

MOS – June 15 – Sharing ideas/Round table discussions – ASSESSMENTS

What are the elements of assessment?

How to develop a rubric?

Methods of the assessment for students (prospective yoga therapists)

Participants bring examples of innovative ways to assess students and example rubrics for objective assessments.

Formative and summative assessments.

Moderated by Denyse Peterson, Robin Rothenberg, Kathleen Pringle

From Robin: I believe the topic for this table is focusing on how to create valid assessments within a program.

Topics could include:

Qualitative vs. quantitative assessments

How to create a rubric (and what is it)

Learning styles and creating a variety of assessment tools so all learning styles are honored.

Robin prefaced each group discussion with the following statement:

How do we evaluate skills and knowledge? How do we know that the students have learned the tools?

GROUP 1

Phoenix Rising stated that they have a session observation form. The students video their sessions from door to mat to door, and then the video is watched by mentors as well as the students. The session observation form includes topics as intake, relationship, body mechanics, safety and more,

Discussions were made for criteria in rubrics.

How do we calibrate within the faculty?

If evaluations are too much about numbers, this might not work.

LMS – Learning management system.

Pre course – assignments are assigned

Mid-course – assessments

Post course – assignments (graded by rubric) and assessments

Ginger from Mount Madonna rubrics are 10 points for presentation of case study. Grading includes Novice, needs improvement, skilled and proficient.

Students will know ahead of time what is expected of them. Any deficiencies need to be corrected by the next client.

Criteria should be based on objectives. Syllabus contains subject matter and objectives.

Objectives and assessments should be a match.

Logic based and psych based.

GROUP 2

This is the evaluation process for students.

Learning objectives are given at the beginning and evaluations at the end and should match up.

Tier system – rubrics appropriate for each level (novice to experienced)

Scaffolding the curriculum for development of student skills. Program is progressive – skills are needed at each level.

Session notes are NOT graded at first by team. Mentorship and guidance, did you include a, b, c etc. After a few of these, then session notes are graded.

Frequency? Do more! This is important for recertification.

Written assessments/tests include principles that need to be followed. Graded at the beginning, middle and end of course. Be accurate in course planning.

Intakes and course planning need to be discussed with mentors. During the course, there should be real time supervision and discussion, including how they manage the relationships.

GROUP 3

Students must be the criteria, address the gaps.

There should be different rubrics for different assignments.

Students must be able to demonstrate skills as well as be proficient in speaking about the session.

Sessions need to be relationship based.

Set up the expectations (LO – learning objectives) and develop rubric.

What's the best tool to evaluate topics.

How to sum up? Comprehensive exam, clinical binder.

Online grading systems (school teacher world, Jupiter grades, canvas – many are using this)

Assignment guides instructions

Weighted sum table (for progression)

Schoolology.com

There are 3 different types of learners – do you structure different projects? How can you broaden to allow success to their strengths? Most agreed that students should be graded equally without catering to their preferred style of learning.

Respectfully submitted by

Denyse Peterson

Name of Instructor _____

Name of Student _____

Criterion	Proficient	Skilled	Needs improvement	Novice
Content	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Listeners able to develop an understanding of the material. (4pt.)	For the most part, explanations of concepts and theories are accurate and complete. Listeners gain some knowledge of the topic. (3 pt.)	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation (2 pt.)	No reference is made to literature or theory. Listeners gain no new insights. (1 pt.)
Organization/ Logic/Sequencing of Information	Speaker presents information in logical, interesting sequence which class can follow. Ideas well reinforced with examples from the literature. (4 pt.)	Speaker presents information in logical sequence which class can follow. Could use more examples to support ideas. (3 pt.)	Class has difficulty following presentation because it jumps around. Few supportive examples. (2 pt.)	Class cannot understand presentation because there is no consistent flow of information. (1 pt.)
Originality	Presentation shows considerable originality and inventiveness. It is evident the speaker has synthesized the material and made it their own. (4 pt.)	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. (3 pt.)	Presentation shows an attempt at originality and inventiveness. (2 pt.)	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. (1 pt.)

Name of Instructor _____

Name of Student _____

Graphics / Visual Aids	Speaker's graphics explain and reinforce text and presentation. (4 pt.)	Speaker's graphics relate to text and presentation. (3 pt.)	Speaker occasionally uses graphics that rarely support text and presentation. (2 pt.)	Speaker uses superfluous graphics or no graphics. (1 pt.)
Speaking Skills/Contact with Audience	Poised, articulate; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence. All terms pronounced properly. (4 pt.)	Clear articulation but not as polished. Either inconsistent volume or rate. Some mispronounced words. (3 pt.)	Some mumbling; little eye contact; uneven rate; little or no expression. (2 pt.)	Inaudible or too loud; no eye contact; rate too slow/fast; disinterested/monotone (1 pt.)
Documentation	All sources of facts and examples fully documented and mentioned in the talk. (4 pt.)	Most sources of facts and examples documented and mentioned in the talk. (3 pt.)	Some sources of facts and examples documented and mentioned in the talk. (2 pt.)	No sources of facts and examples documented and mentioned in the talk. (1 pt.)
Language	The presenter does not use any cheat-sheets, the presentation is oral. There might be 1-2 language mistakes. (4 pt.)	While delivering the presentation, the student looks at a cheat-sheet 1-2 times. There are 3-4 language mistakes. (3 pt)	The presenter occasionally reads the text of the presentation. There are 5-6 language mistakes. (2 pt)	Most of the text of the presentation is read from the paper. There are more than 6 language mistakes. (1 pt)
Length of Presentation	10 minutes with substantially all material covered and little extraneous material. (4 pt.)	1 - 2 minutes over or under with most of topic appropriately covered (3 pt.)	3 - 4 minutes over or under and topic not appropriately covered. (2 pt.)	More than 4 minutes over or under. (1 pt.)
Total Points		out of		possible points.

Name of Instructor _____

Name of Student _____

Criterion	Proficient	Skilled	Needs improvement	Novice
Intake/Case Summary Complete	Presentation included a complete and accurate intake and Case Summary (4pt.)	For the most part, presentation included a complete and accurate intake and Case Summary (3 pt.)	Presentation included an incomplete or inaccurate intake and/or Case Summary (2 pt.)	Presentation did not include either an intake or Case Summary (1 pt.)
Identification of Main Issues/Problems	Identifies and demonstrates a sophisticated understanding of the main issues/problems ayurvedically in the case study. (4pt.)	Identifies and demonstrates an accomplished understanding of most of the issues/problems, ayurvedically. (3 pt.)	Identifies and demonstrates acceptable understanding of some of the issues/problems ayurvedically in the case study. (2 pt.)	Does not identify or misidentifies the main issues/problems ayurvedically .(1 pt.)
Analysis and Evaluation of Issues/Problems	Presents an insightful and thorough analysis of all identified issues/problems, ayurvedically. Including thorough background information and understanding of the samprapti. (4pt.)	Presents a thorough analysis of most of the issues identified, ayurvedically; missing some background information and understanding of samprapti. (3 pt.)	Presents a superficial or incomplete analysis of some of the identified issues, ayurvedically; omits background information and samprapti details.(2 pt.)	Presents an incomplete or incorrect analysis of identified issues, ayurvedically. Does not include any background information or samprapti details. (1 pt.)
Recommendations and Treatment Plan	Makes appropriate recommendations between identified issues and strategic treatment plan based on course studies. (4pt.)	Makes somewhat vague recommendations between identified issues and strategic treatment plan based on course studies. (3 pt.)	Makes somewhat vague recommendations as well as inappropriate recommendations between identified issues and strategic. treatment plan 2pts	Makes inappropriate recommendations between identified issues and does not have a strategic treatment plan.

Name of Instructor _____

Name of Student _____

<p>Organization/ Logic/Sequencing of Information</p>	<p>Speaker presents information in logical, interesting sequence which class can follow. (4 pt.)</p>	<p>Speaker presents information in a somewhat logical sequence which class can follow. (3 pt.)</p>	<p>Speaker presents information that jumps around and is difficult for class to follow. (2 pt.)</p>	<p>Class cannot understand presentation because there is no consistent flow of information. (1 pt.)</p>
<p>Speaking Skills/Contact with Audience</p>	<p>Poised, articulate; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence. All terms pronounced properly. (4 pt.)</p>	<p>Clear articulation but not as polished. Either inconsistent volume or rate. Some mispronounced words. (3 pt.)</p>	<p>Some mumbling; little eye contact; uneven rate; little or no expression. (2 pt.)</p>	<p>Inaudible or too loud; no eye contact; rate too slow/fast; disinterested/monotone (1 pt.)</p>
<p>Classical Text References</p>	<p>All sources and facts and examples fully referenced in the case study. (4 pt.)</p>	<p>Most sources and facts and examples referenced in the case study. (3 pt.)</p>	<p>Some sources and facts and examples referenced in the case study. (2 pt.)</p>	<p>No sources or facts and examples referenced in the case study. (1 pt.)</p>
<p>Length of Initial Presentation</p>	<p>20 minutes with substantially all material covered and little extraneous material. (4 pt.)</p>	<p>2-3 minutes over or under with most of topic appropriately covered (3 pt.)</p>	<p>4-5 minutes over or under and topic not appropriately covered. (2 pt.)</p>	<p>More than 5 minutes over or under. (1 pt.)</p>
<p>Questions and Answers</p>	<p>Demonstrates a proficient understanding of the case and answered all questions appropriately (4 pt.)</p>	<p>Demonstrates a strong understanding of the case and answered most questions appropriately (3 pt.)</p>	<p>Demonstrates an average understanding of the case and answered some questions appropriately (2 pt.)</p>	<p>Demonstrates a weak understanding of the case and answers are inappropriate. (1 pt.)</p>
<p>Graphics/Visual Aids</p>	<p>Speaker's graphics explain and reinforce text and presentation. (4 pt.)</p>	<p>Speaker's graphics relate to text and presentation. (3 pt.)</p>	<p>Speaker occasionally uses graphics that rarely support text and pre-sentation. (2 pt.)</p>	<p>Speaker uses superfluous graphics or no graphics. (1 pt.)</p>
<p>Total Points</p>		<p>out of</p>		<p>possible points.</p>

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