

Assessment Plan

This workshop aims to teach upcoming university students how the behaviourist concepts of classical and operant conditioning can be applied to improve study habits, motivation, and learning as they enter post-secondary education.

The learning outcomes are as follows:

- Students will be able to identify the theories and processes of operant and classical conditioning that make up behaviourism, and apply them to real-world examples.
- Students will be able to identify principles of behaviourism when given a real world example.
- Students will be able to design and build a personalized study session for their chosen type of conditioning.

The workshop is broken down into 3 lessons that build on each other, each focused on a specific learning outcome. Each lesson has an assessed activity that contributes to the learner's final grade in the workshop. Lesson 1 is worth 20%, Lesson 2 is worth 30%, and Lesson 3 is worth 50%.

Lesson #	Learning Outcome Targeted	Activity	Assessment Type	Feedback Type	Overall Weight
1	Students will be able to identify the theories and processes of operant and classical conditioning that make up behaviourism, and apply them to real-world examples.	Quiz	Formative	Immediately Marked Quiz	20%
2	Students will be able to identify principles of behaviourism when given a real world example.	Reflection + Peer Responses	Formative + Summative	Peer Feedback + Marked Rubric	30%
3	Students will be able to design and build a personalized study session for their chosen type of conditioning.	Study Plan	Summative	Annotated PDF + Marked Rubric	50%

Lesson 1

For Lesson 1, we are assessing the learners' ability to identify key concepts related to behaviourism. They will engage with the concepts by watching a ~10 minute video and reading several paragraphs. The activity assessed for this lesson is a 10 question quiz, which functions as a formative assessment as feedback occurs during the learning process. It provides immediate feedback for learners as the quiz is marked immediately when a learner submits their attempt. The correct answers help reinforce key ideas through repetition and feedback, which will allow learners to check their comprehension and knowledge level before moving onto the next lesson.

We will determine if a learner has met the learning outcome for this lesson by the number of questions answered correctly. Every question is weighted the same and holds 10% of their final mark. A score below a 50% indicates the learner has not met the required understanding of the learning outcome for this workshop.

Extending	Proficient	Developing	Emerging
90-100%	70-80%	60%	50%
Sophisticated understanding	Complete understanding	Partial understanding	Initial understanding

This activity's grade contributes towards 20% of the workshop in total. It is weighted the lowest as it is the first assessment in the workshop.

Lesson 2

For Lesson 2, we are assessing the learners' interaction with other learners as well as themselves. By asking learners to respond to their peers' reflections, we allow for peer feedback. Students will receive a marked rubric assessing the depth of their reflection and their contribution to the larger learning community through their peer responses. As students receive feedback from their peers while they are still in the learning process, this is a formative assessment. They will receive feedback on their personal reflection and peer responses after they have completed the workshop, which is a summative assessment to determine their overall achievement of the learning outcome.

We will determine if a learner has met the learning outcome for this lesson through their final percentage and where it falls on this proficiency scale. Anything below a 50% indicates the learner has not met the required understanding of the learning outcome for this workshop.

Extending	Proficient	Developing	Emerging
86-100%	73-85%	60-72%	50-59%
Sophisticated understanding	Complete understanding	Partial understanding	Initial understanding

This activity's grade contributes towards 30% of the workshop in total. See the scoring sheet on the next page for the breakdown of each portion of the activity towards the final mark of this lesson's activities.

Lesson 2 Scoring Sheet of Reflection + Peer Response

Criteria	Value	Your Grade
Personal Reflection		
Clearly identifies which video was watched and correctly identifies the type of conditioning	15%	
Identifies specific components of the conditioning process	10%	
Provides thorough explanation of why the situation demonstrates that specific type of conditioning using correct terminology	15%	
Identifies a relevant situation from own life where this type of conditioning occurred with clear connection and explanation of the conditioning process in the example	10%	
Peer Responses		
Thoughtfully engaged with 2 peers' reflections (15% each)	30%	
Responses are respectful, professional, and constructive; foster discussion rather than simply agreeing or criticizing	20%	
Total	100%	

Lesson 3

For Lesson 3, we are assessing the learners' ability to combine the theory they have learned and real-world examples they have been provided to design and build a personalized study session. The activity assessed for this lesson provides learners with scaffolding through the rubric that includes a '*Questions to Consider*' column to help guide learners to produce a product that is in line with the activity's requirements. As this activity is summative, the feedback will be provided by returning the learner's submitted PDF with annotated notes that will be coupled with the returning of the following rubric with their grade calculated for each section and comments at the bottom. The annotations on the PDF will highlight what the learner did well, as well as explain why they might not have scored fully on a particular section.

We will determine if a learner has met the learning outcome for this lesson through their final percentage and where it falls on this percentage scale. Anything below a 50% indicates the learner has not met the required understanding of the learning outcome for this workshop.

	A+	A	A-	B+	B	B-	C+	C	D
%	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59

- An A-, A, or A+ shows extended comprehension of the learning outcome.
- A B+, B or B- shows good comprehension of the learning outcome.
- A C+ or C shows adequate comprehension of the learning outcome.
- A D shows minimal comprehension of the learning outcome.

This lesson's activity grade counts towards 50% of the workshop in total as this is a summative assessment and learners have had practice and received feedback regarding their work in the previous two activities. See the rubric on the next page for the breakdown of each portion of the activity towards the final mark of this lesson's assignment.

Lesson 3 Activity Rubric

Criteria	Questions to Consider	Value	Your Grade
Study Session Structure			
Subject/Topic & Learning Goal	Did you clearly identify a specific subject/topic? Is your learning outcome measurable and realistic? Did you explain how you will measure success?	10%	
Time Management & Chunking	Is your session length well-justified based on attention span and material difficulty? Did you break the session into logical chunks? Are specific activities listed for each chunk? Is there a complete materials list for each chunk?	15%	
Breaks	Is your break frequency clearly stated and justified? Does it align with the attention span and material difficulty?	5%	
Environment	Did you thoroughly describe your study environment with clear rationale? Did you identify specific distractions to remove with explanations?	5%	
Application of Conditioning Theory (only need to satisfy one of the below)			
Classical Conditioning	Did you identify a specific emotional response and trigger? Did you explain how this pairing will increase motivation/focus? Did you use correct terminology?	30%	
Operant Conditioning	Did you clearly identify whether you're using positive or negative reinforcement and why? Did you specify what you'll use and how often? Did you explain how this will help motivation/focus? Did you use correct terminology?	30%	
Reflection			
Justification of Choice	Did you provide a thoughtful, personalized explanation for why your chosen technique is most effective for you? Does it demonstrate self-awareness of your learning preferences?	10%	
Connection to Behaviourism	Did you demonstrate understanding of how your strategies reflect behaviourist principles? Did you use accurate terminology and make direct connections to theory?	10%	
Adaptability	Did you provide detailed adjustments for different or more complex subjects? Does this show flexibility and ability to transfer learning?	5%	
Overall Presentation			
Completeness & Clarity	Are all components thoroughly addressed? Is the final product polished?	10%	
Total		100%	

Comments: