

Module 4: Media Arts Assessment and Evaluation

Assessment

- Classroom assessment can be divided into three types:
- **Diagnostic:** Assessment as Learning – given at the beginning of the unit to discover what the students already know about the topic
- **Formative:** Assessment for Learning- ongoing assessment during the learning where the teacher monitors students' day-to-day learning. The teacher will modify one's teaching based on the success of student's learning.
- **Summative:** Assessment of Learning- often given at the end of a unit. It is a snapshot or point in time in which one can see how well a student has completed learning tasks.

Assessment fuels course development and planning for different stages of the planning process. The most important document to explore is Ontario's [Growing Success](#) assessment document. [Its focus is on student specific learning goals; co-constructed criteria; descriptive feedback; Assessment of, for and as learning; triangulation of data; rubrics and achievement charts. Growing Success document](#)

Learning Skills and Work Habits provide students with meaningful feedback about behaviours that affect their performance in school. They should not be written into assessment rubrics or used to inform evaluation; they are separate entities.

Consideration of the role of guides in informing program development as instructional leaders. It is crucial to know your students and be aware of the necessary accommodation. In the [Ontario Arts Curriculum \(pp. 32-36\)](#), it provides information about accommodations for all learning for various assessments including formative and summative.

Assessment and Evaluation are explained in other documents. View the following links.

[Ontario Ministry of Education, Assessment website](#)

[Ontario Teachers' Federation \(OTF\) website](#)

[Grading Practices - short video on a website](#)

Growing For Success:

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;

- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Education directly influences students' life chances – and life outcomes. Today's global, knowledge-based economy makes the ongoing work in our schools critical to our students' success in life and to Ontario's economic future. As an agent of change and social cohesion, our education system supports and reflects the democratic values of fairness, equity, and respect for all. The schools we create today will shape the society that we and our children share tomorrow. (Ontario Ministry of Education, 2009, p. 6

For some students, therefore, assessment, evaluation, and reporting will be based on modified expectations. For a few other students, where the expectations in the Ontario curriculum do not form the basis of all or part of their program, assessment, evaluation, and reporting may be based on alternative expectations. In addition, accommodations must be provided for many students with special education needs, as well as for many English language learners who are beginning to acquire English as a new language.

The ministry, school boards, and schools are also responsible for ensuring effective and appropriate instructional and assessment practices that meet the unique needs of First Nation, Métis, and Inuit students.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socio-economic status, ethnicity, gender, geographic location, learning style, and/or need for special services. (Volante, p. 34)

Inclusive education is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusion is still thought of in some countries as an approach to serving children with disabilities within general educational settings. Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all learners. (UNESCO, p. 5) (G4S, 8)

Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement (G4A, 10)

Learning Skills and Work Habits Chart

Responsibility, Organization, Independent work, Collaboration, Initiative, Self-Regulation

OECD (G4S, 13)

A. Using Tools Interactively • The ability to use language, symbols, and text interactively • The ability to use knowledge and information interactively • The ability to use technology interactively

B. Interacting in Heterogeneous Groups • The ability to relate well to others • The ability to cooperate and work in teams • The ability to manage and resolve conflicts

C. Acting Autonomously • The ability to act within the bigger picture • The ability to form and conduct life plans and personal projects • The ability to defend and assert rights, interests, limits, and needs (OECD, pp. 10–16)

G4S, 14–3 areas of development in learner

Achievement Chart:

The categories of knowledge and skills are as follows: • Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding) • Thinking: The use of critical and creative thinking skills and/or processes •

Communication: The conveying of meaning through various forms • Application: The use of knowledge and skills to make connections within and between various contexts (G4S, 17)

As essential steps in assessment for learning and as learning, teachers need to: • plan assessment concurrently and integrate it seamlessly with instruction; • share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses; • gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools; • use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals; 28 ASSESSMENT FOR LEARNING AND AS LEARNING • analyse and interpret evidence of learning; • give and receive specific and timely descriptive feedback about student learning; • help students to develop skills of peer and self-assessment (G4S, 28–9)

Students' interest in learning and their belief that they can learn are critical to their success. After reviewing the impact of testing on students' motivation to learn, Harlen and Deakin Crick (p. 203) recommended the use of assessment for learning and as learning – including strategies such as sharing learning goals and success criteria, providing feedback in relation to goals, and developing students' ability to self-assess – as a way of increasing students' engagement in and commitment to learning. Assessment plays a critical role in teaching and learning and should have as its goal the development of students as independent and autonomous learners. As an integral part of teaching and learning, assessment should be planned concurrently with instruction and integrated seamlessly into the learning cycle to inform instruction, guide next steps, and help teachers and students monitor students' progress towards achieving learning goals (G4S, 29)

Table 4.1 The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information (G4S, 31)

Ontario Curriculum and Resources

The primary purpose of assessment and evaluation is to improve student learning.

The seven fundamental principles given below (excerpted from *Growing Success*, page 6) lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Culturally responsive and relevant pedagogy (CRRP) reflects and affirms students' cultural and social identities, languages, and family structures. It involves careful acknowledgement, respect, and understanding of the similarities and differences among students, and between students and teachers, in order to respond effectively to student thinking and promote student learning.

Engaging in assessment from a CRRP stance requires that teachers gain awareness of and reflect on their own beliefs about who a learner is and what they can achieve (see the questions for consideration provided below). In this process, teachers engage in continual self-reflection – and the critical analysis of various data – to understand and address the ways in which teacher identity and bias affect the assessment and evaluation of student learning. Assessment from a CRRP stance starts with having a deep knowledge of every student and an understanding of how they learn best.

When teachers engage in the process of examining their own biases regarding classroom assessment and evaluation practices, they might consider some of the following questions:

- Are the tasks accessible to, and inclusive of, all learners? Do the tasks include appropriate and varied entry points for all students?
- Do the tasks connect to students' prior learning and give them opportunities to be sense makers and to integrate their new learning? Do the selected tasks reflect students' identities and experiences?
- Do all students have equitable access to the tools they need to complete the tasks being set?
- What opportunities can teachers build into their practice to offer students descriptive feedback to enhance learning? Are graded assessment tasks used in a way that complements the use of descriptive feedback for growth?
- How can information be conveyed about students' learning progress to students and parents in an ongoing and meaningful way?
- What is the purpose of assigning and grading a specific task or activity? Are student choice and agency considered?
- How do teacher biases influence decisions about what tasks or activities are chosen for assessment?

Discussion on Fullan's Report

Michael Fullan has contributed greatly to progressive educational thinking over the past decades. [website](#)

Read the Michael Fullan Report on *Great to Excellent* (2013) [document](#)

Respond to Michael Fullan's Report on *Great to Excellent 2013*.

- What are your thoughts about the 6C's?
- How will you support these concepts within the Media Arts courses?
- How will you take your teaching and your students' learning to the next level?

Post Your Response to the [Discussion Board](#).

In Michael Fullan's report on 'Great to Excellent (2013)' he speaks of '6 Key Qualities' that have been focused on in Ontario schools to improve student learning success. The 6Cs that form the foundation are character, citizenship, communication, critical thinking and problem solving, collaboration and teamwork, creativity and imagination.

The idea of focusing on educating to develop the character of our young people seems vital at this critical point when learners are exposed to so many influences from local, national and international media, peer groups, classrooms, family, society that unless a strong foundation is provided by mentors, educators and parents, the path is extremely difficult for young people to navigate safely and in a way that is beneficial to their future as well as the future of our communities. I honestly am 100% into a program that encourages developing strong character and community members. My concern is that it is easier said than done. All parties must be 100% on board with the program for this engagement to be bought into by our youth. We must live, breathe and act on promoting and encouraging these values in order for them to become a part of the fiber of our learners being.

Instead of rewarding academic and athletic success as the top indicators of success, the 6C's should be weighed equally alongside or above academic success. Students may not have the top marks but they can still make more important differences in the lives of those in their communities and beyond. I can see a slight shift in the encouragement of successes to embody more than just academic and athletic but I believe this change remains subtle and the shift not strong enough to stand up against the values that students are confronted with daily in the physical and the digital world.

For each of the 6C's, I will include the description provided in Fullon's report of the 6Cs, followed by a description of how I would support these concepts in my classroom as well as take them to the next level.

1. Character Education— honesty, self-regulation and responsibility, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, personal health and well-being, career and life skills.

My role of support would be:

- Mentoring and modelling care by providing mental and physical health tips and activities. This would be enveloped in the foundation of the activities and lessons provided as well as in the way that the class is conducted. Understanding each learner's needs and encouraging all students to respect the needs of their peers would be vital to developing the confidence of the students.
- Assessment is based on growth and skill, not just the final product. It is important to recognize the creative process of equal value to the final product based on where each student begins and ends.
- Showing interest in, and respect for student life outside of our class regarding school activities, clubs, other classes, upcoming assessment skills/tools, etc. It is important to talk to students about balance and be able to work with them if they have a lot on their plate and are struggling to meet deadlines. As Dr. Doug Reeves mentions in his video 'Toxic Grading Practices', it is important to support students and guide them towards success rather than just giving 'O's'. Make them do the work and they will realize that they can do it and meet their goals with success.
- Involve self-reflective oral and written communication that includes reference to their honesty, self-regulation and responsibility, empathy and self-confidence, and well-being.
- Include these topics as a part of our learning/research/references for developing products.

2. Citizenship — global knowledge, sensitivity to and respect for other cultures, active involvement in addressing issues of human and environmental sustainability.

My role of support would be to;

- Introduce information and material that is global in perspective and diverse nature.
- Encourage students to use international influences and resources as well as share what they learn with others.

- Encourage learners to share their own perspectives and experiences to develop and encourage empathy and more open-minded thinking in all our learners.
- Develop activities that source international, multicultural resources and reference issues that concern us all in the foundation of our activities, projects, research and discussions.
- Learners should be able to contribute ideas for the direction that the course will go (within the realm of the curriculum) so that they feel a sense of 'citizenship' or investment in the course and the value of their own learning as well as the learning of others.

3. Communication — communicate effectively orally, in writing and with a variety of digital tools; listening skills.
My role of support would be to;

- Communicate with learners through a variety of formats ie-ppt, blog, podcasts, animations, multimedia, news broadcasts, short videos, etc and teach/encourage the students to learn how to utilize and practice communicating through a variety of formats themselves.
- Options can be provided when a project is presented. The students can choose, with justification, why they are using a certain format for a certain project. Over the course of the semester, the students would need to work in a variety of formats (ie-video, podcast, multimedia), but they could choose which format would be used for each project assigned.

4. Critical thinking and Problem Solving — think critically to design and manage projects, solve problems, and make effective decisions using a variety of digital tools and resources.

- For each project, students will utilize the Creative Process and show their production steps in form of digital journaling that can including images/resources, digital drawings, sketches, brainstorming tools, mind mapping tools to encourage the use of a process that encourages problem solving. Etc. These journals could be shared with a peer and the teacher in collaboration to provide tips and suggestions that could make the project stronger or indicate obstacles that might come up along the way.

5. Collaboration — work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diverse others.

- Learners can work in teams for peer assessments, collaborations, and group projects. These projects would be developed so that students can each contribute at their level in all steps of the creative process. The groups should be different for each activity that requires groups so that the students can interact with a variety of people and consider a variety of perspectives. Students who have IEP's and might need to work in a certain way can work with the students who are able to accommodate. This is an important way to empower students and develop empathy and compassion.
- Peer Tutoring/reflection/brainstorming, interactive games with peers to build trust and confidence in abilities, group activities and designing with designation of responsibilities. Hold themselves and each other accountable for self-evaluations and peer evaluations.
- Collaborative games would be provided with less complexity at first but with developing complexity with each activity to develop a sense of trust and confidence in working in groups and in contributing their own ideas to the group.
- It is the teacher's position to watch for problems that come up and help the groups work through the problems together.

6. Creativity and Imagination — economic and social entrepreneurialism, considering and pursuing novel ideas, and leadership in action.

- Take leadership in the school and community on issues that are of concern to the students. Encourage and teach students how to approach a problem with an open-mind, creativity using the creative process, collaboration to create a solution or pathway to a solution that they can implement in their own school and community in an empowering way.
- In project design, designate a starting point from which they can diverge from to develop the work on their own, while encouraging them to step outside of their comfort zones. Encourage divergent thinking. Mentor and model examples of divergent thinking through your own process, group activities and the examples of creatives who have created change using their creativity and imagination. ENCOURAGE EXPERIMENTATION AND MISTAKE MAKING as a part of the process. Learn from mistakes without judgement and move forward with problem solving creatively.

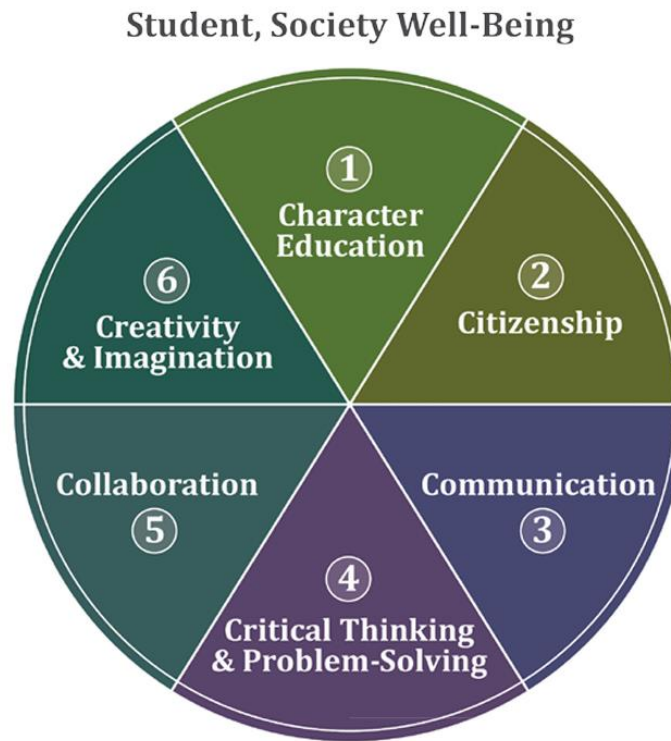
In conclusion, Michael Fullon stated in his report that, 'The overall purpose of these six Cs and their underlying DNA is the well-being of the whole student, and the well-being of society, which essentially consists of higher levels of student achievement and the capacity to apply what one knows.'

He also stated;

'The fundamental purpose of education in an excellent system is to produce in all its graduates — as close to 100 per cent as possible — the quality of leadership. By that we mean the capacity and commitment to act for one's own good and for the common good.'

In developing a media program, it is important to be transparent with students that they are not only learning how to be responsible and skilled media users but also empowered users of digital and traditional tools that can be used to better our society and contribute to our community if utilized properly. This understanding should be integrated into everything we do from creative process to project development and reflection process in order to ensure that the work we do can make a difference to our community locally, nationally and maybe one day, globally.

Figure 1.



Discussion for Online Resource

Choose a video on YouTube, Khan Academy, Crash Course, TED Talks, National Geographic or upload your own. Trim the video, insert 5 questions to track your students' progress. Use an online tool such as Edpuzzle, which allows you to turn videos into quick assessments. The basic account is free. Post your revised video for others to watch and answer.

OR

These are numerous websites where colleagues can find various media sources that students can interact with and explore. Select your favourite multimedia resource site. Critique and highlight different aspects of the website that might benefit student learning in the media arts classroom.

Post Your Response to the Discussion Board.

16 multimedia learning tools for the classroom

Online tool at Edpuzzle is a TedTalk video with 5Q's added along the line. I didn't clip any parts because I didn't feel it was necessary and would take away from the integrity of the video.

Aral Balkan: Great design should empower, amuse and delight 5 Q's Kovosi

Edpuzzle: Arval Balkan-Great Design empowers, delights and amuses

<https://youtu.be/D7hkukXrPx0>

Unit Plan (20%)

One member of the group is to submit the Unit Plan to [Dropbox](#) and a copy to the [Discussion](#) Board. Please pose questions and provide feedback on another group's unit plan. Also, answer questions that other candidates may ask you.

Additional/Optional Resources to Peruse:

EduGains [website](#) & Video [links](#)

ETFO Voice Assessment [document](#)