**Assessing Digital Projects**

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**Before assigning a digital project, ask yourself:**

* What are your course learning outcomes? (e.g., how much do you want students to geek out?)
* What approaches can you use to “make space” in your assessment practices to account for students learning new technological skills? How can you practice both formative and summative assessment?
* How might you use what Grant Wiggins and Jay McTighe call “backward design” to create effective assessment practices for digital projects? Backward design asks teachers to start course planning with their desired learning outcomes and to then work backward to create lesson plans, instructional materials, and assessment practices. The model consists of three stages:
1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

**Four ways to assess digital projects: (I’m sure there are more)**

1. Ask students to submit a cover letter or what Jody Shipka calls a “Statement of Goals & Choices.” (LB’s pick!)
2. Invite students to create double note entries that allow them to identify and articulate technological composing processes as well as connections between process and product.
3. Try using digital badges as a way to reward or acknowledge new technical composing skills. Badges are also a great way to motivate students!
4. Create opportunities for students to share what they’re learning via “backchannel chats.” (e.g., Twitter, Google docs, Canvas wiki, etc.)

**For more ideas, check out these resources:**

De Hertogh, Lori Beth. [Toward a Revised Assessment Model: Rationales and Strategies for Assessing](http://compositionforum.com/issue/30/revised-assessment-model.php)

[Students’ Technological Authorship](http://compositionforum.com/issue/30/revised-assessment-model.php). *Composition Forum*, 30, 2014, n.p.

Eidman-Aadahl, Elyse et al. Developing Domains for Multimodal Writing Assessment: The Language of

Evaluation, the Language of Instruction. *Digital Writing Assessment and Evaluation*. Eds. Heidi McKee and Dànielle Nicole DeVoss. Logan, UT: Computers and Composition Digital Press/Utah State University Press, 2013. n.p. Web. 12 Aug. 2013.

Elkordy, Angela. The Future Is Now: Unpacking Digital Badging and Micro-credentialing for K-20

Educators. 24 Oct. 2012. Web.15 Nov. 2012. <http://www.hastac.org/blogs/elkorda>.

Reilly, Colleen and Anthony Atkins. [Rewarding Risk: Designing Aspirational Assessment Processes for](http://ccdigitalpress.org/dwae/04_reilly.html)

[Digital Writing Projects. Digital Writing Assessment and Evaluation](http://ccdigitalpress.org/dwae/04_reilly.html). Eds. Heidi McKee and Dànielle Nicole DeVoss. Logan, UT: Computers and Composition Digital Press/Utah State University Press, 2013. n.p. Web. 15 Oct. 2013.

Shipka, Jody. *Toward a Composition Made Whole*. Pittsburgh: U of Pittsburgh P, 2011. Print.

Takayoshi, Pamela. The Shape of Electronic Writing: Evaluating and Assessing Computer-Assisted

Writing Processes and Products. Computers and Composition 13 (1996): 245-51. Print.

Wysocki, Anne Frances, et al. Writing New Media: Theory and Applications for Expanding the Teaching of

Composition. Logan: Utah State UP, 2004. Print.