Using Student Assessment to Support Student Learning

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Why Do We Assess Students?

What Administrators Want to Know:
- Whether students should be promoted
- Whether instructors were successful

What Students Want to Know:
- Whether they are making progress
- Where they are in relation to peers

What Professors Want to Know:
- Student readiness, skill levels, aptitudes, and interests
- What students already know; what knowledge/skills they need
- Whether they are making progress
- What students achieved

PRE/POST ASSESSMENT
(Quickwrite/Brainstorming/TPS/Elbow Partners)

• How can student assessment be used to support student learning?

Effective Assessment

Effective assessment is planned, sequential, and aligned with learning goals, outcomes, and activities.

ASSESSMENT ≠ EVALUATION

Assessment is more than evaluation.
- Evaluation – summative; measures progress at defined points in the semester.
- Assessment – formative and summative; formative component provides instructor and student with ongoing feedback about student understanding.
Layers of Assessment

FORMATIVE
- Assesses what students currently know
- Helps teacher and students identify individualized learning goals
- Engages students in the learning
- Measures understanding BEFORE course or unit

Progress Monitoring
- Assesses progress toward learning goals
- Informs teacher and students of need for re-teaching/re-learning
- Measures understanding at points WITHIN course or unit

SUMMATIVE
- Assesses whether learning outcomes have been achieved
- Measures understanding at END of course or unit

Examples of Formative Assessments (in class)
- Student Questions/Teacher Response
- Teacher Questions/Student Response
- Self-Assessments
- Brainstorming
- Pre/Post Questions
- Think-Pair-Share or Elbow Partners
- One-Minute Paper/Quick Write
- Collaborative Quick Problem-Solving or Case Study Analysis

Examples of Summative Assessments
- Products
  - Examinations
  - Reports/Essays
  - Designs/Constructions
  - Print or Multi Media
- Performances
  - Presentations
  - Skill Demonstrations
  - Artistic/Creative Performances
  - Simulations
  - Portfolios

WHICH ONES DO YOU ALREADY USE?

Research on Formative Assessment

Formative assessment is most effective when:
- Students are given a clear picture of what they need to learn.
- Students receive continuous feedback about progress.
- Students self-assess their own progress.
- Instructors provide instruction in the specific steps students must take to be successful.

Use of formative assessments produce significant learning gains.
- This kind of assessment improves the learning of all students, especially low achievers.

WHICH ONES DO YOU ALREADY USE?
**What are the 4 Cs?**

- **Critical Thinking**
  - Analysis and evaluation of an issue in order to form a judgment or solve a problem

- **Creativity (Innovation)**
  - The use of the imagination or original ideas to make new things

- **Collaboration**
  - The act of working with someone to create or produce something

- **Communication**
  - Means of conveying information and connecting with others

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**How Do We Ensure that Students Create a GREAT Product or Performance?**

- **Assignment Directions**
  - General information on what the assignment requires.

- **Assignment Rubric or Scoring Guide**
  - Detailed information about how the assignment will be evaluated.

- **Assignment Examples**
  - Examples of previous student work

- **Assignment Checklist**
  - Checklist students can use to check off completed items and identify what remains to be done

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**YOUR TURN:**

- **TPS/QuickWrite/Elbow Partners/Self Assessment**
  - Where do students do these things in your course?
  - What formative and summative assignments could you add to help your students do more?
Rubrics and Scoring Guides

- Identify the criteria for the characteristics of the product or skills that will be evaluated and how the grade will be determined.
- Identify the point distribution.
  - Note: The "scoring guide" for an exam provides the point distribution for each question.
- Provide an objective way to assess student work.
- Provide students with the means to self-evaluate their work.
- Enable instructors to grade student work more efficiently and consistently.

Your Turn!

**WHICH DO YOU PREFER?**

- Would your students be more successful if you used one of these?
- Which assignments could you improve with a scoring guide/rubric?

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**Rubrics and Scoring Guides**

- Identify levels of potential achievement for each criterion
- Describe performance that typifies each level
- Allow students to see differences between A, B, C quality work
- May be holistic or analytic

**RUBRICS**

- Identify criteria for assessing student work
- Are objective and fair
- Allow students to self-assess their own work

**SCORING GUIDES**

- List expectations and possible points
- Are easy to read and enable focus on "A" quality work
- Do NOT provide levels of potential achievement

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**Comparison/Contrast**

**RUBRICS**

- Identify levels of potential achievement for each criterion
- Describe performance that typifies each level
- Allow students to see differences between A, B, C quality work
- May be holistic or analytic

**SCORING GUIDES**

- Identify criteria for assessing student work
- Are objective and fair
- Allow students to self-assess their own work
- May be holistic or analytic

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**Rubric**

**Scoring Guide**

**Checklist**

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**EDSC 304**

**SCORING GUIDE FOR TEACHER WEBSITE**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring Details</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Design and Format</td>
<td>- Site has appropriate tone and professional design and format on the Welcome Page. There are at least two images, links, gadgets, or videos on your homepage that engage students and help English learners understand what the page is about. - Site includes a homepage and at least three subpages. - Site is Public and Published and was accurately added to the Teacher Website Database by the Due Date.</td>
<td>4</td>
</tr>
<tr>
<td>About Your Teacher/About this Class</td>
<td>- About your teacher includes information about your and your professional qualifications. That is appropriately related to your student audience.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- About this class includes definitions or descriptions of at least two classes that you might teach in your content area. (Hint: Use your Content Standards document, found in Slice 1, to identify course descriptions.)</td>
<td>4</td>
</tr>
<tr>
<td>About this Space</td>
<td>- About this space includes minimum 500 word explanation of what can be found on this site.</td>
<td>4</td>
</tr>
<tr>
<td>Contact Information</td>
<td>- Contact information includes at least two ways for parents and students to contact you. (Hint: If you need this, it is better to have it.)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Rules and Policies</td>
<td>- Classroom rules and policies are appropriate for your classroom conduct and work, related students, extra credit, or other policies and at least two relevant images, links, gadgets, or videos.</td>
<td>4</td>
</tr>
<tr>
<td>What is Subject Matter?</td>
<td>- What is subject matter? includes a page with definitions of content area and at least two relevant images, links, gadgets, or videos. This page should be very engaging and interesting.</td>
<td>4</td>
</tr>
<tr>
<td>Digital Interactives</td>
<td>- Digital interactives include links to at least 500 words of explanation for at least four digital interactive tools that support learning in your content area. At least two are content specific.</td>
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