



Student Voice in Assessment

How can we develop partnerships in assessment that lead to empowered autonomous learners? Choosing the assessment method could be negotiated and broadened beyond the traditional written account to include methods that give educators confidence in the abilities of their students. The main concept of Student Voice is the communication of student feedback *to educators*. Feedback can assume a great variety of forms, and effectiveness of different feedback methods may vary. Findings suggest that the use of digital technologies in Student Voice context is likely to be highly effective due to the overwhelming positive attitude of students towards these tools.

Zou, D. and Lambert, J. (2017), *Feedback methods for student voice in the digital age*. *British Journal of Educational Technology*, 48: 1081–1091. doi: 10.1111/bjet.12522



- ◆ The dialogue between students and educators should be thoughtful, reflective, focused to explore understanding and conducted so that all learners have an opportunity to think and to express their ideas.
- ◆ Assessment feedback should be about particular qualities of work, with advice on what students can do to improve, and should avoid comparisons with other students.
- ◆ For formative assessment to be productive, students should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.

Strategies for Student Voice in Assessment

I think a lot of teachers feel like they're teaching to a test. Our response is you teach to a student, you really teach to the kid.

Erin Gruwell
American Writer

Prediction—When students predict, they connect what they already know with text or visual information. This is a form of activating themselves as learners and taking more ownership of their learning. They also have the opportunity, after learning, to check their predictions and verify those that were correct and those that were off, as well as the whys for each position. As a formative assessment strategy, the teacher could use “check in” to note what students know and identify potential misconceptions before getting started, and then again at the end.

- Anticipation Guides (k-5)- <http://bit.ly/2DZcT7a>
- Anticipation-Literacy(6-12)<http://bit.ly/2E06XuF>

Admit Slips—Admit Slips are similar to Exit Slips, but are done prior to or at the beginning of instruction. Students may be asked to reflect on their understanding of their previous night's homework, reflect on the previous day's lesson, make comments about the material being studied or answers questions. Admit slip responses can be presented in a variety of formats depending on personal preferences and/or class needs. If admit slips are used as part of cooperative or collaborative learning, students develop some motivation for completing the slips.

- My Favorite No—<http://bit.ly/2DWK5fr>



Collaborative—Formative assessment in a collaborative activity can be both teacher observational data and student/peer self assessment of skills. The skills assessed in a collaborative activity can not only be the content area standards, but also social and emotional standards that students need to be successful in college and careers. Rubrics and other forms can be used for teacher observations and student self assessments of their skills and abilities.

- Peer Assessment Rubric- <http://bit.ly/2DXXQdS>
- Collaborative Rubric—<http://bit.ly/2DXyzQW>

Invent the Quiz- Students get excited when they help you with test questions because they feel like they have inside information! *Instructions:* Teachers ask students to prepare problems to create a summative assessment of the content being taught. Students model problems after their homework or class work. The students must solve peer's problems and return them to their teachers for evaluation. Based on the quality of responses from the students, teachers may choose to use the problems for a quiz, an in-class game or contest, or to create a summative assessment. Regardless of how the student-generated problems are used, teachers can integrate them into the curriculum so students get a chance to see their work!

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