

# 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

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
<u>Characteristic 1</u>				
<u>Characteristic 1</u>				
<u>Characteristic 1</u>				