Computational Thinking Final Project Lesson Plan

Flipping Assessment: Lesson Plan

Lesson Overview

In this lesson, participants are to collaboratively derive, in their terms, the assessment rubric for an assigned activity based on the stipulated outcomes for an assigned task. To complete this activity, participants are to review the assignment/task and then to work together to **deconstruct** the activity into it's component parts and finally, to collaboratively redefine these parts in their terms onto a rubric for use to provide formative feedback for their peers.

Students deriving task outcomes in their terms enables the teacher to ensure that the participants clearly understand the task and what is needed for the task to be considered correct. The act of defining, in their terms through group collaboration, the task and its assessment outcomes is a **deconstruction** of the assignment so that every member of the class clearly understands what is needed for success with the assigned task. This means that participants, once they have identified the task/assessment's component parts, must then collaboratively **reconstruct** the task in their terms via a formative assessment/critique form (rubric) for use as a feedback guide. The feedback form used here is a **Defined Rubric** where the **Criteria** and the accompanying **Level of Success**, is used as formative feedback tool that is task specific and that can be completed quickly with minimal distractions. Their collaborative participation is essential for developing the feedback guide, as all participants must clearly understand how the rubric functions in order for the peers to provide effective formative feedback that can aid the receiver of the feedback.

Usage

This task is appropriate for any learning/collaborative (writing, presentations, demonstrations, practicums, Project Based or Task Based) activity that offers formative a peer review/critiques. Further, as a non discipline-specific/limited activity, it can be adaptable to most any event where peer feedback can aid participants including content courses like Biology, Nursing, and Faculty Development. Its primary objective is to enhance participant understanding of an activity and to have feedback for an activity that will aid the receiver improve his/her revision so as to better meet task or program objectives and outcomes.

Age/Grade

All ages above 12. As this is a reflective, collaborative activity, a level of maturation is needed. If one's younger learners show the ability to work independently, are able to be critical (in a constructive manner) of a peer and their work, then this activity is appropriate, regardless of age.

Time

This activity is one that covers a multitude of classes. While the time allotted for this activity may seem excessive, its focus is on building learning/participant awareness of what success is for a particular activity. As such, there is a time requirement of significant length to allow the participants to collaboratively internalize task objectives and outcomes. Basically, for example a writing class, three classes (on average) will be needed. Please note, participant's first experience with Flipping Assessments does take a bit longer to complete as participants must be given the time to understand how to complete the activity (the deconstruction, reconstruction, use of the technology). Once participants are experienced, they become much more proficient and efficient with the time needed to derive their feedback forms/rubrics.

Objective

- To enhance the student's understanding of an assigned task and its requisite outcomes.
- To enhance the group's collective understanding of what is required for a given task to be deemed successful – or not.
- To enhance the learner's/participant's ability to express the required outcomes for a given activity – which, in turn, better enable them to meet these stated objectives.
- To provide peer formative feedback on a given task/activity that will allow the receiver of the feedback the ability to better revise their work and thus improve the assessed score for a given activity.
- To receive feedback from a peer and from this feedback affect revisions to their work more effectively and efficiently.

Outcomes

- Enhance learner/participant understanding of how to act on assessed work.
- Enhance participant understanding of what is to be assessed.
- To build learner/participant collaboration skills.
- To improve the student's/participant's ability to meet task outcomes.
- To enhance participant's ability to express or articulate task/activity requisite outcomes:
  - Students are better able to articulate what each of the Criteria mean.
  - To have participants clearly be able to express what different levels of success mean.
  - To have participants to be able to identify, in the task, items to be assessed in a peer's work.
  - To have participants be able to revise work based on feedback from peers using the rubric the group developed.
  - To have participants able to identify, in the task, level of success for the items to be assessed.

Stages

For this example lesson, the assigned task is an *Executive Summary* (summary, message, and opinion) of an assigned reading.

Upon completion of a reading (book or article depending on age/grade) and a number of comprehension activities, students are to complete a review of the assigned reading. This written activity will be completed as homework exercise.

> **Schedule**: Students are given the writing task as follows
>
>> Day 1: Assign the writing task. In Class, explain requisite outcomes that must be attained for success with the activity. Assign the task for homework.
>>
>> Day 2: After all questions task specific questions have been addressed, collaboratively begin the **Deconstruction** of the task including requisite outcomes for task success. This can be completed in groups that are *jigsawed* periodically if the class is large.
>>
>> Day 2: Create a feedback rubric for use in providing constructive/formative peer feedback.
>>
>> Day 3: Complete the rubric
>>
>> Day 4: Test the *Rubric* with a past exemplar activity. Make necessary revisions to the Rubric that reflect issues found in the Rubric's test.
>>
>> Day 5: Provide peer formative feedback. HW: revise based on the information gleaned from the peer feedback offered on the rubric.

Note:

1. Depending on the length of class time (60/90 minutes) Day 1 can be combined with Day 2.
2. As participants become proficient with the Peer Derived Rubric, Day 3 and 4 can be combined. Students are expected to review/revise *Rubric* as a Homework activity as well.

Writing Class Demonstration

1. Task: *Write a Book Report*. How the Instructor expresses the requirements and requisite outcomes must reflect the instructor's experience with her/his student's past performance. This list is an example of what may be required (personally, I give a demonstration based on a handout for what is wanted in an assigned task).

Assigned Writing Components:	*Grammatical Components for Assessment:*
Introduction Paragraph	S-V Agreement
Thesis Statement	Care for Article Usage
Book Summary	Care for Pronoun Usage
3 Paraphrases	Appropriate Referencing
Author's message	Use of Perfect Past Tense
Reader's summary	Use of Colloquial Expressions
Report Summary	Use of Phrasal Verbs
Paragraph Links	Transitions
Logic/Flow	

2. Students are to write the report as Homework by creating a Google Docs file so that feedback can be easily assigned (if the class has online access). Print if necessary. In class, students are to begin, deconstructing the assignment and then collaboratively, reconstruct the assignment requirements on a formative feedback rubric form.

3. In a **Google Document**, copy and paste a **Rubric** (please feel free to used the template provided below) into the document. The instructor may choose to create his or her own rubric with different levels, etc. however, it is suggested that the instructor follow this approach the first and second time so to gain a better understanding of how the procedure works.

3. Have students Collaboratively deconstruct and then reconstruct the assignment by making a formative Peer Feedback/Critique form.

4. Have participants test the Feedback Form on an old assignment. Make revisions as necessary

5. Provide formative peer feedback using the **Rubric** to guide the assessment/critique. Red-Pen the document to highlight noted issues.

6. Remind participant that providing a critique is a benefit, NOT a negative. By identifying issues now ensures that the instructor do not see them!

The Feedback Rubric

• Below is a formatted Rubric that can be copied and pasted into a Google Doc to form the basis for your student's *Peer Derived Feedback Rubric.*

• Please feel free to add or remove levels, as they are wanted/needed.

• It is most important that the selected **Criteria** are clearly **Defined** so that every participant/student is clearly aware of what is to be assessed.

• It is most important that the *Levels of Success* is clearly defined based on each of the assessment points identified with respect to their **Criteria Definitions**

Peer Derived Feedback Rubric

	1 (poor)	2 (acceptable)	3 (good)	4 (excellent)
Criteria 1				
Criteria 2				

Criteria 3			
Criteria 4			
Criteria 5			
Criteria 6			