An Ideal Student-Centric Approach to Assessment
How Do We Address Our Various Challenges?

- Course Outcomes
- Program Outcomes
- Gen Ed Outcomes
- Institutional Outcomes

- Time
- Assessment as ad hoc work
- How to Satisfy?
  - Accreditation
  - Workforce
  - Stakeholders
- Lack of student involvement
Goal or Purpose of Assessment?

To Improving Student Learning and Close Learning Gaps
Give a person a fish and you feed them for a day, teach a person how to fish and you feed them for a lifetime.

~Chinese Proverb
It is better to know how to learn than to know.

-Dr. Seuss
Teach our students “How to Learn” to become self-directed, self-regulated, lifelong learners.
Self-Directed Learner

Acquire

Retain

Retrieve

Use It
Self-regulated Learner

• Monitors, regulates, and controls their cognition, motivation, emotions, and behaviors

• Goals, Plans, and Actions
Teacher Focused
Student Focused
How can we engage students in the assessment process?
Student-Centric Model of Assessment

1. Identify an Assignment
2. Create/Review a Rubric
3. Students complete the assignment
4. Self-assessment
5. Peer/Group/Collaborative Assessment
6. Reflection
7. Quality Instructor Feedback
8. Revision of work
1 Identify an ASSIGNMENT

LARGE COMPLEX

End of Semester
A scoring tool that defines the detailed expectations and criteria for performance of an assignment.
• Questions/Discussion (future or immediate revision)
• Fill in the blanks
• Professor/Student Collaboration
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<tr>
<th>Dimensions</th>
<th>Not Evident (0)</th>
<th>Needs Substantial Improvement (1)</th>
<th>Proficient/Competent/Progressing (2)</th>
<th>Meets Expectations (4)</th>
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ASSIGNMENT

Parameters, Structure, & Nature
3 Students Complete the ASSIGNMENT
4 Self-Assessment
Self-Assessment

I don’t know...

I know!

Knowledge Gap

Student’s own work

Defined criteria & expectations
“Failure is an opportunity to grow”

GROWTH MINDSET

“I can learn to do anything I want”
“Challenges help me to grow”
“My effort and attitude determine my abilities”
“Feedback is constructive”
“I am inspired by the success of others”
“I like to try new things”

“Failure is the limit of my abilities”

FIXED MINDSET

“I’m either good at it or I’m not”
“My abilities are unchanging”
“I don’t like to be challenged”
“My potential is predetermined”
“When I’m frustrated, I give up”

“Feedback and criticism are personal”
“I stick to what I know”
5 Peer and/or Group Collaborative Assessment
Evaluating & Benchmarking

Develops the skill of objectively reviewing other’s work and providing constructive feedback.

Become more objective in their self-assessment.
Reflection:
Preparation, Strengths, Mistakes & Weaknesses, Improvement Goals, Action Plans
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<th>Instructor Score/Comments</th>
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<th>Action Plan</th>
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<td>What did you do well?</td>
<td>What goals do you have? Where am I now vs. where do I want to be?</td>
<td>What steps will you take in order to achieve your improvement goals?</td>
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# Dimensions & Levels

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## Scores & Comments

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## Reflection & Action

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On track?
- Actionable - change behavior/performance
- Few things - biggest difference
REVISION of WORK
REVISION of WORK

Feedback → Apply → Effect
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HOW TO IMPLEMENT?
Flexible Model
Example
EXPERIMENT
Make it your own.
Self-regulated Learner

• Reflection
• Goals, Plans, and Actions
• Engaged & Empowered
• Monitor Progress
• Close Learning Gaps
• Learning Tactics/Study Strategies
• See the Connections: Assignment – Content - Outcomes
What’s the biggest “aha” moment or winning idea from this model?
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