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Learner Focused Assessment

The poster will present a class activity that involved psychology students in identifying criteria and weights for scoring a portfolio assignment. The idea for this project was a result of my participation in a yearlong Academy for Learning through Performance Standards and Assessment. The objectives for this poster are to demonstrate procedures for involving students in assessment and to show that students' involvement in assessment can lead to development of useful assessment instruments. The audience at the poster presentation will have an opportunity to question me about the procedure, criteria, and weights and I will also have available copies of the assessment instrument that resulted from the students work. The attendees could take this instrument and modify it to suit their own purposes. For this project, students were asked to review requirements in their syllabus and brainstorm criteria for an excellent portfolio, a very good portfolio, a good portfolio, an average portfolio, and a below average portfolio. After the initial brainstorming, I transcribed the students' work and distributed it in class. Students were then asked to review and classify the brainstormed criteria under particular categories such as content, organization, grammar, writing style, etc. These were only offered as suggestions and students could choose to use any category label they wanted. The result is a rubric that can be used for scoring the portfolio. The poster will present the procedure for the activity and resulting criteria and weights identified by the students. The poster will also show a comparison of criteria and weights I have used in the past with criteria and weights identified by students and include results of the initial brainstorming session.