Innovative Assessments for the 21st Century

Kelly Warnock
TRU Open Learning
May 14, 2014
Presentation Outline

A. Key Assessment Terms
   ▫ Formative & Summative
   ▫ Learning Outcomes

B. Types of Assessments
   ▫ Traditional & Non-traditional
   ▫ Digital Tools

C. Challenges/Benefits
   ▫ Rubrics
**Assessment** is the process of measuring the knowledge, skills and attitudes that a student possesses before, during and after a learning experience.
Evaluation is the process of making judgments about a student’s learning, based on criteria and evidence.

A+  95-100  4.33  Excellent. First Class Standing.

B   75-79   3.00  Satisfactory.
When and how do we assess?
Formative Assessment
(for teaching and learning)
Formative Assessment is important for students to know what they are aiming for.
Examples of Formative Assessment

• Diagnostic Tests
• Observations
• Peer/Instructor Review
• Practice Questions and Self Tests
• Self Reflection, Discussions
• Practice Exams and Presentations
• Research Proposals
• Draft Essays
Summative Assessment
(of learning)
What are we assessing?
Learning Outcomes

Statements of what a learner knows, understands and is able to do on completion of a learning path, and which are defined in terms of knowledge and which are defined in terms of skill.
ASSESSMENTS: Making Connections

LEARNING OUTCOMES

LEARNING ACTIVITIES

ASSESSMENTS
Some key questions...

How do we design assessments?

What skills do students need to have in the 21st century?

How do people learn?
21st Century Skills

- Inquiry
- Problem Solving
- Application
- Collaboration
- Creativity
- Authentic learning
- Digital Literacies
- Critical Thinking
- Decision Making

BLOOM’S TAXONOMY
### How do People Learn?

<table>
<thead>
<tr>
<th>Levels of Mastery</th>
<th>Approach</th>
<th>E-Learning Techniques Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>Reading</td>
<td>Web Pages, Books, Documents</td>
</tr>
<tr>
<td>Highest</td>
<td>Teaching</td>
<td>Mentoring, manager assistance, online coaching</td>
</tr>
<tr>
<td></td>
<td>Seeing</td>
<td>Graphics, Images, Videos</td>
</tr>
<tr>
<td></td>
<td>Hearing</td>
<td>Lectures, Discussions, Audio, Webinars</td>
</tr>
<tr>
<td></td>
<td>Watching</td>
<td>Demonstrations, Instructors, Video Replays, Animations, Scenarios</td>
</tr>
<tr>
<td></td>
<td>Doing</td>
<td>Simulations, On-the-job exercises, Labs, Web-Interactivities, Scenarios</td>
</tr>
</tbody>
</table>
Reflective Questions

• What types of assessments do you have in your courses?

• Is there a balance of formative and summative assessments?

• Do your assignments promote 21st century skills?
Types of Assessment

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
What makes an assessment ‘innovative’?

How does that compare to the more traditional assessments?
Traditional / Common Assessments

- Essays
- Tests/Quizzes
- Case Study
- Discussions
- Reflective assignment (journals)
- Group Projects
- Presentations
- Research (investigation, interviews, practicum)

Source: Students and Innovative Assessment by Liz McDowell
Non-traditional / Innovative Assessments

- Different forms of exams (open-book/take-away)
- Projects / investigations
- Varied writing tasks
- Oral assessment
- Realistic / problem-solving tasks
- Webquests
- Simulations / role play
- Portfolios and profiles
- Negotiated assignments and learning contracts
- Self/peer assessment

Source: *Students and Innovative Assessment* by Liz McDowell
Simulations

Leadership and Team Simulation: Everest

How to use the Simulation

- Your team will begin at Base Camp. There are then 4 additional camps that you must reach and pass on your way to the Summit.
Experiments

Part A: Explorations in Sensation and Perception

Introduction
For this assignment, you will complete four sensation and perception experiments and write a brief summary of your results.

Most of the activities for this assignment come from the enormously popular website Neuroscience for Kids at [http://faculty.washington.edu/chudler/neurok.html](http://faculty.washington.edu/chudler/neurok.html). The website is not just for kids! It contains a broad range of resources describing, in plain language, how the brain and other organs work, and is a must-see for anyone studying neuroscience.

Note
If you do not have access to the materials needed for at least four of these activities, please contact your Open Learning Faculty Member for an alternate activity.

Instructions
Below are a set of activities that demonstrate aspects of sensation and perception. Your task is to select at least four of these activities, complete them, and answer a set of questions for each.

<table>
<thead>
<tr>
<th>Complete at least four of the following activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tasty Buds</td>
</tr>
<tr>
<td>2. The Nose Knows</td>
</tr>
<tr>
<td>3. Two Ears are Better than One: Sound Localization</td>
</tr>
<tr>
<td>4. Auditory Acuity</td>
</tr>
</tbody>
</table>
Part B: Constructing a Model of the Brain

Introduction
The following assignment asks you to create a model of a brain. There are three options for this assignment. Choose and complete ONE option. Options A and B, you will need a digital camera or a cellphone capable of taking photographs.

Option A—Playdough brain: Make homemade playdough in different colours to construct your model of the brain.

Option B—Paper brain: Use tape and crumpled paper of different colours/textures to construct your model of the brain.

Option C—Drawing the brain: If you do not have access to the materials outlined above, you may draw the brain instead of constructing a model.
Assignment 3 – Nutrition Quackery Webquest: Protein Supplementation and Exercise (10%)

Introduction

After reading Chapter 6, you have a good understanding of protein requirements and the effects of consuming too much protein. You also learned how to identify credible sources of nutrition information in Unit 1. Many people believe protein supplements are essential to building muscle and there are an infinite number of protein products available for these people to purchase. In this exercise, you will use your newly acquired knowledge about protein needs and nutrition misinformation to refute claims made by manufacturers of protein supplements.

Instructions

1. Do a quick Internet search of the term ‘protein supplement.’ How many hits (webpage results) do you get? One the first results page, are any of the sites from credible sources? If not, at what page do you find the first credible nutrition site? What is the site? What does the site recommend about protein needs and supplementation?

2. Browse through some of the sites that come up in your search, particularly those of the supplement manufacturers. Do you spot any fallacies in the claims they make about protein needs for those wanting to gain muscle? Describe three such fallacies and refute each with information learned in this unit. Do you see any evidence of nutrition quackery as outlined in Figure C1-1 of your textbook?

3. Now go to the US National Library of Medicine [http://www.ncbi.nlm.nih.gov/pubmed/]. Do a similar search, such as ‘protein supplementation exercise’. What is different about the results of your search done in pubmed versus a general Google search?

4. What has this exercise taught you about finding accurate nutrition information on the web?
Webquests / Student-led Research

Option 1 (Webquest): Psychology in the News

Introduction

News releases put out by the American Psychological Association (APA) summarize recent research. These items provide an excellent sample of the variety of questions that are presently being investigated.

Instructions

Go to the [APA Press Releases](https://www.apa.org/news/press/releases) website and choose two news items on the webpage that most catch your interest. For each item you selected, prepare a summary of each of them, using your own words. Each of your summaries should include:

1. The title of the press release.
2. The actual question that was investigated in the research study.
3. Key details about the study, such as:
Assessments using Digital Tools

1. Websites for Publication
   - Blogs / E-Portfolio / Wikis

2. Social Media
   - Twitter, Facebook, LinkedIn

3. Multimedia Production
   - Videos, PowerPoint, audio

Digital Toolbox: https://kumu.tru.ca/Documentation:Digital_Toolbox
Blogs

BLOGS

USES

• Personal journal
• Reflective reading
• Portfolio
• Class discussions
• Resource sharing
• Learning Management System
  ▫ ex. EDDL in WordPress

EXAMPLES

• Blogger
• WordPress
• Tumblr
• Square Space
• Blogster

Blog: a website with frequent, periodic posts creating an ongoing narrative.
Introduction to my WBLT Portfolio

Welcome to my portfolio for Web-Based Learning & Teaching!

My name is Kelly Warnock and I am an elementary school teacher from Vancouver, Canada. My purpose in taking this course is to develop a better understanding of e-learning and to research ways to use online activities in the classroom. I have taught grades 1-10 as well as ESL classes in Canada and Japan. In my elementary and ESL classes I use web-quests and other online investigations for a number of units, so I would like to learn more about the theory and practical strategies involved in virtual learning experiences. I am also very interested in setting up e-learning courses for homeschooled and ESL students.
Assignment 4 – Blog Posting: Successful Strategies for Long-Term Weight Loss (10%)

Instructions

Imagine that you are working in a healthcare clinic and have been asked by a supervisor to prepare a maximum 500 word entry on the clinic’s blog. You are asked to address the following questions in your posting:

1. Why are so many Canadians overweight?
2. Do fad diets, such as Atkins, work? Why or why not? What have scientific studies on high protein, low-carbohydrate diets shown?
3. Do prescription and over-the-counter drugs aid in weight loss?
4. What are five recommendations you would give to someone wanting to lose weight?
# E-Portfolios

## USES

- Collect
- Select
- Reflect
- Connect

## EXAMPLES

- Mahara
- Weebly
- WordPress
My Philosophy of Education

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

Martin Luther King Jr.

I believe that the purpose of education is to enable students to develop academically and personally so they can be successful contributors to society. Teachers strive to impart knowledge about course content, yet they should also emphasize critical thinking, a global awareness, and self-evaluation. An effective education not only benefits the students individually but also contributes to the growth of the society as a whole.
E-portfolio of an artist

Art of Daniel Dociu

FEATURED WORK
Wikis

USE

• Collaborative workspace
• Resource Sharing
• Knowledge management
• Note taking

EXAMPLES

• WikiSpaces
• MediaWiki
• WikiEducator

Wiki: a website which allows its users to add, modify, or delete its content
Wiki Assignment

Learning Activities

Activity 3: Making a Seniors Housing Reference Guide/Wiki

Introduction

Now that you have explored in detail the three types of managed seniors housing options, you will be asked to contribute to a wiki, or create your own reference guide to consolidate your learning.

Instructions

Explore a variety of seniors housing options by conducting an Internet search. Find two examples of each of the following; Independent/Supportive Living, Assisted Living, and Long Term Care. A class wiki has been set up so you can pool your resources together and create a current reference guide for those interested in the industry. On the wiki, provide descriptions of each housing option and explain factors that might influence a senior to live in each context. Alternatively, you may wish to create your own reference guide in a Word document. Although this is an ungraded activity, you may find it provides a useful reference for you and your peers.
Wikis for Learning?

Collaborative Learning
Information Sharing
Communication
Group Projects
Engagement
Participation
Content Development
User:Gmorong

Contents [hide]
1 My Profile
2 Professional Background
3 Education
4 My Interests
   4.1 Professional
   4.2 Personal
5 Photos
6 My Projects
7 My Sandbox
8 My Reflection

My Profile

My name is Gail Morong. I am originally from Trinidad and Tobago, but I now live in Kamloops, BC, Canada. I did my first degree in Winnipeg, Canada, taught high school math and science to very bright students in Trinidad from 1980 to 1993, and have taught many different courses to various learners (e.g. adult, at-risk, learning-disabled, ESL) in Canada since then. To me, good education is all about individualizing teaching and learning approaches, using the tools and knowledge accumulated over time, to match the needs of various target audiences. I have experimented with many various strategies over the years, including works in all types of teaching, even science e.g. making students dance as if they were solid, liquid or gas atoms or molecules. I also strongly believe that education can be the answer to poverty for many people (as in my case). I returned to Canada in 1993 with my husband and three daughters and lived in Winnipeg and Prince George before moving to Kamloops in 2009. I am now a happy grandmother of a sweet granddaughter who lives close to me, and I am amazed to see how easily she learned to use a computer by age 3, and how much she loves learning on the whole.

I am now an instructional designer at Thompson Rivers University Open Learning and that has opened up a whole new world of learning and opportunities for me. Things are changing so rapidly in the world of distributed learning that it is hard to keep up, but I am trying. For now, my greatest challenge is to find a focus and keep life manageable.
Social Media

interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks

### USE
- Resource Sharing
- Surveys / Polls
- Collaboration
- Publish
- Discussions
- Network
- Optional Assessments

### EXAMPLES
- Twitter
- Blogster
- Facebook
- LinkedIn
- MySpace
- Flickr
- Pintrest
- Tumblr
# Twitter in Higher Ed

## Uses

- Tweet during learning activities
- Tweet summaries of class discussions
- Tweet comments and reactions to class presentations.

## Benefits

- Improves peer dynamics
- Facilitates debates & discussions
- Allows people outside of class to join discussions
- Encourages instructor/student interactions

## Limitations

- Distracting
- Tech for tech’s sake
- Connect to learning outcomes
- Learning curve
- Difficult for digital immigrants

## Surveys

### SurveyMonkey

You have a [basic account](#). To remove the limits of a basic account and get unlimited questions, [upgrade now](#).

### Surveys List

<table>
<thead>
<tr>
<th>Survey Title</th>
<th>Created</th>
<th>Modified</th>
<th>Design</th>
<th>Collect</th>
<th>Analyze</th>
<th>Clear</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using WebEx</td>
<td>Fri, Mar 12, 2010</td>
<td>in 1 minute</td>
<td>🖍️</td>
<td>🎯</td>
<td>📈</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>Choose a Design</td>
<td>Fri, Mar 12, 2010</td>
<td>in 1 minute</td>
<td>🖍️</td>
<td>🎯</td>
<td>📈</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>Follow Up</td>
<td>Fri, Mar 12, 2010</td>
<td>1 minute ago</td>
<td>🖍️</td>
<td>🎯</td>
<td>📈</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>Design Survey</td>
<td>Fri, Mar 12, 2010</td>
<td>1 minute ago</td>
<td>🖍️</td>
<td>🎯</td>
<td>📈</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>Your Opinion</td>
<td>Fri, Mar 12, 2010</td>
<td>1 minute ago</td>
<td>🖍️</td>
<td>🎯</td>
<td>📈</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>My Survey</td>
<td>Wed, Apr 9, 2008</td>
<td>1 year ago</td>
<td>🖍️</td>
<td>🎯</td>
<td>📈</td>
<td></td>
<td>✗</td>
</tr>
</tbody>
</table>
Polls

Instant Audience Feedback

How does it work?

You ask a question

Audience answers using mobile phones, twitter, or web browser

Responses are displayed live in Keynote, PowerPoint, or the web
3. Multimedia Production

**TYPES**

1. Slideshows
2. Graphic Organizers
3. Photos
4. Audio
5. Video / Digital Storytelling

**EXAMPLES**

1. Prezi, Photopeach
2. Visio, Cacoo
3. Pintrest, Photoscape
4. Audacity, Soungle, Freesound
5. Go Animate, StoryBird, Camtasia, Animoto
Instructional Designer

Design learning outcomes and instructionally aligned learning activities. Gather and analyze data to determine student needs in order to improve the learning environment. Implement instructional strategies and use feedback to enhance and modify instruction. Project management skills and instructional design principles are necessary for this role. Dr. Luke Tarbox, Dr. Asa Butts, Ph.D. Professor of Instructional Design

Diagram:

1. Identify objectives
2. Design the learning environment
3. Assess student needs
4. Modify and improve instruction
5. Evaluate and adjust
The best source for mind-mapping software on the Web!

Mind-mapping.org

- Razor-sharp Mind Mapping search engine
- How to exchange mind map files with other software
- All FREE browser-based mind mappers
- Hundreds of mapping and information-managing software products
- Authors' key comments with minimized puff
- Vic's observations
- Sitemap
- Flowchart
- Office Layout
- People
- Smiley
- Freehand Wireframe Wireframe
- Chat
- The Blog
- History of mind mapping
- Prices
- Screenshots
- Links to software sites
Data visualization is a popular new way of sharing research. Here is a look at some of the visual devices, informational elements, and general trends found in the modern day infographic.

**DESIGN**

**CHART STYLE**
Percentage of infographics with the following charts:

- Pie Chart: 22%
- Pictorial Chart: 24%
- Line Chart: 24%
- Bar Chart: 32%

**FONT**
- Sans Serif: 85%
- Condensed Sans Serif: 15%

**CONTENT**

**COUNTRIES FEATURED**

- United States: 88%
- China: 22%
- United Kingdom: 12%
- Australia: 12%
- Canada: 10%
- India: 10%
- France: 10%
- Mexico: 8%

**THEME**
Relative popularity of different infographic themes:

- Food
- Technology
- Media
- Business
- Culture
- Education
- Health
- Politics
- Environment

**KEY INFO**
Percentage of infographics with key:

- O: 33%

Average number of symbols per key: 5.1

**BASE COLOR**

- 3%: 13%
- 4%: 18%
- 1%: 29%
- 2%: 18%
- 3%: 24%
- 2%: 25%

**NAVIGATION ICONOGRAPHY**
Frequency of arrows & connecting lines in infographics:

- Arrows: 13%
- Lines: 38%
- Both: 13%

**SECTIONS**

AVERAGE NUMBER OF SECTIONS PER INFOGRAPHIC: 2.12

**CREDITED SOURCES**
Average number of sources per infographic: 2.29

**TITLE**

“RICHEST AND POOREST AMERICAN NEIGHBORS”

**CONCEPT & DESIGN** Ivan Cash
**SOURCE** 49 infographics collected at random from www.good.is/infographics

[http://cashstudios.co/Infographic-of-Infographics](http://cashstudios.co/Infographic-of-Infographics)
Unlocking The Facts About Open Learning

WE ASKED, YOU ANSWERED

When, where and how do non-traditional students fit coursework into a life full of work, family and the daily grind? They enrol in online education and fit studies in whenever and wherever they can. Thompson Rivers University, Open Learning students show us what education looks like to them.

79% are taking a course

- 66% are female
- 14% are students at another institution

21% are enrolled in a program

- 66% are over 25 years of age

Did you know?

205,613 students registered for an online course through the Canadian Virtual University with 29,230 of courses being taken through TRU-OL.

73% work full- or part-time

26% have children
a pinboard-style photo-sharing website that allows users to create and manage theme-based image collections such as events, interests, and hobbies.
Uses for Pinterest in Media/Art classes

- Gather a “mood board” for a project on public art.
- Show good design work to media design classes.
- Share visual material for collaborations and peer critiques.
- Share top 10 or list stories
- Pin breaking news photos

Source: http://www.pbs.org/mediashift/2012/03/how-educators-are-using-pinterest-for-showcasing-curation080/
Digital Storytelling

Storybirds are short, art-inspired stories you can make and share on any device.
Benefits of Digital Storytelling

- Enables critical thinking and creativity.
- Constructs a safe and empowering space for cross-cultural collaboration and learning.
- Empowers and transforms students intellectually, creatively and culturally.

Source: Digital Storytelling as a Signature Pedagogy for the New Humanities by Rina Benmayor
Assignment 4—Part D: Motivation in Advertising

Image 1
Insert or draw the image

Voiceover 1
Enter the text to be narrated

Music 1
Enter title of music (optional)

Notes 1
Enter any extra ideas or comments

Image 2
Insert or draw the image

Voiceover 2
Enter the text to be narrated

Music 2
Enter title of music (optional)

Notes 2
Enter any extra ideas or comments
Media Production Examples

International Day of the Girl Child

Presentation by Gail Morong

Still I Rise
by Maya Angelou

A reading of Maya Angelou's Still I Rise
Reflective Questions

• What are the benefits of using different types of assessment to address learning outcomes?

• What challenges might arise with using these non-traditional assessments?

• What experiences do you have in using digital tools in the classroom?
Using Digital Tools in Assessments

Challenges / Limitations

- Marking
- Technology
- Privacy

Benefits

- 21st Century Skills
- Student Choice
- Motivating

21st Century Skills, Student Choice, Motivating
CHALLENGE: How do I mark that?
Rubrics

- **Definition:**
  - A standard of performance

- **Benefits:**
  - **Clarity** for instructor and students
    - Directions
    - Expectations
  - **Objective** marking
  - **Easier** to mark and record
## Essay Rubric

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content: Summary</strong></td>
</tr>
<tr>
<td>□ Includes all important ideas (use quote/paraphrase/summary).</td>
</tr>
<tr>
<td>□ Demonstrates a clear understanding of the ideas in the readings.</td>
</tr>
<tr>
<td><strong>Content: Analysis</strong></td>
</tr>
<tr>
<td>□ Shows critical thinking.</td>
</tr>
<tr>
<td>□ Has specific supporting material: facts, examples, quotations, paraphrased or summarized information, etc.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>□ The essay follows an outline (introduction, body, &amp; conclusion).</td>
</tr>
<tr>
<td><strong>Introduction:</strong></td>
</tr>
<tr>
<td>□ Begins with general sentences &amp; ends with a thesis statement.</td>
</tr>
<tr>
<td><strong>Body:</strong></td>
</tr>
<tr>
<td>□ Each paragraph has unity &amp; begins with a clear topic sentence.</td>
</tr>
<tr>
<td>□ Each paragraph has coherence &amp; uses transitions.</td>
</tr>
<tr>
<td><strong>Conclusion:</strong></td>
</tr>
<tr>
<td>□ Summarizes the main points or paraphrases the thesis statement.</td>
</tr>
<tr>
<td>□ Begins with a conclusion signal and leaves the reader with the writer’s final thoughts on the topic.</td>
</tr>
</tbody>
</table>
Discussion Rubric

Criterion-referenced assessment
• Evaluating performance based on clear and measurable objectives

<table>
<thead>
<tr>
<th>Criteria</th>
<th>8-10 marks</th>
<th>5-7 marks</th>
<th>0-4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of posting</td>
<td>Sound evidence that student has done course readings and has a thorough knowledge of discussion topic</td>
<td>Evidence that most of course readings done and student has some knowledge of discussion topic</td>
<td>Minor evidence that course readings were done and student understands discussion topic</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Postings are clear, concise and easy to understand</td>
<td>Postings are usually, but not always clear, concise and easy to understand</td>
<td>Postings are too short/long and/or unclear and hard to understand</td>
</tr>
<tr>
<td>Critical Thinking and self-reflection</td>
<td>Exceptionally well-supported, thoughtful, insightful comments made on others’ and own postings</td>
<td>Some evidence of critical thought and self-reflection on others’ and own postings</td>
<td>Minor evidence of critical thought and reflection on others’ and own postings</td>
</tr>
</tbody>
</table>
# Blog Rubric

<table>
<thead>
<tr>
<th>Quality of Writing</th>
<th>1 Beginner</th>
<th>2 Capable</th>
<th>3 Accomplished</th>
<th>4 Expert</th>
</tr>
</thead>
</table>
| X 2                | - post has no style or voice  
- gives no new information on the topic  
- poorly organized | - post has little style or voice  
- gives some new information on the topic  
- poorly organized | - written in a somewhat interesting style and voice  
- some new information on the topic or reflective  
- well organized | - written in an interesting style and voice  
- very informative or deeply reflective  
- well organized |

<table>
<thead>
<tr>
<th>Presentation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| X 1          | - many words misspelled  
- many grammar errors  
- formatting makes post difficult to follow or read | - several spelling errors  
- several grammar errors  
- formatting makes it difficult to follow or read | - few spelling errors  
- few grammar errors  
- some formatting to help make the post easier to read | - all words spelled correctly  
- no grammar errors  
- formatting makes the post more interesting and easier to read |

<table>
<thead>
<tr>
<th>Multimedia</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| X 2        | - no multimedia | - one piece of multimedia | - several pieces of multimedia | - multiple pieces of multimedia  
- multimedia adds new information or perspective to post |

<table>
<thead>
<tr>
<th>Community</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| X 1       | - no links  
- post is not tagged or categorized | - one or more links  
- only "easy" links  
- post may be categorized or tagged | - several links included that add to the reader's understanding  
- post may be categorized or tagged | - several links to places that add to readers understanding  
- post is fully categorized and tagged |
## Twitter Rubric

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Exemplary 3</th>
<th>Proficient 2</th>
<th>Partially Proficient 1</th>
<th>Unsatisfactory 0</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Original tweets consistently provide new resources or ideas that add value to the discussion.</td>
<td>Most original tweets provide new resources or ideas that add value to the discussion.</td>
<td>A few original tweets provide new resources or ideas that add value to the discussion.</td>
<td>Original tweets do not provide any new resources or ideas, and add no value to the discussion.</td>
<td>______/3</td>
</tr>
<tr>
<td></td>
<td>Tweets are creatively and succinctly written to stimulate dialogue and commentary.</td>
<td>Most tweets are written to stimulate dialogue and commentary.</td>
<td>A few tweets are written to stimulate dialogue and commentary.</td>
<td>Tweets are poorly written and do not stimulate dialogue and commentary.</td>
<td>______/3</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Exceeds the required number of tweets per week.</td>
<td>Meets the required number of tweets per week.</td>
<td>Falls just short of meeting the required number of tweets per week.</td>
<td>Fails to meet the required number of tweets per week.</td>
<td>______/3</td>
</tr>
<tr>
<td></td>
<td>Creates and sends tweets more frequently than required.</td>
<td>Creates and sends tweets as often as required.</td>
<td>Creates and sends tweets somewhat less often than required.</td>
<td>Creates and sends tweets too infrequently to meet the requirements.</td>
<td>______/3</td>
</tr>
<tr>
<td><strong>Hyperlinks</strong></td>
<td>Tweets include accurate hyperlinks to resources that enhance the topic.</td>
<td>Tweets include hyperlinks to resources relevant to the topic.</td>
<td>Some tweets include hyperlinks, but not all resources are relevant to the topic.</td>
<td>Tweets either contain no hyperlinks or selected resources have no relevance to the topic.</td>
<td>______/3</td>
</tr>
<tr>
<td></td>
<td>Effectively uses tiny URLs as needed to stay within the 140-character limit.</td>
<td>Uses tiny URLs most of the time to stay within the 140-character limit.</td>
<td>Inconsistently uses tiny URLs to stay within the 140-character limit.</td>
<td>Does not use tiny URLs to shorten hyperlinks.</td>
<td>______/3</td>
</tr>
<tr>
<td></td>
<td>Selects hyperlinks representing the most current resources about the topic.</td>
<td>Usually selects hyperlinks that represent the most current resources about the topic.</td>
<td>Hyperlinks connect to many out-of-date resources.</td>
<td>Most or all hyperlinks connect to out-of-date resources.</td>
<td>______/3</td>
</tr>
</tbody>
</table>
Discussion & Exploration

A. Key Assessment Terms
B. Innovative Assessments
C. Rubrics

Digital Toolbox wiki: https://kumu.tru.ca/Documentation: Digital_Toolbox
Contact Information

For questions, ideas, references, feel free to contact me at:

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