Week Four - Student Success

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OTL541K - Evaluation and Assessment

Colorado State University - Global Campus

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State Standard (4th Grade Writing)	
CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely (CCSS, 2014).	
Concepts, Ideas, and skills	**Students will understand…** - how the five senses can paint a picture. - proper grammar when using adjectives to describe. - what concrete words and phrases are. - use sequence words to organise time in a writing. - cause and effect for action and events. - use precise verbs for more a more detailed picture. - how to use new vocabulary in a sentence based on the type of word allowing for students to add new vocabulary without grammar mistakes. - use details to explain events and experiences clearly.

Rubric

	Proficient	Good	Ok
Spelling	There are no misspelled words in the story.	There are less than 5 misspelled words in the story. The mistakes do not distract from the reading.	There are more than 5 misspelled words in the story and it can distract from the reading.
Grammar	There are no grammar mistakes. The story is clear and easy to follow.	There are less than 5 grammar mistakes. The story is mostly clear and the ideas are easy to follow.	There are more than 5 mistakes. The story is not always clear and easy to follow.
Organization	There is a clear beginning, middle, and end. Sequence words are used to help with organization of time.	There is a beginning, middle, and end. There is a few sequence words, but it is not always clear when things are happening.	The beginning, middle, and end are not always clear. There are little or no use of sequence words to help. It is not always clear when things are happening.
Concrete Imagery	All five senses are used to help paint a picture. It is clear what picture is being painted with the language.	Most of the five senses are used to paint a picture. It is mostly clear what picture is being painted with the language but there are parts that need more precise language.	Few of the five senses are used to paint a picture. It is not always clear what is being painted with the language. The writing needs more description to paint a clear picture.

STUDENT SUCCESS

Student Self-Assessment			
Spelling	Grammar	Organization	Concrete Imagery

Error Analysis Worksheet			
Original Problem	Correction(s)	Explanation	Future Goal

Student Progress Tracker	
Journal 1	Rubric Score: _____ Goals for improvement:
Journal 2	Rubric Score: _____ Goals for improvement:
Journal 3	Rubric Score: _____ Goals for improvement:
Journal 4	Rubric Score: _____ Goals for improvement:

Reflection

For many teachers the biggest end goal of education is the ability to self-assess effectively. It shows that you can continue to grow and learn without the need for a guide or teacher. It shows the students ability to gauge goals in relation to expectations. Self-assessment offers students more autonomy over their learning and puts them in the driver's seat. Autonomy leads to more motivation and better learning outcomes.

"Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements" (Brooke & Andrade, 2014). The best way to offer clear standards for students to compare to is to create a rubric. I made my rubric simple and straight forward trying to make sure the language is "concrete, specific, and useful" (Wiggins, 2012) for easy to understand feedback. The students should have no problem understanding what outcomes are expected of them.

"Student-centered assessment articulates appropriately challenging and developmentally appropriate learning targets" (Brooke & Andrade, 2014). Making sure a student sets appropriate goals helps them accomplish their goals and build confidence in their abilities. Setting too high of goals can have the opposite effect. "Ronald Taylor (1964) compared the goals of underachievers and achievers. He found that underachievers either had no particular goals, or if they did, aimed impossibly high" (as cited in Siegle, 2000, para. 3). The table I created helps set very specific goals related directly to the needs of each student while keeping it grounded in achievable pieces.

"Research has shown that motivation is related to whether or not students have opportunities to be autonomous and to make important academic choices" (McCombs, 2014, para. 1). Autonomy creates motivation in students. Letting students have more control over their learning is helpful in building their motivation. This assignment lets them take control of their current learning and their future learning.

I think this packet might be challenging to students who are not used to self-assessing and tracking their own progress an will take some time for them to get used to, but once they do will really help them start to see their mistakes long before any summative assessment can offer them up grades for their effort. This will give them a better chance of creating the skills it takes to self-correct and assess their abilities even after their teacher is no longer helping them out.

References

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