Looking Good!

Visual Assessments
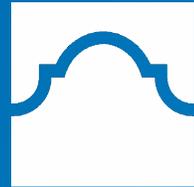
Who are we?

- Who am I?
- Who are you?

Webinar Objectives

By the end of this webinar, you will be able to:
- Recognize how visual assessments can be useful for assessing student learning outcomes
- Determine the appropriate software to recommend to students to assist in the creation of their visual projects
- Identify ways you can score elements within a visual presentation

Why Visual Assessment?

- Assessing a student learning outcome might lend itself more to visual assessment rather than a traditional test or an essay
- Representing knowledge visually can help increase, deepen, and reinforce content
- Allows students an alternative to demonstrating their mastery of a student learning outcome
- Provides students practice utilizing programs or applications that they may interact with in further undergraduate courses or professional careers

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Presentation Software

- Typical software used for these include PowerPoint, Prezi, and Google Slides
  - Works well for students presenting on a multi-faceted concept
  - Allows students to incorporate images, audio, and video components
  - Google Slides is a free application
    - Allows for real time collaboration
  - How might you use presentations for assessment in your class?

Infographic Software

- Typical software used for these include [Canva](#), Piktochart, Easel.ly, Visme, and many more
  - Useful for assignments where students are presenting specific pieces of data, exploring a specific concept, or illustrating processes
  - Most of the software above are free to use (with paid features available)
- How might you use infographics for assessment in your class?

Videos

- Typical hardware needed includes a smartphone, tablet, or even a laptop
- Students may also need to utilize software to upload or edit
  - Can be done in programs like YouTube, Movie Maker, or with functions already on smart devices
- Useful when something is being shown
  - How to videos
  - Reflections
  - Performances
- How might you use videos for assessment in your class?

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Considerations with Assigning Visual Assessments

- Match your assignment with what fits the outcomes you're trying to assess
  - For instance, if you want students to discuss the ethical implications of genetically modified crops a presentation might work well
  - If you want students to be able to identify the parts of a flower, an infographic might be better
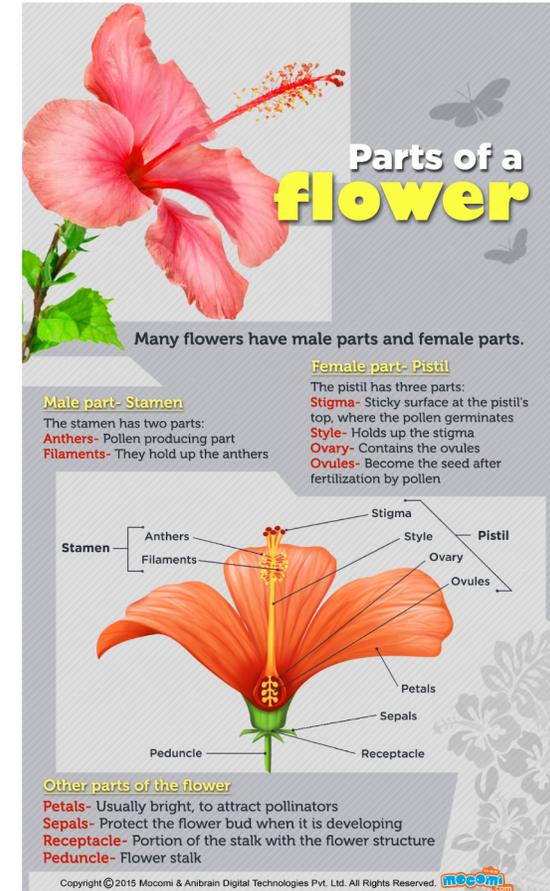
More Considerations with Assigning Visual Assessments

- Consider technical aspects and allow time in class for instruction on how to use various programs
- Providing options for students might be a good idea

Rubrics, Rubrics, Rubrics...

- Consider using rubrics to aid you in the grading of your students work
  - This will help make your scoring more streamlined and objective
    - Consider showing your students the rubric you will be using up front
  - Many of your students won't be experts in these programs; be aware of that when setting up your rubric

Rubrics, Rubrics, Rubrics...

Presentation Rubric

	5	4	3	2	1
Content	Contains information that provides specific, appropriate details about the given dynasty in relation to all areas of PEGS. Shows a great understanding of the topic.	Contains information that provides mostly specific, appropriate details about the given dynasty in relation to 3 areas of PEGS. Shows a good understanding of the topic.	Contains information that provides many specific, appropriate details about the given dynasty in relation to 2 areas of PEGS. Shows a good understanding of some parts of the topic.	Contains information that provides little specific, appropriate details about the given dynasty in relation to 1 area of PEGS. Shows little understanding of the topic	No thoughtful or accurate descriptions. Shows no understanding of the topic.
Speech and Body Language	Enthusiastically presents topic. Uses a clear, loud voice and correct pronunciation. Makes eye contact and faces audience.	Uses a clear, loud voice and correct pronunciation of terms. Makes eye contact and faces audience.	Moments of mispronunciation. Moments where voice is too low to comprehend. Some eye contact with audience.	Many mispronunciations. Voice is too low to comprehend. No eye contact with audience.	Entire presentation could not be understood. No eye contact with audience.
Features	Power point has at least one picture, one text section, and either a video or web link that are all appropriate to the task.	Power point has at least one picture, one text section, and either a video or web link most of which are appropriate to the task.	Power point has only 2 of the following: one picture, one text section, and either a video or web link that are appropriate to the task.	Power point has only one of the following: one picture, one text section, and either a video or web link that are appropriate to the task.	Power point has no features that are appropriate to the task.
Creativity	Unique presentation. Exciting and fresh. Made the presentation better (i.e., singing, props, dramatic scenes).	Unique presentation but creativity does not work in some parts or serve a purpose.	Parts of presentation similar to most other presentations. Creative aspects take away from the presentation instead of improving it.	Presentation mostly average. A moment of originality.	No originality.
Collaboration and Cooperation	Students effectively worked together. The work was evenly divided with each partner contributing equally.	Students had very few problems working together. The work was evenly divided.	Students had some problems working together. The work load was not evenly divided.	Students had great difficulty working together. Communication was difficult. The work load was not evenly divided.	Students were unable to work together. They were unable to produce a final product in the time allotted for the project.
Participation/ Knowledge of Content	Equal roles in presenting. Answers questions. Asks questions during most of the other presentations.	Equal roles in presenting. Answers questions. Asks a few questions during other presentations.	Equal roles in presenting. Attempts to answer questions but not completely or correctly. Asks a question.	Does not speak much during presentation. Attempts to answer questions but not completely or correctly. Asks a question.	Does not participate at all.

Infographic Rubric

Category	4	3	2	1	Your score
Message Clarity (weight x4)	The topic and messages of the infographic are clear and easily understood; Intended to inform or convince the viewer.	Topic and main ideas are clear.	Topic is given but main ideas are unclear or lacking.	Topic and/or main ideas are absent or very unclear.	
Details (weight x2)	Details (including labels) support the main idea without distracting with clutter.	Detail is added to support each main idea with minimal clutter.	More is needed for understanding. Some are distracting.	Very little detail is provided for the main ideas and understanding is limited.	
Content - Accuracy (weight x2)	At least 4 accurate facts/concepts are displayed in the infographic	3 accurate facts are displayed.	2 accurate facts are displayed.	Fewer than 2 accurate facts are displayed.	
Graphics - Relevance	The graphics used represent information appropriately.	Most graphics represent the information appropriately.	All graphics relate to the topic but do not represent appropriately.	Graphics do not relate to the topic.	
Graphics - Visual	Color, shape, size, and arrangement of graphics contribute meaning to the overall message.	Color, shape, size, and arrangement are eye catching and contribute some meaning.	Color, shape, size, and arrangement are present but do not add to the information.	Color, shape, size, and arrangement are distracting or misleading.	
Design/layout	The design/layout is neat, clear, and visually appealing.	Is attractive in terms of design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is distractingly messy, unattractive, or very poorly designed.	
Mechanics	Capitalization and punctuation are correct throughout.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	More than 2 errors in capitalization or punctuation.	
Grammar	There are no grammatical mistakes.	There is 1 grammatical mistake.	There are 2 grammatical mistakes.	There are more than 2 grammatical mistakes.	
Connection to Discipline and Extends Academic Knowledge (0 to 2 pt)				Synthesizes connections to deepen understanding; Draws conclusions by combining examples, facts, or theories from one or more fields of study or perspective.	
Image and info Credits (0 or 1 pt)				Credit/citations provided for all images and research information.	
Total					/55

Indiana University of Pennsylvania Libguide for FDNT 213 - Life Cycle Nutrition

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- Identified ways you can score elements within a visual presentation