DigiProf project

1.4. How to design formative assessment strategy in Moodle?

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Assessment Strategies

Assessment as learning (formative)

Self-directed, criterion-based learning and assessment

Assessment for learning(formative)

Feedback provisions and data informing teaching/learning

Assessment of learning (summative)

Assessment of learning outcomes

Assessment for learning

- Self-directed learning, when the learner is given more responsibility for their own learning through:
  - completion measures
  - measures to monitor learning progress
  - a system of criterion-based assessment, where learning outcomes are pursued through their development in order to achieve the identified characteristics of learning outcomes (assessment criteria)
  - etc.

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Assessment as learning

- Providing teacher-student, student-student feedback to achieve learning outcomes
- Discuss tasks and achievements to improve them
- The following can be used for this assessment strategy:
    - feedback
    - seminar organization activities (including debates, discussions)
    - all means of discussing, linking activities to learning resources

Formative assessment

- Takes place throughout the semester:
- The objectives are agreed
- Tasks are linked to the learning outcomes
- Tasks are described by the assessment criteria
- Learning progress is monitored
- Student feedback and metacognition are used
- Tasks are integrated into the final work
- A cumulative score is used

Indicative framework for assessment criteria

Report	For the content:
	• compliance with the general technical guidelines for the preparation of reports;
	• clarity of the report structure;
	• completeness of the topic analysis;
	• logic and integrity behind the topic;
	• ethical presentation;
	• fulfillment of the applied-scientific aspect (theoretical substantiation, scientific analysis, ability to single out and present essential subjects);
	• originality (independence, input from speakers)
	For report presentation and visualization:
	• language style;
	• language culture;
	• pace of speech, clarity, persuasiveness;
	• the attitude of the speaker;
	• use of visual material;
	• communication and feedback to the audience;
	• ability to answer questions clearly;
	• ability to answer questions correctly.

Indicative framework for assessment criteria

Case study	• Meeting the objectives of the case study • Consistency and logic of the analysis process; • Quality of analysis; • Application of knowledge during case studies; • Decision making process; • Quality of decision and comments.

Indicative framework for assessment criteria

Mind Map	• Identification of essential, related concepts; • Relations between concepts, and their characteristics (true, false); • Relationship of the essential features to the concept.

Assessment strategy, criteria, and weight

- An example of course assessment is given;
- Each task (1 ... 4) is related to learning outcomes and is assessed according to assessment criteria

Activities	Criteria	Weight of each criteria	Total of the final mark
Curriculum framework	Discussion in pairs on "The conceptual frameworks". Filling matrix on conceptual frameworks	10 %	20 %
Curriculum models Curriculum management: substance and principles	Assessment of syllabus	10 %	
Taxonomies of teaching/learning goals. Methodology of teaching/learning goals and methods of their differentiation and formulation.	Individual task: interference between outcome, teaching/learning methods and assessment	15 %	30%
Unversal Design for Learning	Integration	15%	
Task 1 UNESCO new curriculum presentation or national curriculum change case presentation	In pairs	10%	50% (exam topics)
Task 2 Pisa test country result comparison	Individual	10%	
Task 3 Piloting strategy	In small groups of 2/3	10%	
Task 4 Piloting plan	In small groups of 2/3	20%	
Total:		100 %	

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Example (1)

Activity	Grade	Weight	Total weight
Creative task	10	10 %	10 %
Independent work	10	20 %	20 %
Midterm	10	10 %	10 %
Exam	10	60 %	60 %
Total:	100 %		

Example (2)

| Independent work | • Disclosure of the selected topic by answering the provided questions (about page 10) and preparation of a Summary (page 1) and presentation to the group. | 70% |
| | • Presentation of the prepared topic and answers to the questions. | 30% |