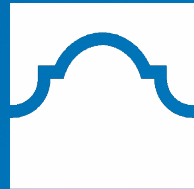


# Keep Teaching

Testing 1,2,3,4



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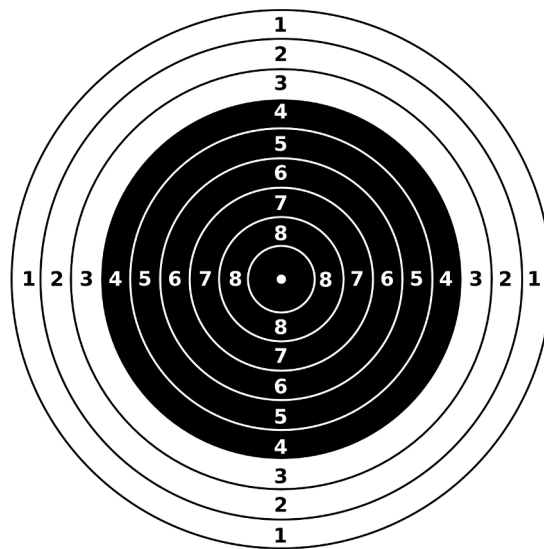


# Getting Started

- Introductions



- SLO's



By the end of this webinar, you will be able to:

- Identify advantages of a variety of assessment types
- Appraise the types of assessments that work with the SLO's you are measuring
- Obtain handouts with ideas and tips for faculty & students



# Open Book Exams



- Using Interpersonal Needs Theory, If a child is having nightmares about COVID 19, how could a parent help the child?
- Using Merton's Strain Theory, explain why some people are refusing to wear masks in public.



- Comparing the Spanish Flu pandemic and the COVID 19 pandemic, what forms of media disseminated information? Do you believe the media helped or hurt us in each? Please justify your answer.
- Choose two countries. Utilizing Hofstede's cultural dimensions, determine which country has a culture that would help flatten the curve of COVID 19 fastest. Identify the two countries, identify at least 3 cultural dimensions and where each of your countries lies on the continuum. Then make your analysis.



- Identify a nutrient that could be vital for a person who has been exposed to COVID 19. What would that nutrient do to assist the body in managing this viral invader?
- This art piece was created during the Spanish Flu pandemic. What design principles were used in its creation? Explore what emotions the artist was expressing through the art.



- Consider what you have learned about the process of aging. Utilizing that information, give 3 simple explanations of why an elderly person is more susceptible to death when exposed to viruses.





- List one decision made by the legislative, and one decision made by the executive branch of government regarding COVID 19. Based on what the roles are for each of these branches, please explain why these were or were not decisions appropriate to their role.
- Consider Earth's systems such as the geosphere, hydrosphere, biosphere, and atmosphere. How might surface processes, be impacted by those systems in relation to changes being made through COVID 19 restrictions? (You may want to consider lessening of manufacturing, number of cars being driven etc.)



# Student Driven Assessment



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- Exhibit understanding of interpersonal theories and principles.
- Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.

### Art Project

Powerpoint/Prezi/Emaze

Report/Essay

Create an Exam

Service learning

Poster/Infographic

### Music Project

Story/Skit

Media Analysis

Song playlist

Speech

Powtoon

Digital

When considering rubric - the primary grading should be on achieving the SLO, while a smaller portion can be on the “project”



Principle: You cannot test someone on something you don't understand yourself

- Determine what topics should be covered
  - Divide students by topic
  - Have every student come up with questions for each topic - provides a good test bank
- Create parameters for the exam
  - How many MC, T/F, Short Answer, Fill in the Blank
  - Provide the course outcomes to verify course objectives are tested
  - Provide list of Bloom's Taxonomy words to consider
- Students provide the answer key
- Can be stand alone assessment OR utilized for an exam
- Could be done in Canvas as a discussion



Principle: If their study notes are good enough, they would do well on the exam

## Leaf morphology

External leaf characteristics (such as shape, margin, hairs, etc.) are important for identifying plant species, and botanists have developed a rich terminology for describing leaf characteristics. These structures are a part of what makes leaves determinant; they grow and achieve a specific pattern and shape, then stop. Other plant parts like stems or roots are non-determinant, and will usually continue to grow as long as they have the resources to do so.

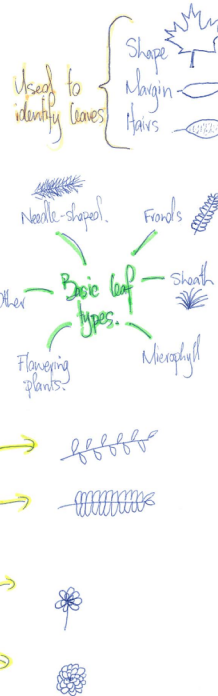
### Basic leaf types

- **Ferns** have **fronds**
- **Conifer** leaves are typically needle-, awl-, or scale-shaped
- **Angiosperm** (flowering plant) leaves: the standard form includes stipules, a petiole, and a lamina
- **Lycophytes** have **microphyll** leaves.
- **Sheath** leaves (type found in most **grasses**)
- Other specialized leaves (such as those of *Nepenthes*)

### Arrangement on the stem

Different terms are usually used to describe leaf placement :

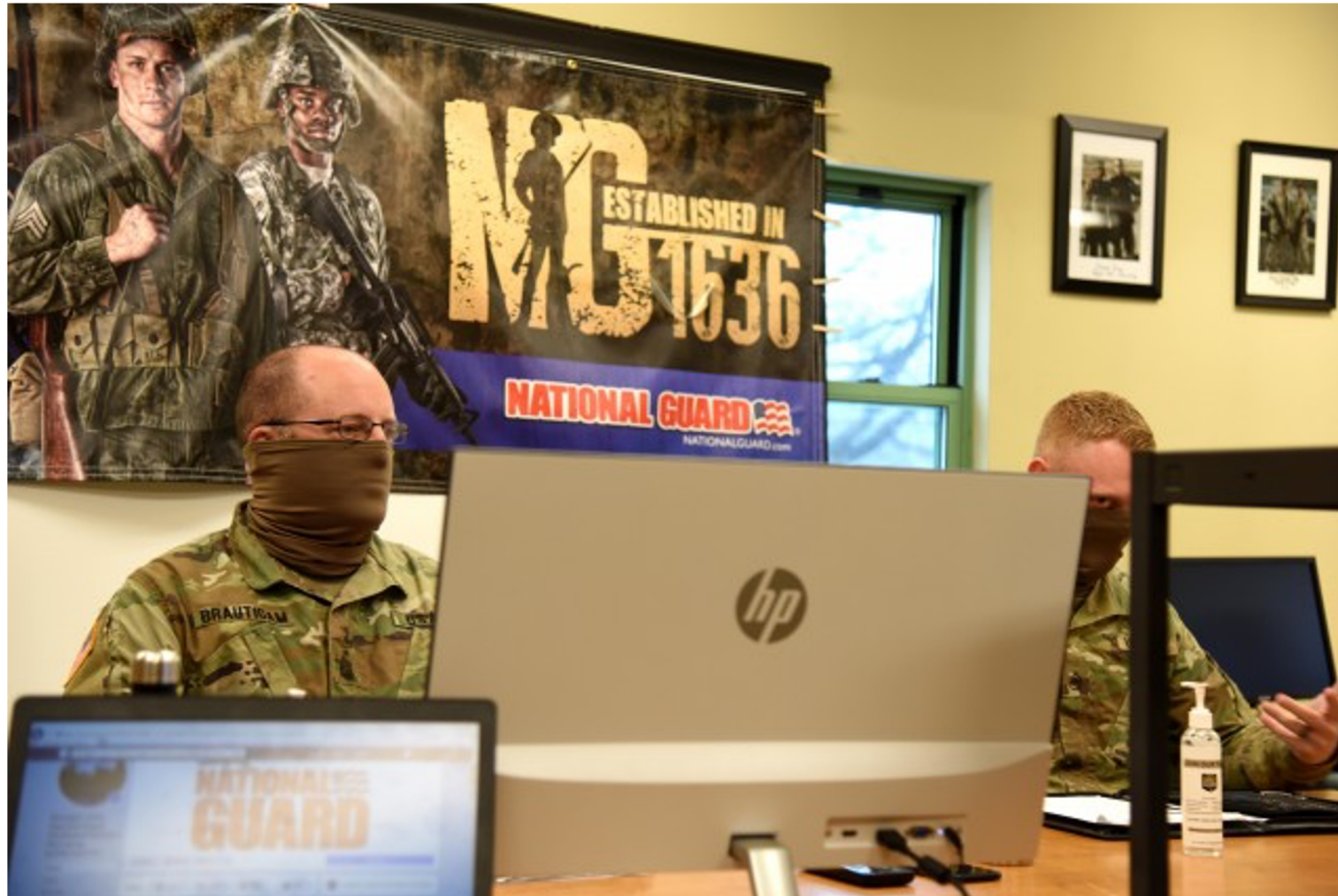
- **Alternate** — leaf attachments are singular at nodes, and leaves alternate direction, to a greater or lesser degree, along the stem.
- **Opposite** — leaf attachments are paired at each node; **decussate** if, as typical, each successive pair is rotated 90° progressing along the stem; or **distichous** if not rotated, but two-ranked (in the same geometric flat-plane).
- **Whorled** — three or more leaves attach at each point or node on the stem. As with opposite leaves, successive whorls may or may not be decussate, rotated by half the angle between the leaves in the whorl (i.e., successive whorls of three rotated 60°, whorls of four rotated 45°, etc). Opposite leaves may appear whorled near the tip of the stem.
- **Rosulate** — leaves form a **rosette**



- List a Mnemonic Device you created to remember the nomenclature of chemical compounds
- Write a short explanation with an example of the types and characteristics of chemical compounds
- Provide the formula you would use to solve a stoichiometric problem



# Service Learning



- Write and/or Read and record a story and donate to elementary school
- Talk to 5 people about how they have been impacted negatively by COVID 19. Write to your Congressional representative, sharing with them a common theme that emerged from your interviews and giving a possible solution. Verify that you are asking for something that is possible through Congressional power
- Create a public service announcement to send to 5 friends, asking them to assist with a need created by our COVID 19 restrictions.





# Oral Exams



- Put student at ease
- Be conversational
- Think through tips you might give for lower grades, but still partial credit.



In this webinar, we discussed:

- Advantages of a variety of assessment types
- Types of assessments that work with the SLO's you are measuring



# Questions?



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# Thank You!



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