

# Assessment is for Learning

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August 2008

## Agenda

- Self Assessment
  - What is it?
  - Why assign self-assessment prompts?
  - How to do it
- Rubrics: The Multi-Tasker of Assessment
  - What is a rubric?
  - Types
  - Developing a rubric
  - Using rubrics for teaching & learning
  - Tips

## **SELF ASSESSMENT**

## Classroom Assessment

- Assessment **for** learning
  - Teachers use evidence collected during the learning process to plan future activities
- Assessment **as** learning
  - Students assess their learning and use their assessment to guide future actions
- Assessment **of** learning
  - Teachers evaluate evidence collected at the end of the learning process

## Assessment . . .

- Gathering evidence to identify needs and areas where improvement is needed

## . . . **as Learning**

- Looking in the mirror and taking action
- Reading a complex journal article and modifying reading strategies

## Ways to Self Assess

- Set & modify goals
- Plan ways to achieve goals
- Monitor and regulate actions while doing the actions
- Reflect on performances, products, thinking, and learning
- Evaluate the quality of work, knowledge, and thinking

## Make it a Habit

When self assessment becomes a habit, students regularly:

- Take stock of what they know and can do
- Judge the quality of their knowledge and the effectiveness of their strategies
- Know what they need to do to learn more

## Benefits of Self Assessment

- Gain deeper understanding of themselves as learners (how they learn best)
- Value the process of learning as well as the product
- Learn to set appropriate goals
- Take responsibility for learning
- Reveal why/where learning difficulties occur

## Steps

### 1. Select an assignment

*TIP: Choose one for which guidance ("scaffolding") would help ensure student success*

### 2. Decide when self assessment will take place

- Before: planning
- During: monitoring
- After: reflecting, evaluating

*TIP: Where did students run into trouble in the past? What problem-solving strategies would be most helpful to students?*

## Steps (continued)

3. State the rationale & benefits of self assessment on the assignment sheet or syllabus
4. Build self assessment into the assignment: Have due dates
5. Develop self-assessment prompts
  - Planning
  - Monitoring
  - Reflecting & Evaluating
6. Assign & then give feedback (recommended: small group sharing)

*Goal: Create a sequence of prompts that improve students' abilities to think in ways you want them to think.*

## Planning Prompts

1. I will take these steps to complete the assignment: 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_ . . . .
2. That sequence of steps will be effective because \_\_\_\_\_.
3. One question I still have about this assignment is \_\_\_\_\_.

## Planning Prompts

- To come up with a convincing answer, I could \_\_\_\_\_ . On the other hand, I could \_\_\_\_\_ .
- After I read the assignment, I believe I am expected to \_\_\_\_\_ .
- My goal for this assignment is to \_\_\_\_\_ .
- In doing this assignment, I want to learn \_\_\_\_\_ .
- To do well on this assignment, the first thing I'll have to do is \_\_\_\_\_ .

### Monitoring Prompts

1. Right now, I do not understand this/these main point(s) \_\_\_\_\_ because \_\_\_\_\_.
2. I might overcome this comprehension problem by \_\_\_\_\_.

### Monitoring Prompts

1. What can I write or draw that might help me remember and understand what I just read/did?

### Monitoring Prompts

1. The information I have gathered so far is sufficient/insufficient. (circle one)
2. I know this because \_\_\_\_\_.
3. The additional information I need is \_\_\_\_\_.
4. I will find that information by \_\_\_\_\_.

## Reflecting & Evaluating

1. What steps/strategies really worked for me?  
Why?
2. What would I do differently next time?

## Reflecting & Evaluating

1. I am especially proud of \_\_\_\_\_ because \_\_\_\_\_.
2. The most important thing I learned was \_\_\_\_\_.  
It's important to me because \_\_\_\_\_.
3. I had the most trouble with \_\_\_\_\_.
4. I might avoid that trouble in the future by \_\_\_\_\_.

## Reflecting & Evaluating

1. My [design/solution] will work well because \_\_\_\_\_.
2. My [design/solution] could have been better if \_\_\_\_\_.
3. As I worked on this project, I wish I'd spent more time on \_\_\_\_ and less time on \_\_\_\_\_.

## Grading Options

- Plus/Check/Minus system
  - “+”=accomplished; “✓”=adequate; “-” =not completed
- Percentage of course grade
  - Specify that a certain amount completed=full credit (e.g., 95-100% “+” or “✓” = “A”)
  - Required to pass course but not a percentage of course grade (clearly state policy on syllabus)

## Feedback Options

- Give written or verbal reactions to the content (not grammar, etc.)
- With larger classes:
  - Alternate which students receive individual feedback
  - Skim to identify patterns; report to whole class (no individual feedback)
- Small group activity:
  - Students identify best practices or common problems and share with whole class

## Your Turn

Think about an assignment you plan to give.  
Choose/modify several self-assessment prompts.

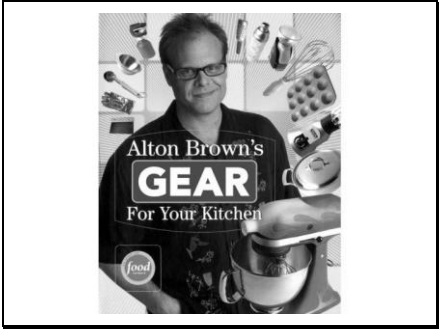
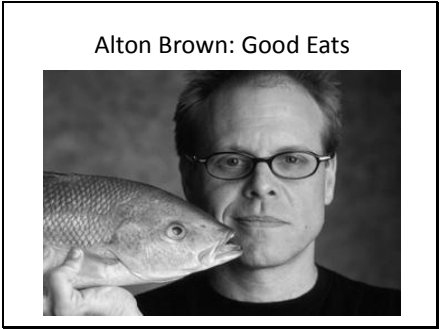
Share with a partner or in a group of 3:

- a) The prompts
- b) Your reason/goal for assigning them
- c) How you will give feedback and/or grade

Give your reaction, support, & suggestions.

The Multi-Tasker of Assessment

# RUBRICS



## Rubrics: The ultimate multi-tasker

- Grading
- Giving feedback
- Encouraging self assessment
- Communicating with others – students & colleagues
- Refining teaching skills
- Assessing course/program/institution

## What is a rubric?

- An assessment tool often shaped like a matrix which describes *levels* of achievement in a specific area of performance, understanding, or behavior.
- Two main types
  - Analytic
  - Holistic

## Components of an analytic rubric

Task description

	Level 1	Level 2	Level 3	Level 4	Score
Characteristic #1	Descriptor 1,1	Descriptor 1,2	Descriptor 1,3	Descriptor 1,4	
Characteristic #2	Descriptor 2,1	Descriptor 2,2	Descriptor 2,3	Descriptor 2,4	
Characteristic #3	Descriptor 3,1	Descriptor 3,2	Descriptor 3,3	Descriptor 3,4	
					(total)

## Sample analytic rubric

Written Communication: ESSAY

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Purpose Statement	Ill defined thesis or no evident statement of purpose	Vague or inconsistent statement of purpose	Clear, coherent thesis statement	Creative and/or skillfully designed thesis statement	
Support for Ideas	Inappropriate or insufficient details to support thesis	Includes some, but not adequate support for arguments	Advances the argument with sound evidence and references	Expertly advances the argument with well-researched evidence and references	
					(total)

## Components of a holistic rubric

Task description

Level 1	Level 2	Level 3	Level 4	Score
Descriptor Characteristic #1, 2, 3	Descriptor Characteristic #1, 2, 3	Descriptor Characteristic #1, 2, 3	Descriptor Characteristic #1, 2, 3	

## Sample holistic rubric

Written Communication: ESSAY

1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Ill defined thesis or no evident statement of purpose. Inappropriate or insufficient details to support thesis	Vague or inconsistent statement of purpose. Includes some, but not adequate support for arguments	Clear, coherent thesis statement. Advances the argument with sound evidence and references	Creative and/or skillfully designed thesis statement. Expertly advances the argument with well-researched evidence and references.	

## Creating an analytic rubric

- Step 1: Identify what you want to assess
- Step 2: Identify the characteristics to be rated (rows)
- Step 3: Identify the levels of mastery/scale (columns)
- Step 4: Describe each level of mastery for each characteristic (cells)
- Step 5: Test rubric
- Step 6: Review feedback and revise

## In search of the perfect chocolate chip cookie

- Describe a perfect chocolate chip cookie.
- Describe a terrible chocolate chip cookie.



## Creating a chocolate chip cookie rubric

1. Agree on 3 or more characteristics to be rated. (rows)
2. Name each level of mastery. (columns)
3. Fill in rubric – create descriptors for each level of mastery for each characteristic. (cells)
4. Test the rubric.

## Chocolate chip cookie rubric

	Level 1	Level 2	Level 3	Level 4	Score
Characteristic 1					
Characteristic 2					
Characteristic 3					

### Using rubrics in the classroom for teaching and learning

- Develop the rubric with your students.
- Provide the rubric with the assignment. Include models of work.
- Return the scored rubric with the assignment.
- Have students exchange paper drafts and give peer feedback using the rubric.
- Have students self-assess their work using the rubric and hand in the self-assessment with their work.

### Tips

- Find and adapt an existing rubric!
- Aim for an even number scale.
- Avoid unnecessary negative language.
- Provide samples of performance levels.
- Include students in rubric development.
- When you have a good rubric, SHARE IT!

**Thank You!**

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