Assessment Workshop

January 6, 2025

Key Issues Handout

Student Engagement and Motivation

Strategies for encouraging student initiative and autonomy, sustained focus, and consistent effort.

What are some ways you get students to take the lead in their own learning?

How do you keep students focused when they lose interest or get distracted?

What do you do to help students stay consistent with their effort, even when the work gets tough?

Can you share an example of something that worked really well to motivate a student?

Notes:

Sample Action Plans - Student Engagement and Motivation

Set Clear Goals with Students

Action: Meet with each class in January to establish learning goals for the semester. Write these on a shared document or board.

Accountability:

- ✓ By March 12, provide a short update on whether goals are being revisited weekly and if students are on track.
- ✓ By May 14, share evidence (e.g., a summary of progress or examples of revised goals) that shows how goal-setting helped student focus and effort.

Build in Choice

Action: Introduce at least one assignment by February that gives students multiple options for completing it (e.g., essay, video, presentation).

Accountability:

- ✓ By March 12, report on how students responded to the choices.
- ✓ By May 14, provide an example of a completed assignment and describe any changes you'll make to this approach.

Break Big Tasks into Smaller Steps

Action: Add step-by-step check-ins for two assignments this semester. Create a simple timeline or checklist.

Accountability:

- ✓ By March 12, share feedback from students about whether the smaller steps helped them stay on track on assignment 1.
- ✓ By May 14, share feedback from students about whether the smaller steps helped them stay on track on assignment 2.

Equity and Fairness in Assessment

Ensuring fair grading, supporting accommodations, and managing group work dynamics.

How do you make sure your grading feels fair to all students?

What strategies do you use to support students who need extra help or accommodation?

How do you handle group projects to make sure every student contributes fairly?

What do you do when a student feels an assessment isn't fair?

Notes:

Sample Action Plans - Equity and Fairness in Assessment

Double-Check Grading Policies

Action: Schedule a meeting with a colleague in January to review your grading criteria for fairness. Make adjustments as needed.

Accountability:

- ✓ By March 12, confirm this review was completed and list any changes made.
- ✓ By May 14, share examples showing how these changes impacted grading consistency.

Talk to Students About Group Work Roles

Action: Start all group projects this semester with a discussion of roles and responsibilities. Use a short reflection form midway through each project.

Accountability:

- ✓ By March 12, collect and summarize student reflections from at least one project.
- ✓ By May 14, report on improvements in group dynamics and any changes you plan to implement.

Create a Re-Do Policy

Action: Draft and share a policy for revising and resubmitting assignments by the end of February.

Accountability:

- ✓ By March 12, confirm the policy is in place and share student reactions.
- ✓ By May 14, provide data on how many students took advantage of re-dos and how it impacted their learning.

Rubrics, Feedback, and Assessment Design

Designing effective and flexible rubrics, balancing objectivity/subjectivity, especially in non-quantitative subjects, and streamlining feedback processes.

What's your go-to method for creating rubrics that work for everyone?

How have you succeeded in making rubrics more flexible and responsive to different levels of expertise and understanding on the part of your students?

How do you balance being objective with recognizing individual student strengths in subjects like art or writing?

What's the best way to give feedback that students will actually use to improve?

How do you save time on grading without losing quality in your feedback?

Notes:

Sample Action Plans - Rubrics, Feedback, and Assessment Design

Test Your Rubric Before Using It

Action: Apply a new or revised rubric to sample assignments beginning in February.

Accountability:

- ✓ By March 12, report on performance and how the rubric is working in practice. Revise and test.
- ✓ By May 14, report on performance and how the latest revisions are working in practice.

Use a "Strengths and Next Steps" Feedback Format

Action: Begin using this format for all assignments starting in January.

Accountability:

- ✓ By March 12, share examples of feedback given using this method and any student responses.
- ✓ By May 14, collect and share student feedback on how this format helped them improve.

Keep a Bank of Common Feedback

Action: Create a shared document of common comments by the end of January.

Accountability:

- ✓ By March 12, confirm the feedback bank is in use and share examples of how it streamlined grading.
- ✓ By May 14, report on time saved and changes made to the bank based on its use.