Including Student Voices in Assessment

Tuesday October 3, 12 P.M. – 1 P.M.

Introductions

Consider the balance of student expression of learning and instructor measurement of it.

Look at a handful of ways to discover and incorporate student preferences in assessment.

Provide time for instructors to embed student-voiced assessment in their courses.
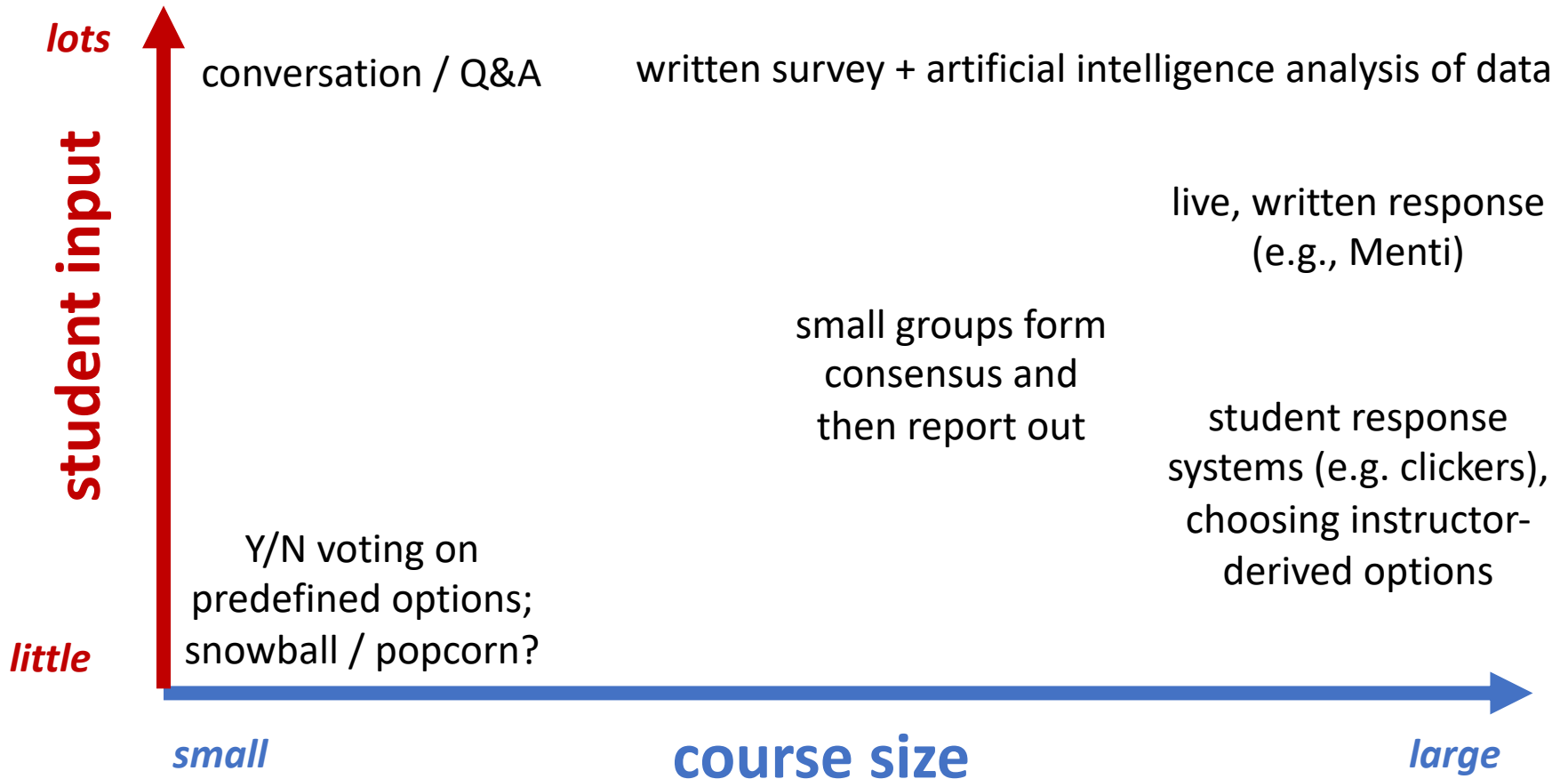
Next steps and follow-ups

Consider the balance of student expression of learning and instructor measurement of it.
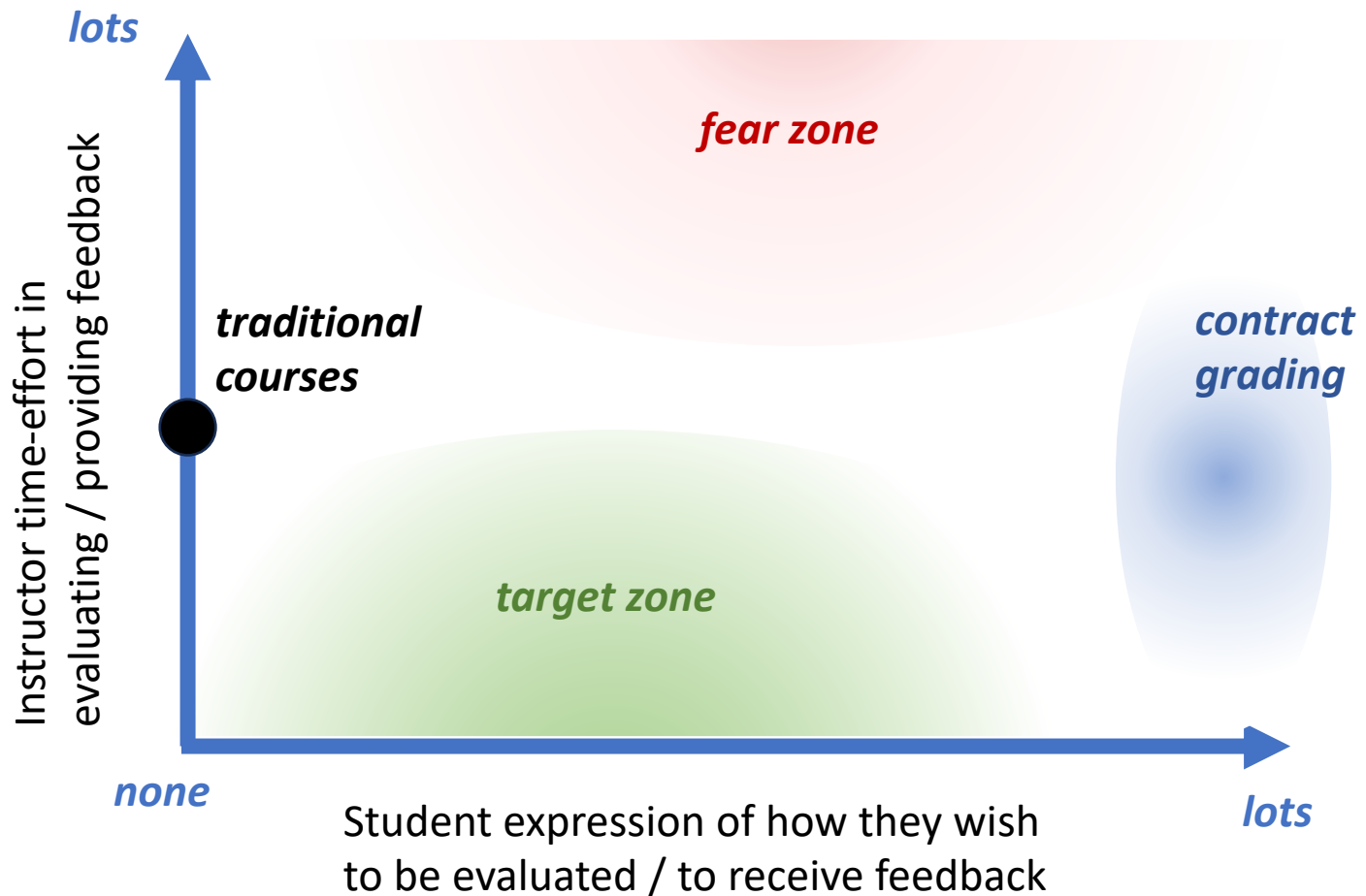
Ways to **discover** and incorporate student preferences in assessment.
Asking students: *How do you want learning assessed?*

Ways to discover and <u>incorporate</u> student preferences in assessment.

Letting students show their learning via their preferred mechanism.
Think one goal or set of goals, but different ways of showing it (i.e., skills)
Collaboratively *develop* **<u>in advance</u>** *criteria used for evaluation.*

Please show me what we've been working on in class over the last three weeks: The garment elements commonly used to "refresh" old clothing styles. Create an updated Tudor-era dress that might be worn by a modern fashionista. Choose one:
- a written description of a Tudor garment, the ways in which you would change it to be "modern," and a justification of your thought process
- an original pattern with notes outlining the particular choices of pieces and stitches with indication of "Tudor" or "modern"
- a model color drawing of the garment, labeled to indicate the mix of Tudor and modern elements

Ways to discover and <u>incorporate</u> student preferences in assessment.

If using points, let students allocate them to emphasize their preferences.

Below are features of your work I will use for evaluation. Understanding that you may want to emphasize different aspects of your work, I'm asking you to assign the points possible for each feature (in the last column). Here are instructions:
- *The maximum value should total 50 points for the whole assignment.*
- *No one category can have fewer than possible 5 points assigned to it.*
- *No one category can have more than possible 15 points assigned to it.*

	Awarded Value (set by instructor)	Max. Value (set by student)
Vocal Clarity		
Organization		
Word Choice		
Tone		
Eye Contact		
Total:	_____ /	50

Ways to discover and <u>incorporate</u> student preferences in assessment.

*Modify rubrics to include space for students to grow in areas **they** care about.*

	Needs work. Specifically try:	Suggested small steps with big payoff:	Please keep doing this, specifically:
Thesis statement			
logical organization			
accurate representation of information			
What are you proud of? To keep you growing, I'll note appreciations and possible future directions:			
What about your work are you concerned about? I'll try to provide some gentle advice for growth here:			

Ways to discover and <u>incorporate</u> student preferences in assessment.

Similarly, if using specifications- or criteria-based grading, allow students to shape the specifications.

Think of a combination of
- *instructor criteria*
- ***class consensus or group criteria***
- ***individual student criteria***

Accepted python code for this project will include:
- working solution to the problem in fewer than 100 lines of code (instructor)
- three nested loops (instructor)
- use of at least 3 Boolean operators for branching (instructor)
- clear indentation & at least 8 comments (class consensus)
- printed output in at least 3 places for debugging (class consensus)
- call and return of at least two subroutines (individual criterion)

Ways to discover and <u>incorporate</u> student preferences in assessment.

Feedback Log

- Instructor provides feedback.
- Students transfer the feedback they receive to a <u>*feedback log*</u>.
- Students *also* detail how they act on that feedback in the log.
- Students determine what they now know/do as a result and include it in their log as a periodic exercise.

Instructor + students use the log in negotiated ways.
Examples might include:
- replacing an exam
- substituting for a paper
- as a platform for students to design their next assignment

Ways to discover and <u>incorporate</u> student preferences in assessment.

Instructor to students:
"What have you learned that I didn't assign or expect?"

Learning is often *emergent*, rather than prescriptive.
Create space for students to tell you about something they've learned that perhaps you didn't plan on. Some examples:

- For this week's journal entry, tell me about…
- For X% of your grade, describe something you discovered on your own related to…
- Be sure to include a piece in your portfolio that showcases something we did *not* set out to learn this semester…

Ways to discover and <u>incorporate</u> student preferences in assessment.

Broad considerations for your own ideas:

low-stakes vs. high-stakes student work

frequency of the type of student work

ratio of instructor-to-student voice