DRAWING STUDENTS INTO ASSESSMENT

Teachers’ Lounge | November 8, 2017
“INCLUSIVE GRADING”

OK, CLASS, HERE IS YOUR FINAL EXAM.

EVERY PROBLEM IN IT IS EXACTLY THE SAME AS WHAT YOU’VE BEEN TESTED ON BEFORE. THERE’S NOTHING IN IT THAT WE HAVEN’T COVERED IN CLASS REPEATEDLY AND IN DEPTH.

SO, YOU’RE ALL GOING TO GET A PERFECT SCORE. RIGHT?

WRONG. WRONG. WRONG. WRONG!
ON THE MENU TODAY

RECAP OF PREVIOUS TL

RATIONALE FOR DRAWING STUDENTS INTO ASSESSMENT

TACTICS FOR DRAWING STUDENTS INTO ASSESSMENT

FOCUS ON A RUBRIC, MAKING IT PARTICIPATORY

CODA FANTASY: STUDENTS GRADING THEMSELVES
WHY RUN PEER ASSESSMENT?
LEARNING BENEFITS OF PEER ASSESSMENT

Merely ‘telling’ students what is right and wrong in their work, and how it might be improved, will not on its own enhance learning nor develop deep learning expertise.

If students are to learn from feedback, they must have opportunities to construct their own meaning from the received message: they must do something with it, analyze it, ask questions about it, discuss it with others and connect it with prior knowledge.

LEARNING BENEFITS OF PEER ASSESSMENT

BENEFITS OF CONSTRUCTING AND GIVING PEER FEEDBACK
Research suggests….

STUDENTS WHO WRITE REVIEWS WRITE BETTER PAPERS

WRITING IMPROVED MORE BY GIVING THAN RECEIVING FEEDBACK

HELPS PRACTICE INTERPRETATION, PROBLEM-SOLVING, EXPLANATION

STOKES REFLECTION AND LEARNING TRANSFER
WHY RUN PEER ASSESSMENT?

TO DRAW STUDENTS INTO ASSESSMENT!
WHY DRAW STUDENTS INTO ASSESSMENT?
“Students need to understand the purpose of assessment and how it connects with their learning trajectory. Second, they need to be aware of the processes of assessment and how they might affect students’ capacity to submit responses that are on-task, on-time and completed with appropriate academic integrity. Third, opportunities for them to practise [sic] judging their own responses to assessment tasks need to be provided so that students can learn to identify what is good about their work and what could be improved.”

METACOGNITION
OTHER WAYS TO DRAW STUDENTS INTO ASSESSMENT
LEVERAGING EXAMS

COLLECTIVE EXAM PREP

Mark Phillipson, Columbia University
LEVERAGING EXAMS

COLLECTIVE TESTING

1. STUDENTS GENERATE LIST OF QUESTIONS THEY EXPECT ON THE TEST
2. INSTRUCTOR FASHIONS A TEST OUT OF THE QUESTIONS
3. STUDENTS TAKE THE TEST INDIVIDUALLY
4. THEY THEN RE-TAKE THE TEST IN GROUPS
5. GRADING REWARDS GROUPS THAT COLLECTIVELY IMPROVE

LEVERAGING EXAMS

RANDOMLY DESIGNATED TEST-TAKERS

1. STUDENTS FORM TEST-TAKING TEAMS
2. TEAM MAKES SURE EVERYONE’S READY TO TAKE THE TEST
3. ONE MEMBER CHOSEN AT RANDOM TO BE THE TEAM TEST-TAKER
4. ALL TEAM MEMBERS RECEIVE THE GRADE S/HE EARNs

LEVERAGING EXAMS

EXAM WRAPPERS

33-111 Physics Post-Exam Reflection

Name: __________________________

As with the first exam, this activity is designed to give you a chance to reflect on your exam performance and, more importantly, on the effectiveness of your exam preparation. Again, please answer the questions honestly. Your responses will be collected to inform the instructional team; they will have no impact on your grade.

1. Approximately how much time did you spend preparing for this exam? _______

2. What percentage of your lost-preparation time was spent on each of these activities?
   a. Reading textbook section(s) for the first time _______
   b. Re-reading textbook section(s) _______
   c. Completing homework solutions _______
   d. Solving problems for practice _______
   e. Reviewing your own notes _______
   f. Reviewing materials from blackboard _______
   g. Other _______
   (Specify: __________________________ ) _______

3. What aspect(s) of your preparation for this exam seemed different from your exam 1 preparation? Did these changes have any effect? _______

4. Now that you have looked over your graded exam, estimate the percentage of points you lost due to each of the following (make sure the percentages add up to 100)
   a. Trouble with vectors and vector notation _______
   b. Algebra or arithmetic errors _______
   c. Problem with force-body diagram _______
   d. Lack of understanding of the concept _______
   e. Not knowing how to approach the problem _______
   f. Careless mistakes _______
   g. Other _______
   (Specify: __________________________ ) _______

5. Students sometimes have difficulty drawing appropriate force-body diagrams and applying Newton’s second law appropriately. Was either of those a difficulty for you (check question 2 on the exam)? If so, try to self-assess your understanding. Identify what impact of these skills are causing you difficulty and what you can do to improve your ability to solve problems using these skills.

PLEASE CONTINUE ON THE BACK ON ANY QUESTION WHERE YOU NEED MORE ROOM.

For more information on using exam wrappers in your course or for help in designing an exam wrapper template, please contact Dr. Melinda Luedtke, Associate Director, Faculty Development, Eberly Center for Teaching Excellence.

http://www.cmclcm.edu/teaching/teaching keyed.html

**USING RUBRICS**

**WHERE TO START?!**

Using Rubrics

Introducing a Rubric to Students

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<th>Dimension 2</th>
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USING RUBRICRS

INTRODUCING A RUBRIC TO STUDENTS

PRESENTATION MODEL
PASS AROUND BEFORE ASSIGNMENT, FIELD QUESTIONS

FEEDBACK MODEL
PASS AROUND BEFORE ASSIGNMENT, SOLICIT REVISIONS

STUDENT-CREATED MODEL
DESCRIBE ASSIGNMENT, STUDENTS GENERATE RUBRIC

USING RUBRICS

STUDENT USE OF RUBRICS

APPLY TO SAMPLE ASSIGNMENTS

BASIS OF ‘WRAPPER’ REFLECTION WITH SUBMITTED ASSIGNMENT

STUDENT APPLIES RUBRIC TO OWN WORK

STUDENT SUGGESTS RUBRIC REVISION AFTER COMPLETING WORK

## OPENING UP PARTICIPATION

### PARTICIPATION RUBRIC

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Class participation, 20% of total grade

In general, if you’ve proven yourself steady and honorable and cheerful in keeping up with all demands of this class, you’ll be rewarded in your participation grade at the end of the semester.

Beyond this broad measure, modes of participation are as various as the personalities in our class. They could include: attending every class on time, pitching into class discussion with verve, posting on the Open Questions forum in Canvas to supplement and spur our discussions, apt reference to recommended reading during class discussions, thoughtful comments on other students’ work beyond requirements (in class and/or online), and engagements in side discussions with me in office hours about aspects of Blake’s work that you find particularly challenging or exciting. Notable care with formatting in digital spaces and on paper is a sign of pride in your work and will be recognized as a form of participation.

Early in the semester, we will collectively agree on criteria that I can measure and recognize here.
## OPENING UP PARTICIPATION

### PARTICIPATION

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<th>Professionalism Scale</th>
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<td>9-10</td>
<td>Arrives on time or early for class; reads and takes notes on ALL materials for each class session; brings class materials and notes to class to help generate conversation; participates actively and contributes meaningfully to class discussion by asking thoughtful questions; fully invests in all class discussions; encourages classmates to participate; demonstrates respect and understanding for classmates during conversation; observes the class-generated technology policy.</td>
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<td>7-8</td>
<td>Arrives on time or early for class; reads MOST of the materials for each class session; brings class materials but isn’t necessarily prepared with notes to generate conversation; participates in class discussion by asking questions, but they’re mostly opinion-based and may not move the class forward in a meaningful way; mostly invests in all class discussions; encourages classmates to participate; demonstrates respect and understanding for classmates during conversation; observes the class-generated technology policy.</td>
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<td>5-6</td>
<td>Arrives on time or early for class; reads SOME of the class materials; brings class materials but isn’t necessarily prepared with notes to generate conversation; participates when called on to do so (but does not volunteer); might ask questions but mostly about assignments or logistics instead of course content; partially invests in all class discussions; demonstrates respect and understanding for classmates during conversation; mostly observes the class-generated technology policy.</td>
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<td>1-5</td>
<td>Arrives late to class (more than 3 minutes); reads little of the materials and is unprepared with notes or may not have materials (books) for class; participates when called on to do so (but does not volunteer); minimally invests in all class discussions; may be disrespectful of a classmate; may seem distracted or dazed; may not observe the class-generated technology policy.</td>
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Amanda Irvin, Adam Nemmers, Texas Christian University
**OPENING UP PARTICIPATION**

**PARTICIPATION RUBRIC**

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## OPENING UP PARTICIPATION

## PARTICIPATORY RUBRIC

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THE ULTIMATE FANTASY: STUDENTS GRADING THEMSELVES
### STUDENTS GRADING THEMSELVES

#### SPECIFICATIONS GRADING

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STUDENTS GRADING THEMSELVES

A RATIONALE FOR SPECIFICATIONS GRADING

HMM, THIS PERSON SORT OF KNEW WHAT TO DO, BUT USED THE FORMULA INCORRECTLY.

IT'S NOT QUITE AN 8 OR A 6, ACCORDING TO MY RUBRIC. IS IT A ??

DOES A SEVEN REALLY CAPTURE THEIR LEVEL OF ACHIEVEMENT? MAYBE 7.5.

NO, 7.6.

7.575? IS THAT FAIR?

7.58493?

GRADING: IF ONLY YOU CARED A LITTLE LESS.
## STUDENTS GRADING THEMSELVES

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### INITIAL UNDERSTANDING

- Thinking Process
- Visual Representation

### EXAM REVIEW SHEET

- Study Game Plan
- Learning Journal
- Letter to Future Student
- Initial Understanding Revisit

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- Initial Understanding
- Thinking Process
- Visual Representation
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- Study Game Plan
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- Letter to Future Student
- Initial Understanding Revisit

SOME RESOURCES


