**Student-Created Assessments**

 Assessment is beneficial for

* Tracking student progress
* Identifying areas of need whole-class and individually
* Helps to identify the instructor’s strengths and weaknesses in instruction
* Provides next steps for instruction
* Measures whether or not students have mastered the outcomes we have planned for each lesson

We already know:

* Why we assess
* Different types of assessment (formal, informal, formative, summative)

Rationale:

Students should be working, thinking, analyzing, creating, etc. throughout the day and guiding a large part of their own learning. Having students create their own assessments ensures that they are held accountable to really listen for key points during class and that they are thinking at a higher level about what they learned.

*“If at the end of the day you (the instructor) are more mentally exhausted than your students, you did too much of the work!” -Rachel Holmes*



**Teaching Tip**

**HAVE STUDENTS CREATE THEIR OWN ASSESSMENTS!**

For lectures/instructor-led class periods:

1. Have students come up with one quiz/test question from the lecture (specify what type of question (ie. Multiple choice, open-ended)
2. Collect it at the end of class
3. Choose 10 of these to create a Canvas quiz for the week and/or use the student-created questions for the mid-term or final exam.

When students are presenting to the class in small groups:

*(This is the one I focused on for this CATS)*

1. Require each small group to come up with 3-5 assessment questions
2. The instructor can then use these questions to create an online Canvas quiz or
3. Require students to integrate the assessment into their own presentations (ie. Jeopardy game, a handout, standup/sit down, mix/match/freeze, NearPod) to ensure that their peers learned the key points from the presentation

EDU220 Spring 2014

\*Student presentations were excellent and did require note-taking (no specific note-taking format required) and did NOT include a student-created assessment

\*Some students did not demonstrate active listening while others presented

\*I created an online multiple choice/short answer assessment after all groups were finished presenting, and I created the questions for that exam based on the presentations.

Results from EDU220 Fall 2014

\*More active listening with 100% of students taking notes, presenting, and accountable to participate in the student-created assessments of other groups.

\*Student group created their own note taking guide that they introduced to their peers for note taking during their presentation. (These were in many different, creative formats to include: Cloze Notes, Cornell Notes, t-charts, and more)

\*Student groups created their own assessments and reviewed the data to determine mastery of the material by their peers.

Technologies used:

 PowerPoint (included therein)

 NearPod

 Jeopardy

 TestMoz

\*The data from the student-created assessments drove instruction by allowing small groups to reteach and clarify key points as needed.

\*New, innovative technology was introduced to ME and to the class by the small groups who each selected their own assessment format.

\*Higher level of rigor because student presenters really held themselves to high standards for presenting and assessing.

