

The Tacit Impact of Your Assessments on Student Learning

UFLA 2020

Troy L. Cox, PhD

Associate Director, Center for Language Studies
Brigham Young University

Who is Troy Cox?

Disciple

Husband • Father • Boston Terrier Owner

Amateur Cyclist, Yogi, Cook & Photographer

Associate Professor (Applied Linguistics/Language Testing) Associate Professor, Linguistics
TESOL MA Graduate Coordinator

Associate Director Research and Assessment

Center for Language Studies (2013-present)

Technology and Assessment Coordinator at the English Language Center (1996-2013)



The Drunk & the Street Lamp



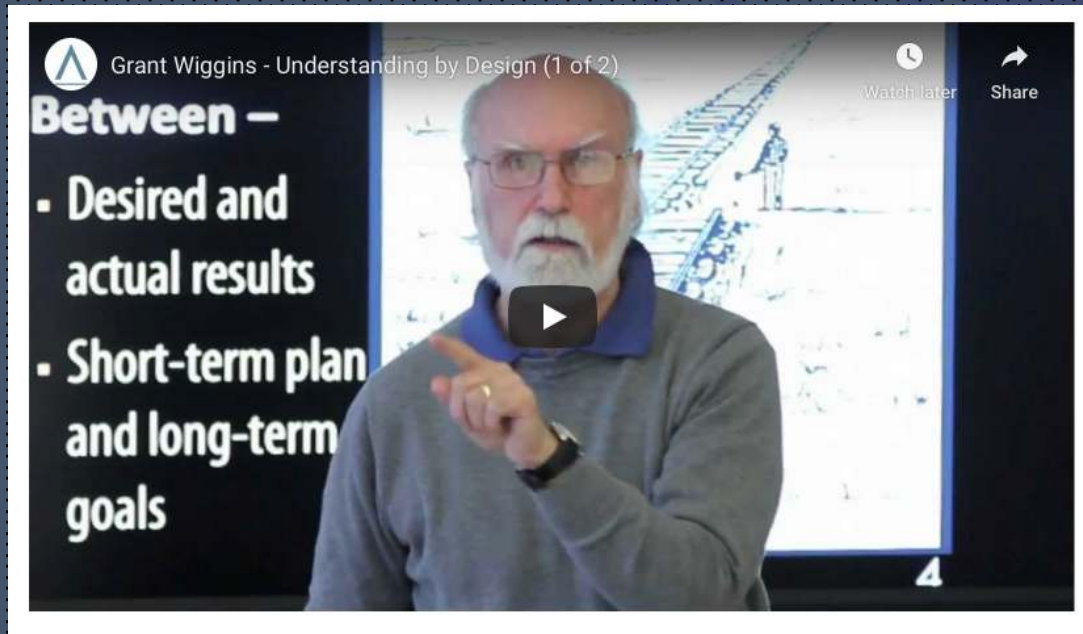
Getting Started

- In your groups, find out
 - Names
 - Class(es) they teach
 - Birthdays (month and day)
 - The worst test either taken or given
- Your group leader is the person who will have the next birthday.
- You have 5 minutes to complete this activity.
- I will randomly select some groups and ask the leader some questions about the members.

Group Reports

- What classes do the people in your group teach?
- What is the worst test that was either taken or given?

Understanding By Design (UbD)



- After the video, be prepared to get in your groups and discuss:
 - Top 3 take-aways
- You'll have 2 minutes to think about the topic at the end of the video
- You'll have 8 minutes in your groups to discuss

<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

Whatever you
choose to test
becomes the
de facto learning
objectives
for a curriculum.

The way you
choose to assess
it becomes the
de facto teaching
and learning
philosophy.

McTighe & Wiggins

“If you don’t
know where
you are
going, you’ll
end up
someplace
else.”

—Yogi Berra



Write your learning objectives down

- If you haven't conscientiously thought about what the objectives are and how you will assess them then your assessments will typically be things that you can easily assess rather than what is important to assess.

What's the goal?

- Having students complete a checklist of classes and course requirements for a grade?
- Turning students into lifelong learners that will be introspective and always improving?

Llegaste a la cima?

- Reaching the Top: A Parable



Bienvenidos a la Montaña.....

Por favor atender las siguientes sugerencias y recomendaciones:

- Ingreso de lunes a sábado de 5:00 a.m. a 9.00 a.m.
- No hay ingreso los días domingos y festivos.
- Recojo mi basura [redacted] velo porque esta respete a los demás caminantes, la vegetación, la fauna y el agua.
- Transito por los senderos demarcados.
- No arrojo residuos sólidos a la quebrada, ni permito que [redacted] la contamine. Cumplo con la normatividad ambiental y el Código de Policía.
- Entro en silencio y en armonía con el entorno natural.
- Velo por mi seguridad no portando objetos de valor (cámaras, celulares, joyas, etc.), en caso de ampliar el recorrido a otras cuencas, solicite apoyo a las autoridades competentes para el acompañamiento.
- Soy amable con los otros caminantes, Policías y Guardabosques.

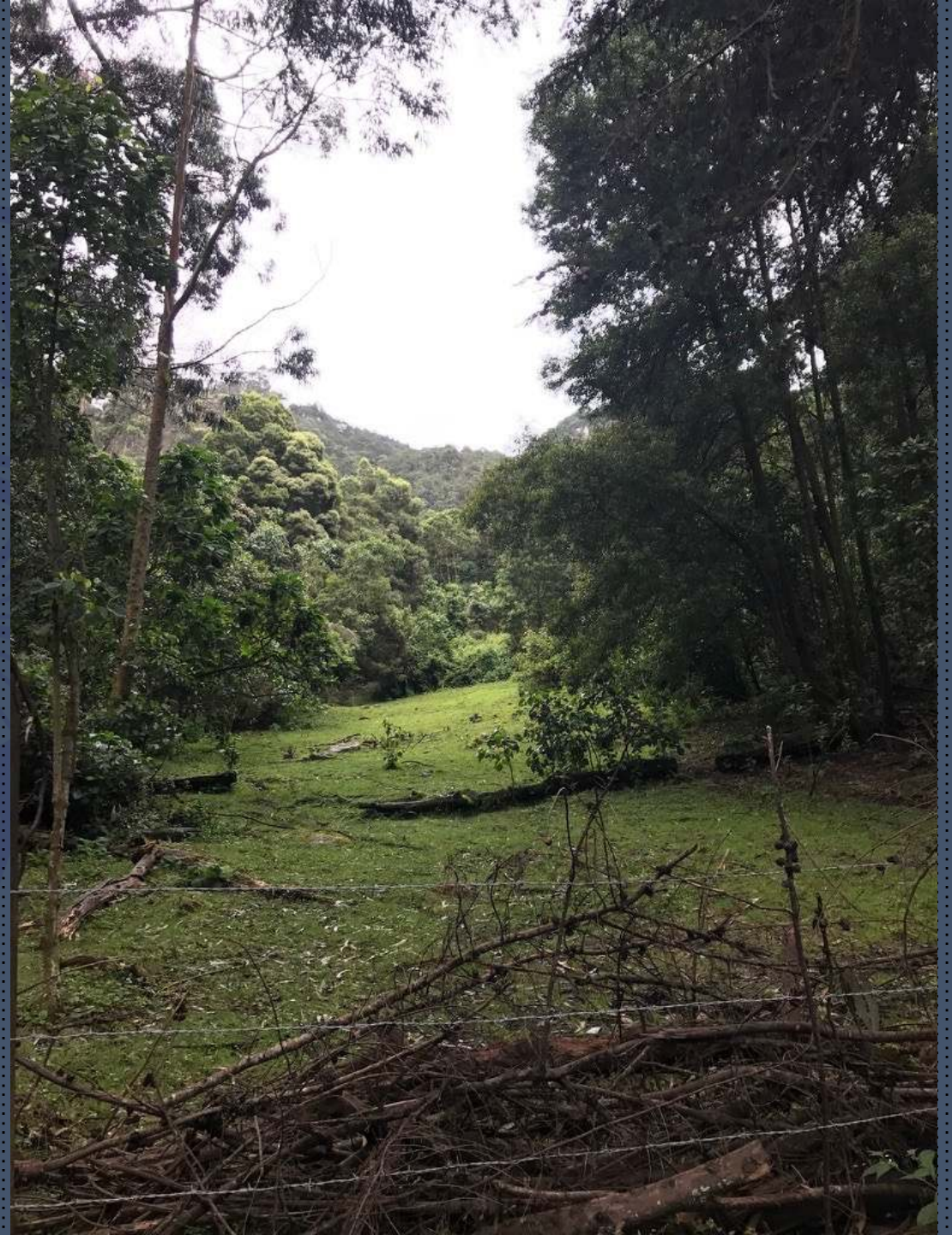
Estos cerros producen el agua y el aire de Bogotá, ayúdenos a protegerlos.

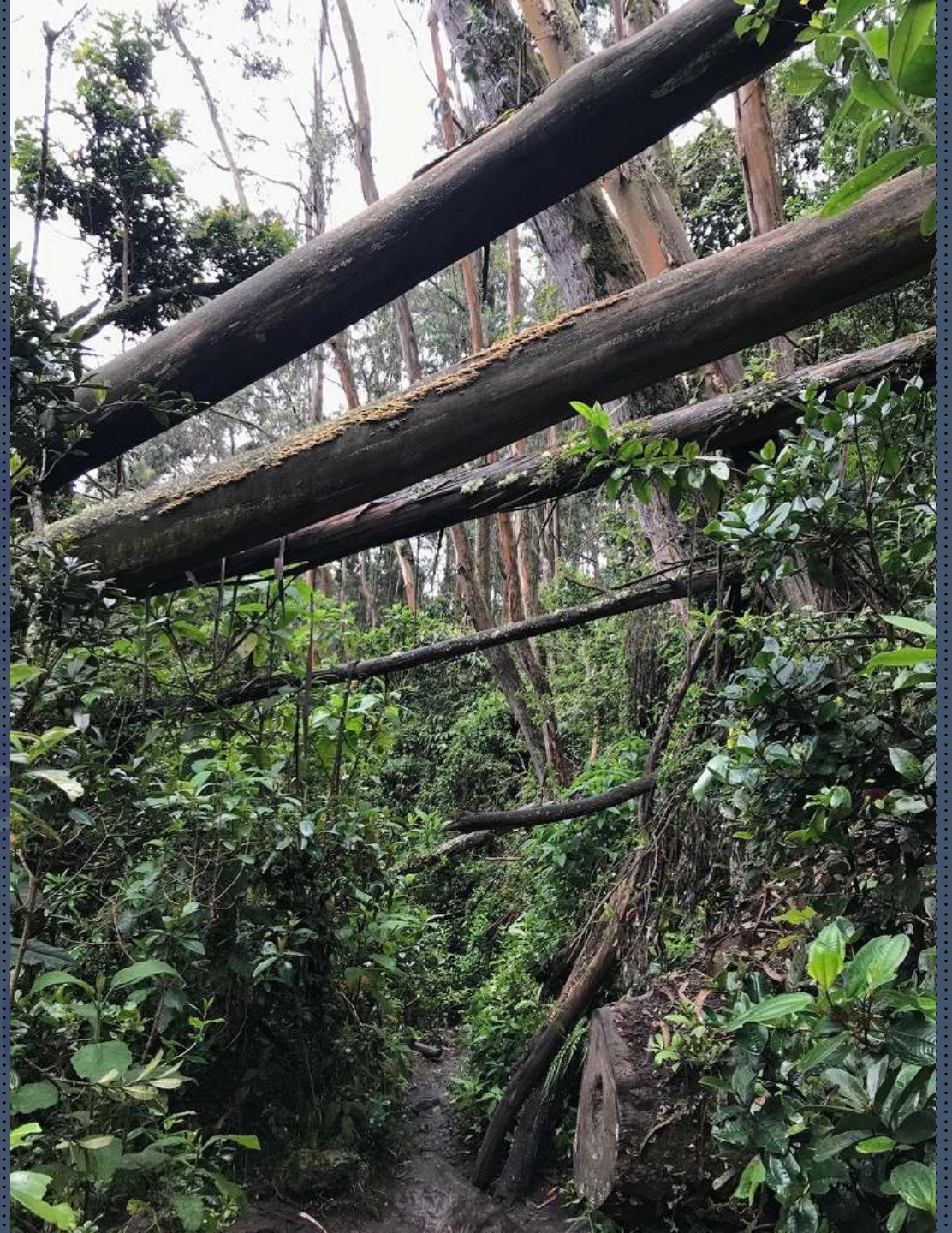
¡BIENVENIDOS!



acueducto

AGUA, ALCANTARILLADO Y ASEO DE BOGOTÁ









What are the unintended consequences of checklists?



Bloom's Taxonomy

Computer Adaptive Placement Tests

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	– Factual knowledge of terminology. – Factual knowledge of specific details and elements.					
Conceptual	– Knowledge of classifications and categories. – Knowledge of principles and generalizations. – Knowledge of theories, models, and structures.					
Procedural	– Knowledge of subject-specific skills and algorithms. – Knowledge of subject-specific techniques and methods. – Knowledge of criteria for determining when to use appropriate procedures.					
Metacognitive	– Strategic knowledge. – Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge. – Self knowledge.					

How can we create instruments that assesses different types of knowledge and higher order skills?

Whatever you
choose to test
becomes the
de facto learning
objectives
for a curriculum.

The way you
choose to assess
it becomes the
de facto teaching
and learning
philosophy.

-Paraphrased of McTighe & Wiggins

Think-Pair-Share

- What do you want your students to learn in your class(es)?
- What's most important?
- You will have 2 minutes to write something down and then you will be put in breakout rooms to discuss for 8 minutes.

Design Paradigms

- Forward Design

- Plan Learning Experiences and Instruction
- Teach
- Create Assessments To Measure What Was Taught

- Backward Design

- Identify Desired Results
- Determine Acceptable Evidence
 - Create Assessments
- Plan Learning Experiences and Instruction
- Teach

Wiggins, G., Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Ascd.

Backward Design Stages



Backward Design Stages

Identify Desired Results

- What should participants hear, read, view, explore or otherwise encounter?
- What knowledge and skills should participants master?
- What are big ideas and important understandings participants should retain?

Determine Acceptable Evidence

Plan learning experiences and instruction

Backward Design Stages

Identify Desired Results

- What should participants hear, read, view, explore or otherwise encounter?
- What knowledge and skills should participants master?
- What are big ideas and important understandings participants should retain?



Determine Acceptable Evidence

- How will I know if students have achieved the desired results?
- What will I accept as evidence of student understanding and proficiency?

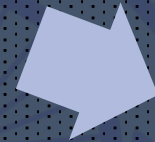


Plan learning experiences and instruction

Backward Design Stages

Identify Desired Results

- What should participants hear, read, view, explore or otherwise encounter?
- What knowledge and skills should participants master?
- What are big ideas and important understandings participants should retain?



Determine Acceptable Evidence

- How will I know if students have achieved the desired results?
- What will I accept as evidence of student understanding and proficiency?



Plan learning experiences and instruction

- What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached, and how should it best be taught, in light of performance goals?
- What materials and resources are best suited to accomplish these goals?

Whatever you
choose to test
becomes the
de facto learning
objectives
for a curriculum.

The way you
choose to assess
it becomes the
de facto teaching
and learning
philosophy.

McTighe & Wiggins

Example from my Ling 660 class

What are my goals? Students can...

- Accurately self-assess their strengths and weaknesses with the course learning objectives.
- Teach themselves.
- Apply the concepts in real world situations.
- Work together to those ends.
- Have (1) confidence and (2) competence in the subject matter.

Example from my Ling 660 class

What are my goals? Students can...

- Accurately self-assess their strengths and weaknesses in the classes learning objectives.
- Teach themselves.
- Apply the concepts in real world situations.
- Work together to those ends.
- Have confidence and competence in the subject matter.

Self Assessment Survey

Language Assessment (Ling 660) Self-Assessment Diagnostic Survey

The purpose of this survey is to help you preview what you will need to learn, assess what you already know and give you insight on what you need to study.

Please note that while textbooks and readings discuss all the topics I ask about, we may not have time to discuss them in class. You have agency to learn on your own—you'll remember it better that way anyway. Use this as a tool to gauge what you already know and make goals on what you want to learn on your own.

Throughout the semester, I will have you take this survey again so you reflect on what you have learned and what you still need to learn. I hope that this exercise will help you increase in your confidence in yourself and your abilities.

For this survey, you will indicate how confident you currently are in performing the tasks listed. For each task, you will self-assess of level of ease in one of three categories:

- 1-DIFFICULT (I am **NOT** confident I could do this right now .)
- 2-MAYBE (I **COULD** do this with enough time, preparation and/or reference materials.)
- 3- EASY (I **CAN** easily do this with NO preparation or reference materials.)

- https://byu.az1.qualtrics.com/jfe/form/SV_1zA3PyWRA7ftSuN

Group Work

- Do your current assessments align with your intended objectives?
- What, if any, adjustments can you make to improve the alignment between your intended objectives and your current assessments?