



Standard 47

Formative and Self-Assessment

Overview

“Course provides opportunities for learners to review their performance and assess their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment, etc.). – this standard supports RSI.”

This standard is about multiple opportunities to assess course learning outcomes (CLOs) and student learning outcomes (SLOs). Learner self-efficacy stems from understanding how they learn. The more they understand how they learn, the more they can self-regulate (Cukusic et al, 2014).

Practices

1. **Pre-assessment and post-assessment:** questions related to the course level outcomes.
 - a. pre-assessment can be tied to some individual and demographic questions (for example, any barriers they might experience, any challenges, etc.)
2. **Frequent and often assessment:** these are low-stakes assessments and are opportunities for students to formatively (not focused on scores) assess their learning.
 - a. Frequent: learners have activities at least once per week in which they can assess their understanding.
 - b. Often: learners have multiple attempts to practice the content to understand their level of mastery.
 - c. Feedback: learners receive personalized feedback at least once per week on their overall progress toward mastery of course outcomes.
3. **Peer assessment:** learners should have a voice in the outcome of the process whether the activity is in pairs or groups. Peer evaluation surveys and rubrics are often helpful as a vehicle for providing opportunities for students to voice their concerns and share their experiences with group work.
4. **Self-assessment** (reflective): students should be able to self-assess their mastery. Students should understand where they started in the course and how much they learned.

- a. Reflective activity like a journal which prompts for growth and mastery.
- b. Provides opportunities to look back at how much growth has occurred. (for example, portfolio assignments)
- c. Meta-cognitive and self-regulated skills.

Examples

Example 1

Peer evaluations create a level of accountability among group members and provide opportunities for students to voice their opinions and share experiences with group work.

The following 5 questions can be used in peer-evaluation activities:

- Did everyone equally participate in the group project?
- How was the communication among group members?
- To what extent did everyone contribute to the group's final project (you may use a scale of 0-5)?
- Briefly describe one area in which each group member brought value to the group's efforts.
- Briefly share one constructive suggestion/feedback for the improvement of the group project.

Additional Resources

- [Evaluating Group Projects](#) from the University of Tennessee Chattanooga
- [OSCQR Standard 47](#)
- [The Teacher's Toolkit Checks for Understanding](#)
- [Metacognitive Prompts for Journaling](#)



Visit <https://www.ccri.edu/onlinefaculty> to learn more about OSCQR rubric and sign up to participate in a course review.

This standard aligns with the following federal guidelines:



This standard supports **regular and substantive interactions or RSI** by providing clear expectations, rubrics, examples, opportunities for peer evaluation and self assessment, and on when and how feedback will be provided. Examples and rubrics support clarity in expectations and should be used to support student learning. Frequent instructor feedback also supports RSI. In fully online courses, pre- and post-tests, self-assessments, reflective assignments, and peer-assessments provide learners with opportunities to check to see how they are progressing, and can offer learners the opportunity to ask for help. Directing learners to ask questions and interact with the instructor about their understanding of course materials and concepts further supports RSI.

