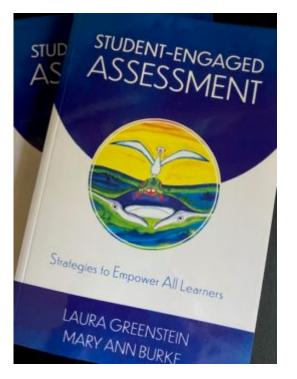
How Teachers Use Students to Assess Learning



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This post is third of a series based on excepts from my book on *Student-Engaged Assessment: Strategies to Empower All Learners* by Laura Greenstein and Mary Ann Burke (2020). You can purchase the book from Roman and Littlefield for charts, examples, and worksheets on how to engage students to become owners of their learning successes.

Example of How Academic Standards Are Applied to Individualized Student Assessed Learning

As teachers increase their use of students to assess

their own learning, lesson plans can include the academic standards that will be used in various projectbased learning activities. The table below illustrates how specific academic standards can be integrated in various subject areas. Once the standards and activities are defined, teachers can assess each students' learning readiness. Additionally, students must clarify how each standard can support a learning intention. Once students define a learning intention relevant to specific standards, they are able to identify how they will demonstrate their learning outcomes and rely on their own selection of resources to support their learning successes.

Student Readiness for Applying Standards to Learning Assessments

Concept	In Practice
STANDARD ELA: Reading informational texts	Science: Animal habitats or weather patterns Social Studies: Colonization
Learning Intention: Recognize and explain or show how ideas and	or conflicts ELA: Similarities between sources material Art: Comparisons of works of
information are related.	art

Step 1: READINESS Assess prior learning and monitor readiness for learning. Preassessment can include a KWL (we Know, Want to Know, and How we can Learn it) or a pretest similar to the posttest. With eyes closed, students display hand signals to indicate what they know and/or how they can do it...successfully, somewhat, not so much.

Step 2: READINESS Deconstruct standards into learning intentions that are understandable, assessable, and actionable.

What do your standards mean to the student? Use post-it notes (paper or electronic) for students to explain the meaning of the local learning intentions.

This is specific to your classroom and may range from Step 3: READINESS teacher directed learning, to Learning opportunities and project-based, student actions support the demonstrations of learning, or teaching others. Formative standards and intentions. assessments continuously monitor learning in relation to goals. Students increasing rely on their own selection of Step 4: Transitioning to resources and have a growing choice in displaying their **Ownership** learning. They can rely on ENGAGE STUDENTS IN ASSESSMENT. more formal assessments such Students track the learning s tracking progress on each process and outcomes. of the learning intentions. Or, less formally, reflect and explain: "I used to think, but now I know."

As students become more proficient at assessing their own learning, the Step 5: Transitioning to responsibility transfers to Agency them. With decreasing STUDENTS TAKE reliance on teachers for RESPONSIBILITY evaluating the learning, they for planning and monitoring become more proficient and learning. Evidence of comfortable in assessing progress is made visible. their own learning. Teach Formative assessments lead what you learned to a Martian to or or increase/foster/augment give an elevator pitch for readiness and adjustment of peers to assess and give reflection modifications. feedback in relation to learning intentions.

As students become confident in their abilities to apply academic standards to specific learning activities, they will develop self-confidence and achieve academic successes.

Our November 16th post will explain how students assess their learning outcomes. For more charts, examples, and worksheets on how to engage students to own their learning, you can purchase Student-Engaged Assessment: Strategies to Empower All Learners by Laura Greenstein and Mary Ann Burke (2020) from Roman and Littlefield.