*Please share with your faculty:*

**Involving Students in the Assessment Process**

Student-centered learning approaches are becoming increasingly popular throughout higher education. These approaches center on the unique learning needs and preferences of the student, and encourage active student participation through methods such as problem-based or discovery learning, group work, and online learning activities. A major goal of these approaches is to shift focus away from the teacher as the deliverer of knowledge, and instead shift focus onto the student as knowledge gatherer. Student-centered learning approaches can also be extended to student-centered assessment practices by eliciting the active involvement of students in the assessment of their learning. Below are some ways of involving students in the assessment process:

* **Involve students in the creation of assessments and rubrics.** One way to involve students in the assessment process is by having them contribute to the creation of assessments. This might include asking students to develop multiple choice or short answer test items, or project proposals. In addition, students can be involved in the creation of scoring rubrics by asking them to list the criteria they believe their work should be evaluated upon.
* **Encourage self-assessments.** Another way to involve students in the assessment process is by having them self-assess their own work before submitting it. For example, students can be provided with a rubric alongside an assignment and asked to evaluate their assignment with the rubric, and hand in their self-evaluation with their completed assignment. Students’ self-evaluations can then be compared to teachers’ evaluations, and discussed with students.
* **Elicit peer-assessments.** Peer-assessments, like self-assessments, are another great way to involve students in the assessment process. Peer-feedback can serve as a great complement to an instructor’s feedback especially since students may feel more comfortable receiving feedback from a peer vs. an instructor alone. In addition, peers can provide students with new perspectives and insights that the student might not have thought about. To ensure that peer feedback is most effective, students should be reminded that their goal is not to evaluate their peers, but to provide objective and constructive feedback. Providing students with a list of objective criteria to consider when reading and commenting on each other’s work can help ensure the feedback is most meaningful.
* **Review assessment results with students and elicit their feedback.** Rather than just handing back graded tests or papers, teachers can encourage greater student involvement and learning from assessments by discussing results with students, either individually or as a group. For example, teachers can discuss with students the strengths of their work, and areas for improvement, as well as listen and discuss with students their questions and areas of concern. In addition, students might also be encouraged to question scoring of particular problems, or aspects of their work, and provide supporting evidence for their reasons to justify their claims.

**Check Out**: Spangler, S. (2015). [Flipping assessment: Making assessment a learning experience. *Faculty Focus.*](https://www.facultyfocus.com/articles/blended-flipped-learning/flipping-assessment-making-assessment-a-learning-experience/)

**Please share examples of how your program** encourages students’ participation in assessment of their learning and I will feature those examples on [YU’s Learning Assessment Website](https://owa.yu.edu/owa/redir.aspx?C=qfPSe4wRYkKrpT3C8vPq8A7wjn94UtMIlXPnm4uIb63uPB_8kYqY2U_p2t2TYINMonFFOW1vbo0.&URL=http%3a%2f%2fyu.edu%2fprovost%2fassessment%2f).

**Fall 2017 Assessment Plans**: Please be sure to contact faculty in your program that will be conducting Fall 2017 assessment activities so that they can plan accordingly prior to the start of the semester. If you would like to meet to discuss any aspect of your Fall 2017 assessment plans, please contact me.