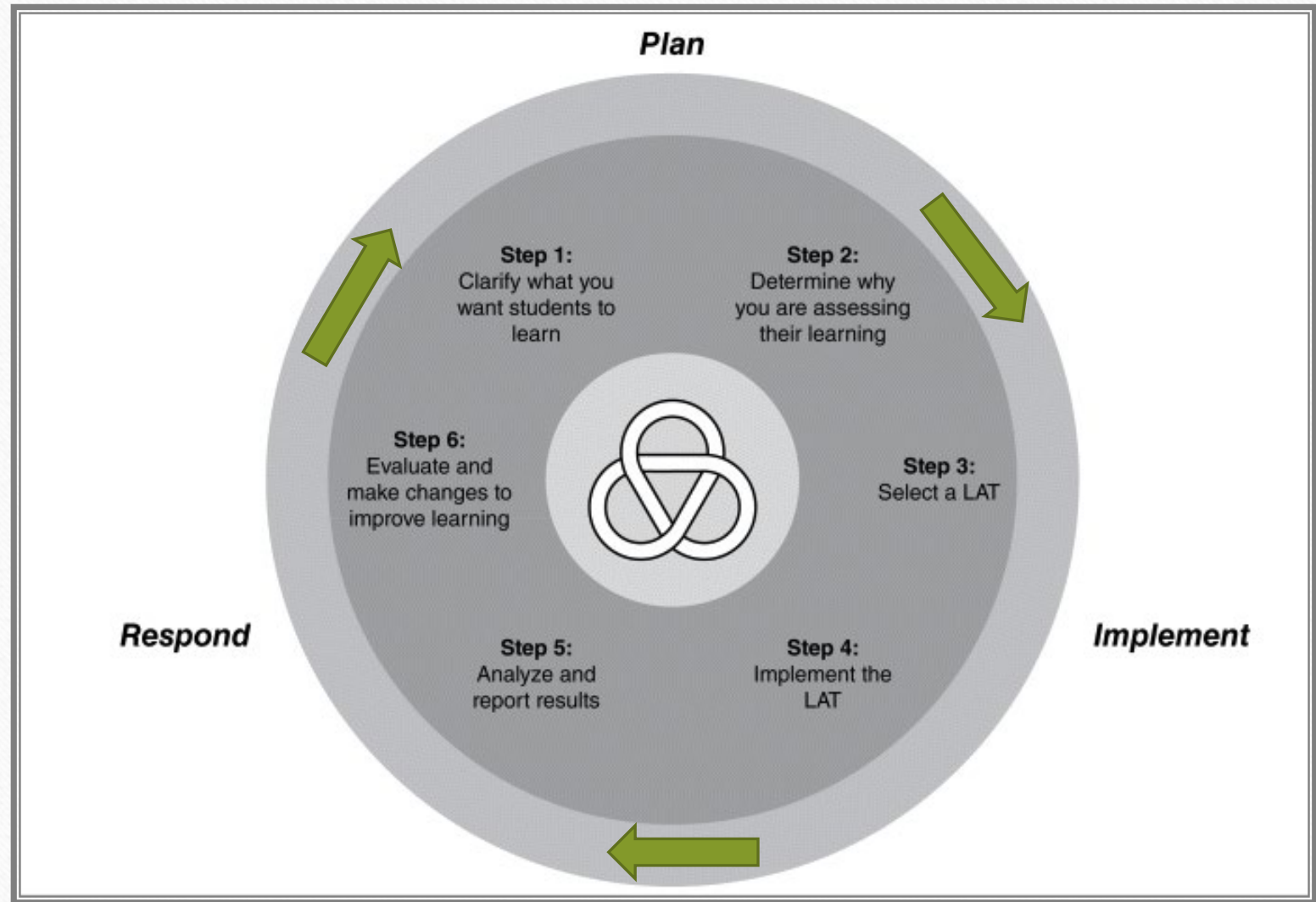
Types of Learning Assessment

- **Educative assessment** - assessment is designed to help improve student performance rather than just “audit” it.
- **Embedded assessment** - occurs when an assignment is linked to learning outcomes, thus achieving both grading and assessment purposes.
- **Authentic assessment** - simulates a real-world experience by evaluating ability to apply knowledge or perform tasks under conditions that approximate those found outside of the classroom.

Interconnected Nature of Teaching, Learning and Assessment



Learning Assessment Technique Cycle



Learning Assessment Technique Cycle

Phase 1: Planning

Step 1: Clarify what you want students to learn

Step 2: Determine why you are assessing their learning

Phase 2: Implement

Step 3: Select a Learning Assessment Technique

Step 4: Implement the Learning Assessment Technique

Phase 3: Respond

Step 5: Analyze and Report the Results

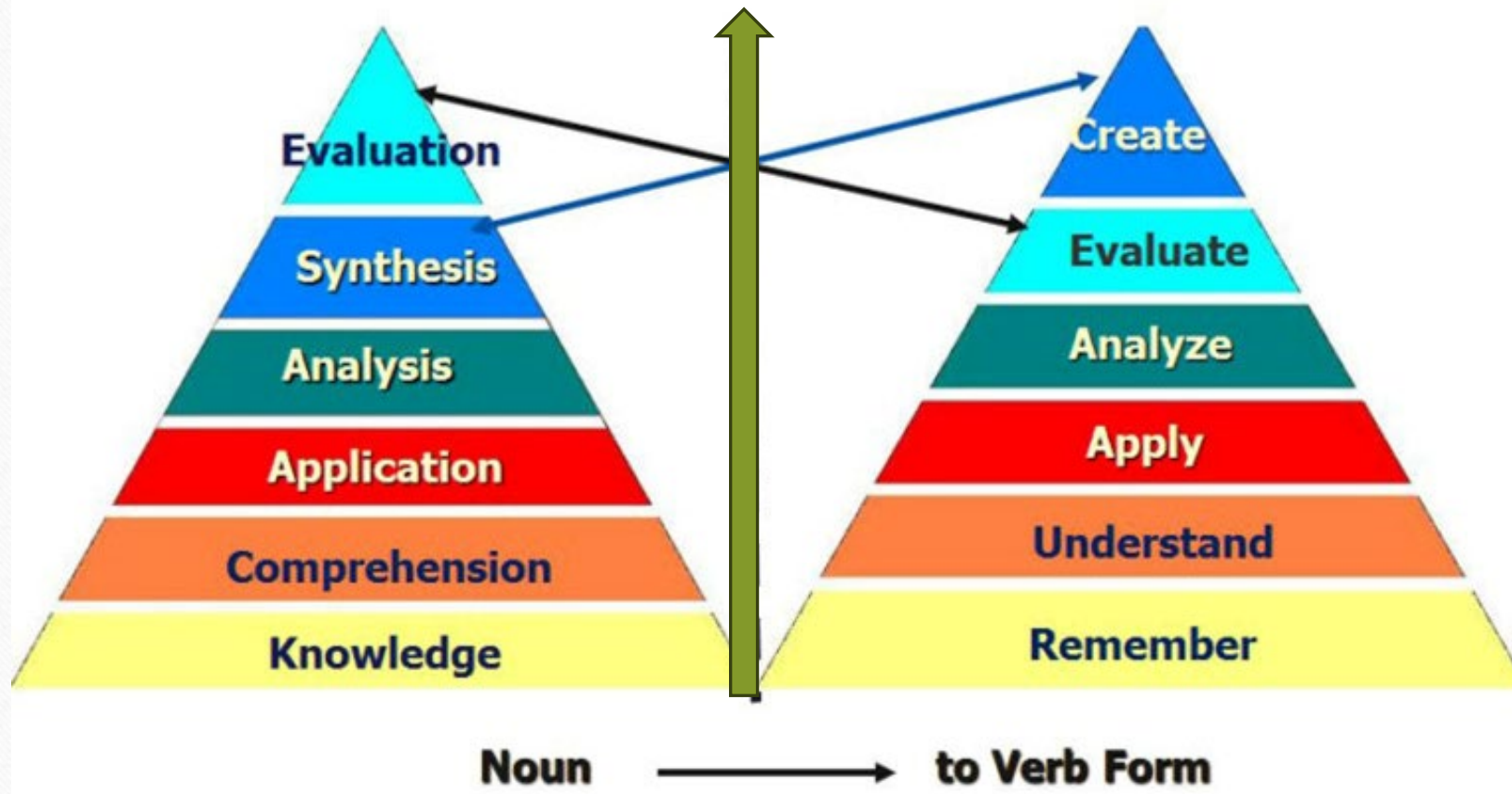
Step 6: Close the Loop by identifying and making changes to improve learning

Aim for Significant Learning

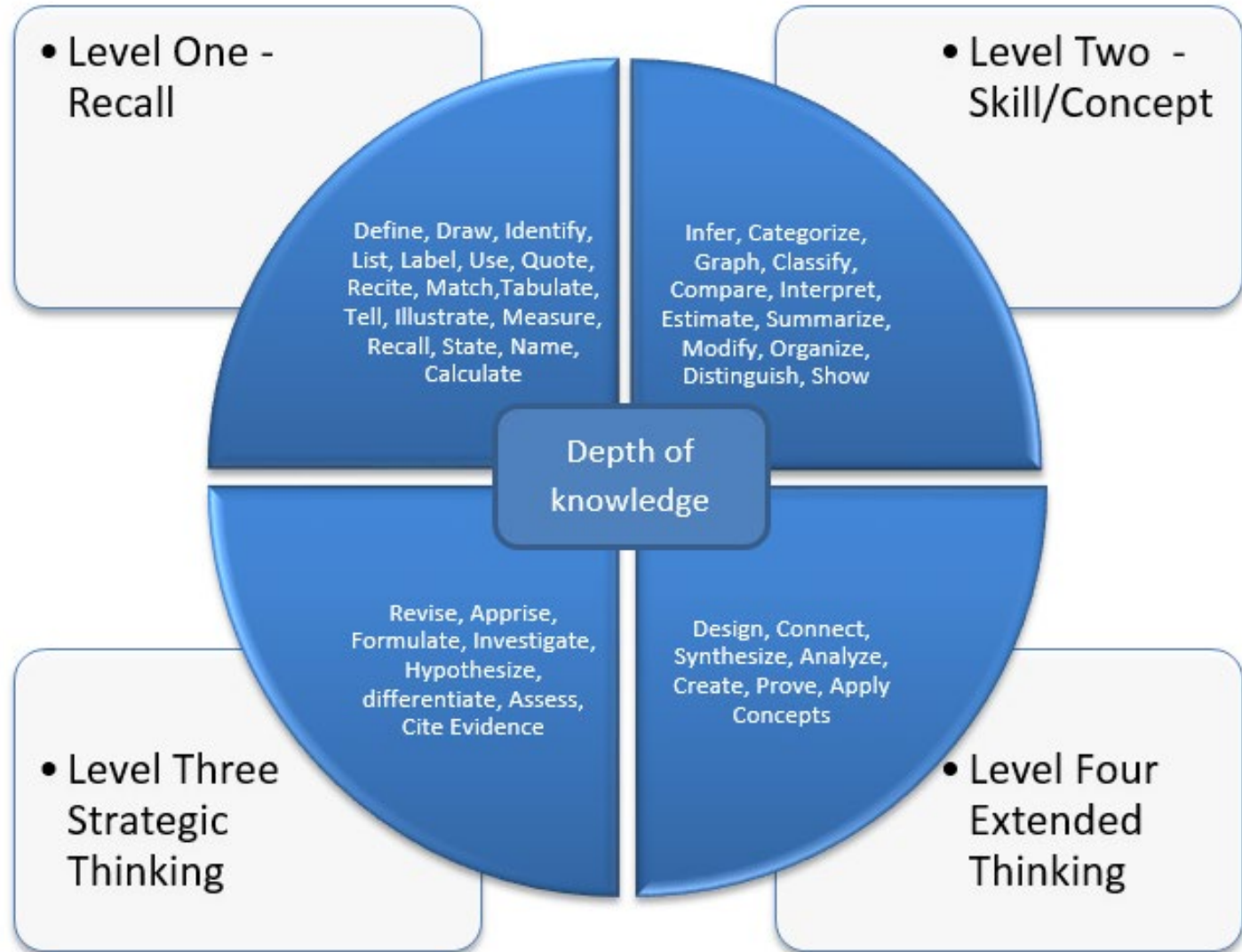


Bloom's Original Taxonomy (1953)

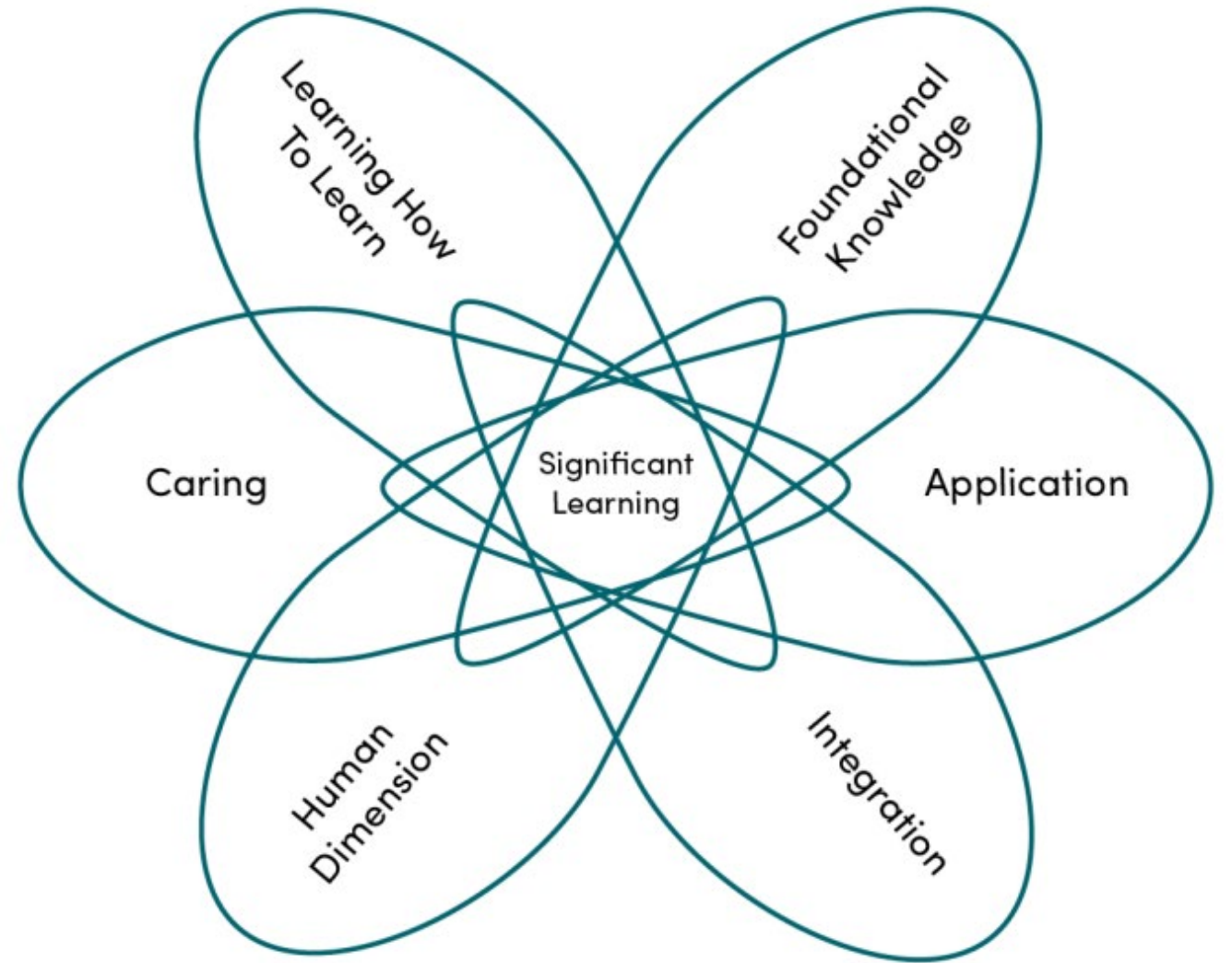
Anderson & Krathwohl's Revised Taxonomy (2001)



Webb's Depth of Knowledge Framework (1997)



Fink's Taxonomy of Significant Learning (2013)



Fink's Taxonomy of Significant Learning

Source: Fink (2013), pp. 35–37

Foundational Knowledge	Understanding and remembering the information, ideas, and perspectives that form the basis for other kinds of learning in the subject.
Application	Applying knowledge to real situations through critical and creative thinking, problem solving, performance, and skill so that foundational knowledge becomes useful.
Integration	Making connections between ideas, learning experiences, and different realms of life so that everything is put into context and learning is more powerful.
Human Dimension	Learning about the personal and social implications of what learners are learning, thus giving the learning significance as learners learn about themselves and others.
Caring	Developing new feelings, interests, and values that help learners care about what they are learning, which gives them the energy they need for learning more about it and making it part of their lives.
Learning How to Learn	Learning about the process of learning, including a particular kind of inquiry (such as the scientific method) as well as how to become a better, more self-directed learner, which enables learners to continue learning and do so with greater effectiveness.

Learning Framework or Taxonomy - Mentimeter

- What is your level of familiarity and use of:
 - Bloom's Taxonomy (Original or Anderson & Krothwohl's Revised Version),
 - Webb's Depth of Knowledge, and
 - Fink's Taxonomy of Significant Learning?

Crafting Clear Learning Targets

Condition (circumstances or constraints, product or performed action)	Performance (the learning represented in the action or product)	Criteria (level of acceptable performance)
Given X	a learner will be able to....	within a 30-minute period
When given a case study	a successful learner will be able to analyze and explain why a particular intervention was or was not effective	at a minimum of Level 3 on each of the criteria in the assignment's assessment rubric
When given an aural exam consisting of listening to examples of representative music (that have not been studied)	a successful learner will be able to identify the genre and style	at 70% accuracy

Crafting a Clear Outcome - Mentimeter

- Share a clear learning objective, including the conditions (product or performed action), performance (learning represented in the action or product), and criteria (minimum acceptable performance) for one of your courses.

Considerations in Determining the Purpose of Assessing Student Learning

Purpose:

- Give learners feedback on their progress
- Improve the scholarship of teaching and learning
- Provide information to institutional and external stakeholders

Answer Assessment Questions:

- To what extent has the learning been successful?
- Has there been cognitive or affective change in students over time?
- How do these results compare with others?

Learning Assessment Technique Cycle

Phase 1: Planning

Step 1: Clarify what you want students to learn

Step 2: Determine why you are assessing their learning

Phase 2: Implement

Step 3: Select a Learning Assessment Technique

Step 4: Implement the Learning Assessment Technique

Phase 3: Respond

Step 5: Analyze and Report the Results

Step 6: Close the Loop by identifying and making changes to improve learning

Talking Circle Protocol

- Introduce yourself to the members of the group if you do not know one another.
- Each person has a turn to speak while everyone else listens.
- The person who is talking speaks from the heart until they are finished, being respectful of time.
- Those who are listening, do so with their full attention in a respectful manner.
- Sharing is done in a clockwise direction, and it is okay to pass.
- Only after each person has shared are questions asked for clarification or acknowledgements offered.
- What is said in the circle stays in the circle.

Today's Breakout Talking Circle Procedure

Round 1: Introductions & Background Information (5 min)

- Each team member quickly introduces themselves, then silently reads the brief descriptions for their room's Learning Assessment Techniques.

Round 2: Learning Assessment Techniques (5 min)

- Each team member shares their experience with one Learning Assessment Technique or one Learning Assessment Technique they would like to try.

Round 3: Open Discussion: Key Takeaways, Comments and/or Questions (5 min)

- Select a reporter. The reporter will have 1-2 minutes to share your group's key takeaways with the larger group.

Breakout Room Assignments

- Foundational Knowledge - Breakout Rooms 1 & 7
- Application - Breakout Rooms 2 & 8
- Integration - Breakout Rooms 3 & 9
- Human Dimension - Breakout Rooms 4 & 10
- Caring - Breakout Rooms 5 & 11
- Learning How to Learn - Breakout Rooms 6 & 12

Foundational Knowledge: Breakout Room 1 & 7

- First Day Final
- Background Knowledge Probe
- Entry and Exit Tickets
- Guided Reading Notes
- Comprehension Factors List
- Quick Write
- Best Summary
- Snap Shots
- Team Tests
- Team Games Tournament

Application: Breakout Room 2 & 8

- Prediction Guide
- Fact or Opinion
- Quotation Commentaries
- Insights-Resources-Applications
- Consider This
- What's the problem?
- Think-Aloud Problem-Solving Protocols
- Peer Problem Review
- Triple Jump
- Digital Products

Integration: Breakout Room 3 & 9

- Knowledge Grid
- Sequence Chains
- Concept Maps
- Contemporary Issues Journal
- Dyadic Essay
- Synthesis Paper
- Case Study
- Class Book
- E-Portfolio

Human Dimension: Breakout Room 4 & 10

- Free Discussion
- Nominators
- Editorial Review
- Dramatic Dialogues
- Role Play
- Ethical Dilemma
- Digital Story



Caring: Breakout Room 5 & 11

- Stand Where You Stand
- Three-Minute Message
- Issue Awareness Ad
- Proclamations
- Editorial
- Debate
- Briefing Paper



Learning How to Learn: Breakout Room 6 & 12

- Study Outlines
- Student Generated Rubric
- Invent the Quiz
- Learning Goal Listing
- What? So What? Now What?
Journal
- Multiple-Task Mastery Checklist
- Personal Learning Environment



Implementing a Learning Assessment Technique

- Creating Assessment Rubrics
- Creating Student Self-Evaluation Forms
- Introducing the Activity
- Providing Students with Information They Need About the Learning Assessment
- Facilitating the Learning Assessment
- Concluding the Activity
- Timing the Phases
- Collecting the Learning Artifacts
- Managing the Learning Artifacts

Learning Assessment Technique Cycle

Phase 1: Planning

Step 1: Clarify what you want students to learn

Step 2: Determine why you are assessing their learning

Phase 2: Implement

Step 3: Select a Learning Assessment Technique

Step 4: Implement the Learning Assessment Technique

Phase 3: Respond

Step 5: Analyze and Report the Results

Step 6: Close the Loop by identifying and making changes to improve learning

Analyzing and Report What Students Have Learned

- Individual student performance and overall group performance
- Independent and/or collaborative data analysis
- Scoring individual learning artifacts / Scoring group learning artifacts
- Determining the method of data analysis
 - Quantitative - simple counts and tallies, descriptive statistics, inferential statistics
 - Quantitative - key word analysis, thematic analysis, cross-case comparisons
- Displaying data and findings
- Interpreting and writing up the results

Performance Standards

Through a Lakota Perspective Research Paper teacher candidates will demonstrate the interrelatedness of Wolakolkiciyapi (Lakota ways of learning in life), education that celebrates diversity, and critical pedagogy

Individual Minimum Performance Standard: An overall mean score of 3.0 or higher on the analytic assessment rubric is required to be considered as having achieved the learning outcome.

Target Class Performance Standard: 80% of the candidates will demonstrate achievement of learning outcomes by meeting or exceeding an overall mean score of 3.0 on the assignment's assessment rubric.

Overall Class Performance

Exceeds Expectation	Meets Expectation		Does Not Meet Expectation	
5 = Exceptional	4 = Commendable (Target)	3 = Acceptable	2 = Developing	1 = Unacceptable
Number of Students who Met Criteria with Strength (5.0 – 4.0)	Number of Students who Met the Criteria (3.9 – 3.0)		Number of Students that Did Not Meet the Criteria (2.9 – 0)	
7 - 44%	5 - 31%		4 - 25%	

Closing the Loop

- Modifying learning goals, objectives and outcomes
- Adjusting the purpose for assessing learning
- Selecting a different learning assessment technique
- Altering an aspect of implementation
- Changing the way data is analyzed or findings are reported

Closing the Loop - Mentimeter

Order the frequency with which you make changes to support continuous improvement.

Begin with the change you make most often and end with the change you are least likely to make.

Contact Information

Oglala Lakota College Education Department, 605-455-6012

Shannon Amiotte, samiotte@olc.edu

Ramona Pourier, rpourior@olc.edu

Pilamaya!
