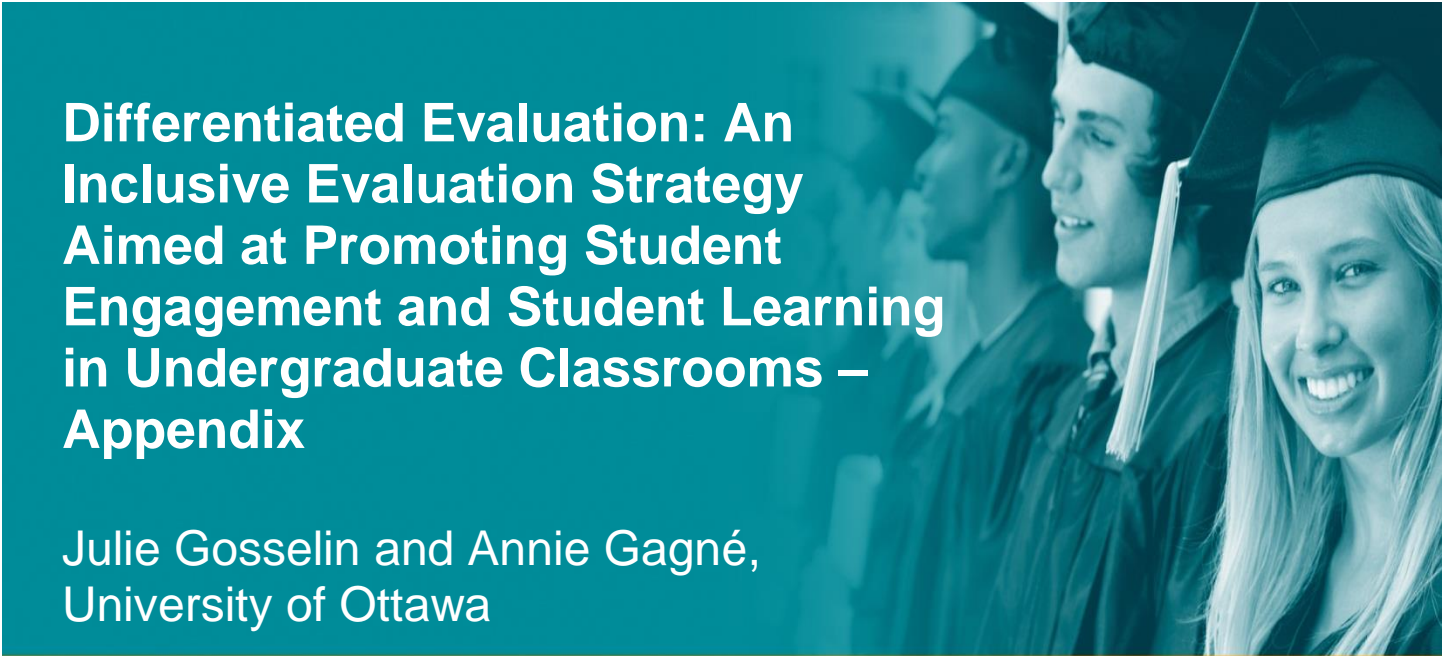




Higher Education
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Differentiated Evaluation: An Inclusive Evaluation Strategy Aimed at Promoting Student Engagement and Student Learning in Undergraduate Classrooms – Appendix

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Published by

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Cite this publication in the following format:

Gosselin, J., & Gagné, A. (2014). *Differentiated Evaluation: An Inclusive Evaluation Strategy Aimed at Promoting Student Engagement and Student Learning in Undergraduate Classrooms Appendix*. Toronto: Higher Education Quality Council of Ontario.



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Appendix A

Grading Matrix

Option 1

If the student does not participate in differentiated evaluation:

Final grade = 45% (midterm exam) + 45% (final exam) + 10% (class participation)

Option 2

If the student participates in differentiated evaluation, two different final grades are calculated:

a) Final grade = 30% (midterm exam) + 30% (final exam) + 10% (class participation) + 30% (term project)

b) Final grade = 45% (midterm exam) + 45% (final exam) + 10% (class participation)

The student is awarded the higher of the two possible final grades.

Appendix B

Marking Matrix for Term Project: Community Service Learning Program

Requirements:

- A minimum of 30 hours of community service work in a teacher-approved placement
- Must hand in a report of a maximum of 10 pages (double-spaced)
- May be on a topic covered in class that you also addressed during your community placement
- May be a case analysis that illustrates key concepts presented in class
- May be a needs assessment within the context of the organization where you were placed, which relates to family issues discussed in class
- May be a discussion paper on challenges and issues, or benefits and regrets associated with your experience, and how it relates to your learning experience in this class
- Topic and focus must be approved by the teacher or teaching assistant
 - Examples of past reports: The family's role in adjusting to immigration; Lessons learned from mentoring a new immigrant family; Characteristics related to adjustment in families faced with mental illness; Family adjustment in single-parent and stepfamilies; Supporting previously incarcerated mothers reconnecting with their children: a case example; Parental competence and adjustment in young children with learning disabilities.

Marking criteria	Points
Relevance of the project topic (links to classroom material, themes relevant to course topic, themes appropriate given the nature of the community placement)	10 points
Quality of the analysis or discussion (consistency in argument, relevant argument, clarity and focus of argument, depth of analysis of discussion)	10 points
Understanding of the course material presented in the term project (demonstrates that the student understands the course content)	10 points
Originality and creativity	5 points
Quality of writing (spelling, grammar and general quality of writing)	5 points
Total	40 points

Appendix C

Marking Matrix for Term Project: Mini-Class

Requirements

- Groups of 3
- Presentation length: 15-20 minutes
- Must hand in a one-page summary before presentation
- Must hand in PowerPoint presentation
- Must hand in a final report of a maximum of 15-20 pages (double-spaced)
- Topic include any particular issue that is related to the course content but that has not been directly addressed in the regular classes
- Topic must be approved by teacher or teaching assistant
 - Examples of past presentations: What happens to children raised by their grandparents?; Family adjustment to the return of a deployed parent (military families); Family violence: characteristics and impact of family members' adjustment; Challenges faced by gay families; Children raising children: Teenage pregnancy and its effect on family.

Marking criteria	Points
Relevance of the project topic (links to classroom material, themes relevant to course topic, themes appropriate given the nature of the community placement)	10 points
Quality of the analysis or discussion (consistency in argument, relevant argument, clarity and focus of argument, depth of analysis of discussion)	10 points
Understanding of the course material presented in the term project (demonstrates that the student understands the course content)	10 points
Originality and creativity	5 points
Quality of writing (spelling, grammar and general quality of writing)	5 points
Total	40 points

Appendix D

Tutorial Topics

Tutorial 1 :

- Definition of differentiated evaluation (DE)
- Details of how DE is implemented in the course
- Role of the TA
- Details regarding term project options
- Academic learning resources available online through the university website

Tutorial 2:

- How to select a good topic for your project
- How to complete a literature search using bibliographical databases (e.g., PsycInfo)
- How to structure a term paper effectively

Tutorial 3: Mini-class option

- How to prepare an engaging oral presentation
- How to effectively use Powerpoint or Prezi
- Review of types of learning activities to be used in your mini-class
- Review of stellar examples of past mini-classes in this course

Tutorial 4: CSL report option

- How to remain objective when preparing a term project based on your personal experience
- Review of different qualitative methodologies and approaches suitable for your term paper
- Review of stellar examples of past CSL placement reports in this course

Tutorials 5 and 6:

- Question period for students to consult TA on their term project or preparation for final exam



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