



# Flip Camera Session 2: Designing a Video Assessment



## 1. Consider all the knowledge and skill in your unit.

- Ask:
  - What do I need the kids to be able to explain or tell me about? (knowledge)
  - What do I need the kids to show me or demonstrate for me? (skill)
- Put each discrete piece on a post it note.
- Try to sequence the learning for the unit.

## 2. Prioritize the learning targets

- What learning is more important than the rest?
- What learning targets are key to really understanding the unit’s content?
- Which pieces of knowledge are critical- the students’ success “hinges” on really understanding these points?
- Place these targets on the organizer.

## 3. Identify one “hinge” point that you want to target.

- How deeply do you need the kids to know the learning?
- Do you feel comfortable assessing it with the Flip Video?

## 4. Create a core assessment task for the knowledge.

- Examine the following words. These verbs have been picked to target depth of learning while also lending themselves well to video assessment.

	<i>Knowledge (Declarative)</i>	<i>Skill (Procedural)</i>
<b>Initial Acquisition</b>	<ul style="list-style-type: none"> <li>• Describe</li> <li>• Define</li> <li>• Relate / Tell</li> <li>• Explain</li> </ul>	<ul style="list-style-type: none"> <li>• List the steps in ...</li> <li>• Explain the procedure for...</li> <li>• Perform the skill by completing the steps</li> </ul>
<b>Depth/ Extension of Understanding</b>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Create a visual representation of....</li> <li>• Compare (learning) with (another idea/ concept)</li> <li>• Support or refute a statement about...</li> <li>• Interpret an event using knowledge...</li> <li>• Debate the (knowledge) from different perspectives..</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to apply the knowledge to a new situation</li> <li>• Solve a new problem and explain how to do it</li> <li>• Use the skill to complete a task in a new or more challenging situation.</li> </ul>

- Select a verb or verb phrase. Match it with the content to create a core task/ product.
- Reconsider for alignment. Does the core task provide the proper knowledge (content and depth) you need?

### 5. Construct a simple rubric for the task.

- Have three dimensions: Understanding, Support & Accuracy

<b>Understanding</b>	Do they understand the knowledge and skill? How well do they “get it?”
<b>Support</b>	Do they provide adequate support? Is there enough support? Do they have the relevant details?
<b>Accuracy</b>	Is the information correct? Are the ideas presented accurate?

- Consider a simple three-point scale: 3- “Got It”; 2- “Getting There”- 1- “Not Getting It”
- Describe what you expect to see in the video for each dimension at each score point.

### 6. Construct the Task/ Assignment- Consider a task that can be prepped and completed in 20 minutes (provided they already know how to use cameras.)

- Create the task description- include specifics about what exactly the kids need to produce and under what contexts/ circumstances. Consider these questions:
  - Is the task clear? Will the kids know exactly what they are supposed to do? What they are trying to demonstrate? How much is expected? Can it be completed in a relatively short period of time? Individual or with others?
  - Will they get one “take” or multiple “takes” after feedback?
  - Use notes, read prepared script or from their head?
- Share the rubric with the kids. Explain the dimensions.
- Consider making a model using a parallel task.
- Provide preparation time. Can they work with others?