

Strategies for non-exam assessments, grading and feedback

Summary

Participants introduced themselves in the chat. The convener explained that non-exam assessments are tools used to indicate, measure, or evaluate how well students know, understand or can use material they've studied. In the chat, participants posted examples of non-exam assessments and feedback they had been exposed to.

Six presenters each shared for 4-6 minutes how they use non-exam assessments, grade assignments more efficiently, and provide students with effective feedback.

1. **Patrice Winter** (College of Health and Human Services) illustrated how she uses a discussion board assignment to assess students. She has them respond to a prompt using the course readings to support their arguments. Students then must provide specific comments on another student's post.
2. **Timothy Leslie** (College of Science) showed how he uses tier grading and content gating to simplify grading and promote mastery of lower-level content before moving on to higher-level content. Tim shared his Power Point presentation in the chat.
3. **Debra Stroiney** (College of Education and Human Development) explained the sandwich model of feedback. Using attractive graphics, she demonstrated how she sandwiches constructive criticism between positive comments and helpful advice to instruct and motivate students to work toward further progress.
4. **Patricia Maulden** (Carter School of Peace and Conflict Resolution) showed and explained an assignment she uses to evaluate how well students grapple with concepts and context, better their understanding of how and/or where course materials intersect, diverge, and address incarceration, re-entry, and systems' maintenance or change. Patrice shared her sample assignment in the chat.
5. **Steven Zhou** (College of Humanities and Social Sciences) provided an innovative approach to assessing his statistics students with the attractive "no exams" statement on his syllabus. Instead of exams, Zhou uses project-based weekly practice sets that emphasize technique over memorization and allow him to see is and when students have mastered the material.
6. **Lydia Figueroa** (Norfolk State University and Mason Partner) explained how she uses a group assignment in her nursing class to assess students' understanding and ability to analyze medical cases. Students work in groups to prepare and give presentations and then give feedback to each other.