

***Assessing and Grading
Student Work***

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Defining Assessment

- Intentional
- Evidentiary
- Generative
- Reflective
- Evaluation
- Communication
- Collaborative

INTENTIONAL AND EVIDENTIARY

Intentional, Evidentiary

"[assessment is] the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available..."
(Walvoord 2004)

That is, it's in the context of a plan

Assessment Plan



Assessment Plans

Limited Intentionality

- Limited reflection
- Unclear goals
- Vague criteria
- Limited communication

Assessment Errors

- Invalid assessment
- Unreliable assessment
- No assessment

Missed Opportunity

- Insufficient learning
- Hidden curriculum communicated
- Unmeasured learning

What counts as evidence?

“Assessment Continuum”
(Wiggins and McTighe 1998)

The diagram shows a horizontal line with two dots at each end. Above the line, from left to right, are the following labels: 'informal checks for understanding', 'observations and dialogues', 'tests and quizzes', 'academic prompts', and 'performance tasks'.

Evidence

(see *Understanding by Design* worksheet)

The diagram consists of three concentric circles. The outermost circle is labeled 'Worth being familiar with'. The middle circle is labeled 'Important to know and do'. The innermost circle is labeled '“Enduring” understanding'. To the left, under the heading 'Assessment Types', there are two categories: 'Traditional quizzes and tests' and 'Performance tasks and projects'. 'Traditional quizzes and tests' includes 'paper/pencil', 'selected-response', and 'constructed-response'. 'Performance tasks and projects' includes 'open-ended', 'complex', and 'authentic'. Dotted lines connect the 'Traditional quizzes and tests' category to the 'Worth being familiar with' circle, and the 'Performance tasks and projects' category to the 'Important to know and do' and '“Enduring” understanding' circles.

Assessment to Engage Learners

(adapted from Lombardi 2008)

Traditional Assessment	Authentic Engaged Assessment
Encourages memorization	Encourages divergent thinking, creativity
Measures knowledge acquisition (e.g., quizzes, tests)	Enhances skill, real-world proficiencies (e.g., case studies, simulations, role playing)
Promotes “what” knowledge	Promotes “how” knowledge
Snapshot of student learning	Examination of learning over time
Competitive (e.g., individual exams)	Cooperative (e.g., group projects)
Prioritizes summative product (e.g., report)	Prioritizes learning sequence, process (e.g., research project, portfolio)

Assessing All Learners

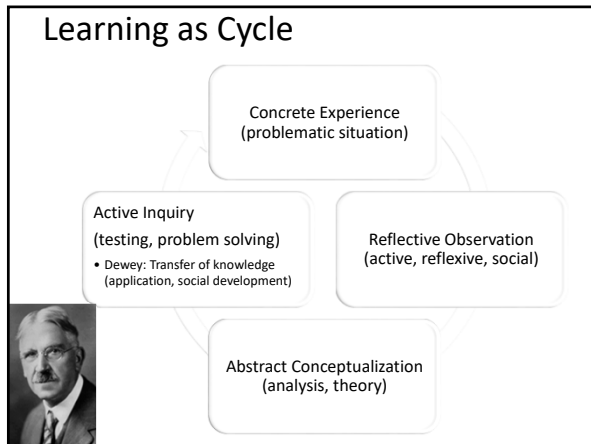
- Are course materials accessible?
- Are assessment formats understandable?
- Are assessments at the appropriate level?
- Are you assessing diverse knowledge, skills?
- Are assessments biased?
- Are assessment and grading consistent, fair?
- Are evaluations/grades communicated understandably?
- Do students have opportunities for redress?

GENERATIVE AND REFLECTIVE

Generative and Reflective

“The mind is not a vessel that needs filling, but wood that needs igniting.”

Plutarch
On Listening to Lectures



Formative vs. Summative

Formative	Summative
Purpose: to inform teaching and improve learning → feedback	Purpose: to make judgments about achievement → grade
Low stakes (ungraded, minor grades)	High stakes (graded, achievement)
Administered often within units or courses	Administered at end of a unit or course
Examples <ul style="list-style-type: none"> • Questions and discussion • Ungraded quizzes, homework, tests, papers, projects... • Classroom Assessment Techniques 	Examples <ul style="list-style-type: none"> • Graded quizzes, tests, papers, homework • Graded projects, presentations...

- ### Generative and Reflective: *Formative Assignments*
- Essays
 - Exams
 - Presentations
 - Classroom Assessment Techniques
 - Background knowledge probe
 - Muddiest point
 - Defining features or pro/con grid
 - Concept maps
 - Who, what, where, how, why, when sentence
 - Problem identification, solutions

Generative and Reflective:
Classroom Assessment Techniques

- Assessing attitudes, values, self-awareness
 - Interest, knowledge, skills checklists
 - Survey students’ ways of learning
- Assessing skills
 - Note taking: handing in notes
 - Reading: Reading rating sheets or e-mail feedback
 - Test taking: Exam evaluations
 - Oral presentation: Discussion self-evaluation

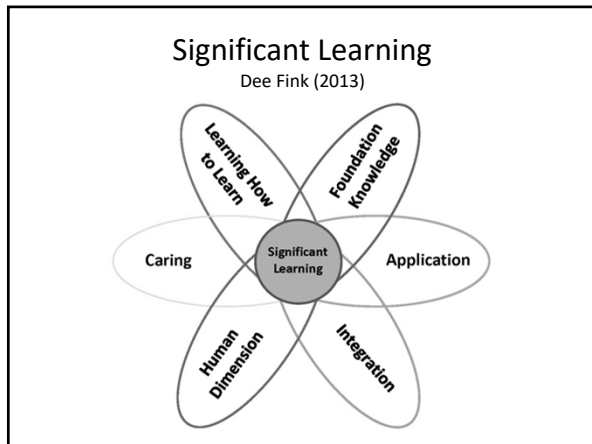
Generative and Reflective:
Summative Assignments

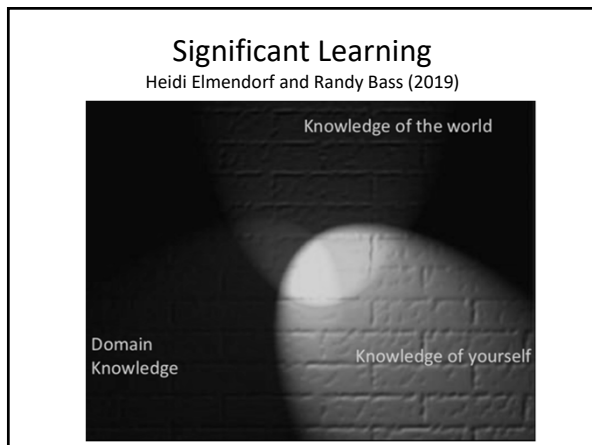
- High Impact Assessment (Kuh 2008, 2018)
 - Writing-intensive assignments
 - Collaborative assignments & projects
 - Community engagement & Service Learning
 - Internships
 - Undergraduate research
 - Capstone projects
 - ePortfolios
 - “Diverse/Global” education
- What are the generative elements here?



Generative and Reflective:
Summative Assignments

- What’s High Impact? (Bass 2019)
 - Invest time and effort
 - Accountable talk and thinking
 - Get and give frequent and meaningful feedback
 - Make daily decisions under uncertainty
 - Meet challenges to perspectives and question belief, take risks, operate outside comfort zone
 - Opportunity to integrate, synthesize, make meaning
- Are you designing for this?





EVALUATION AND COMMUNICATION

Evaluation and Communication

- Evaluating student performance is obtaining, measuring, and analyzing evidence
- It is the single most important influence on student achievement (Hattie 1987)

Student Preferences

- Prompt enough to be meaningful
- Focuses on important aspects of subject
- Appropriate to the content, level
- Helps students monitor their own progress
- Offers resources for further instruction
- Helps students feel self-efficacy, control
- Frequent and formative

Models and Rubrics

- Why models?
 - Complex, real-world examples
 - Transparency with criteria
 - Helps in goal setting, metacognition
- Why rubrics?
 - They can be used for any kind of assessment
 - They entail multiple criteria, weight them
 - Transparency (for one's self, students, TAs)
 - Reduce anxiety, stress, cheating
 - Enable more challenging work
 - Require student understanding, participation

Grading

	Norm-referenced	Criterion-referenced	Mastery Learning	Pass-Fail
PROS	Ranking possible	Valid criteria	Valid criteria	Simplification
	Little justification necessary	Accommodates many low or high achievers	Frequent feedback required	Reduces student anxiety
		Motivating	Motivating	
		Cooperation	Cooperation	
CONS	Relative not absolute performance	Requires explanation, justification, development	Requires explanation, justification, development	Graduate certification difficult
	Competition	Grade inflation	Grade inflation	Standards can be low
	Demotivating	Can't weed out	Can't weed out	Demotivating

Evaluation and Communication

- Learning from evaluations
 - Assignment wrappers – identify strengths, weakness, preparation time, study strategies used and unused, error patterns, improvements.
- Retest or re-grade process
 - Cool off period
 - Require students to read evaluations in full
 - Written case with evidence, argument
 - Meeting with TA or faculty

Example Wrapper

Chemistry Self-Assessment & Reflection: Exam #1 Name: _____

DUE: At the next class meeting, hand in this completed form at the beginning of lecture. This form will help you to analyze your exam performance and find strategies that work best for you in learning the material for this course. Self-assessing your progress and adjusting your study strategies accordingly is what effective learners tend to do. Please answer the questions below sincerely. Your responses will have no impact on your grade, but they will inform the instructional team about how we can best support your learning. We will return your completed form before the second exam so that you can use your own responses to guide your approach to studying next time.

1. Approximately how much time did you spend preparing for this exam? _____
2. What percentage of your test-preparation time was spent in each of these activities?

a. Skimming textbook chapters	_____
b. Reading textbook chapters thoroughly	_____
c. Reviewing your own notes	_____
d. Working on practice exam questions	_____
e. Reviewing materials from blackboard	_____
f. Other _____	_____

 (Please specify: _____)
3. As you look over your graded exam, analyze where/how you lost points. Fill in the blanks below with the number of points you lost due to each of the following:

a. Trouble applying definitions	_____
b. Trouble remembering structures	_____
c. Lack of understanding of a concept	_____
d. Not knowing how to begin a problem	_____
e. Careless mistakes	_____
f. Other _____	_____

 (Please specify: _____)
4. Based on your responses to the questions above, name 3 things you plan to do differently in preparing for the next exam. For instance, will you just spend more time, change a specific study habit (if so, name it), try to sharpen some other skill (if so, name it), use other resources more, or something else? _____
5. What can we do to help support your learning and your preparation for the next exam? _____

Alleviating Grade Fixation

- Share models and discuss them
- Use peer and self-evaluation
- Give comments before the grade
- Require students to read feedback and revise
- Require office visits to discuss feedback, grade
- Develop rubrics collaboratively

Efficient Grading

- Self- and peer-assessment
- Use detailed grading criteria in rubrics
- Give answer key for class, not each student
- Skim through all assignments and categorize them in A, B, C, D, F levels
- Simple scale for short assignments
- Grade horizontally
- Provide judicious summary comments that helps students with future work

COLLABORATIVE ASSESSMENT

Collaborative Assessment

Assessment OF students vs. Assessment WITH

Students told learning goals, evaluated	Students help define goals, assignments, plan, evaluation
Students accept responsibility or resist learning	Students take responsibility for their own learning, teaching
Little or perfunctory reflection	Engagement in reflection, self- and peer-evaluation
Content drives assessment	Assessment drives content
Assessment is piecemeal, focused on expertise	Assessment is holistic/integrated, focused on growth
Summative	Formative and summative

Why Collaborative Assessment?

- Empowering
- Motivating
- Meaningful
- Inclusive
- Metacognition (Bransford, Brown, & Cocking 2000)

Student-driven Assessment

- Student selected assignments
- Student presentations, teaching
- Collaboratively designed criteria and rubrics
- Self-evaluation
- Peer evaluation
- Learning plans
- Constructivist course design

ASSESSMENT CHALLENGES

- Challenges**
- Goal setting
 - Developing an assessment plan
 - Assessing formatively and/or summatively
 - Developing generative and reflective assessments
 - Developing practical, valid, reliable rubrics
 - Communicating criteria, methods
 - Using collaborative assessment methods
 - Adhering to plans and rubrics
 - Preparing students to succeed in assessment

- Discussion**
- What challenges do you face in assessment?

 - (In groups) Given what we've discussed, how might you meet these challenges? What do you need to succeed?
