Assessment is for Learning

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Self Assessment
1. Assessment as learning: Students assess their learning and use their assessment to guide future actions
2. Ways to self assess
3. Benefits: students become researchers on their learning processes
4. Steps
   a. Select assignment
   b. Decide when self assessment will take place
   c. State rationale & benefits on syllabus/assignment guidelines
   d. Have due dates for self-assessment activities
   e. Develop prompts: planning, monitoring, reflecting and evaluating
   f. Assign & then give feedback (small group sharing may be the most effective)
5. Prompts

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

   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?

   1. I am especially proud of ______ because ______
   2. The most important thing I learned was ____
   3. I had the most trouble with ______
   4. I might avoid that trouble in the future by ______.

   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 ____.

6. Grading Options
7. Feedback Options
Rubrics: The Multi-Tasker of Assessment

1. Rubrics
   a. Grading
   b. Giving feedback
   c. Encouraging self-assessment
   d. Communicating with other
   e. Refining teaching skills
   f. Assessing course/program/institutional outcomes

2. What is a rubric?
   a. An assessment tool often shaped like a matrix, which describes levels of achievement in a specific area of performance, understanding, or behavior.
   b. 2 main types of rubrics
      - Analytic
      - Holistic

3. Creating an analytic a rubric
   a. Identify what you want to assess
   b. Identify the characteristics to be rated (rows)
   c. Identify the levels of mastery/scale (columns)
   d. Describe each level of mastery for each characteristic (cells)
   e. Test rubric
   f. Review feedback and revise

4. Using rubrics in the classroom for teaching and learning

5. Tips on creating and using rubrics

The Chocolate Chip Rubric

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