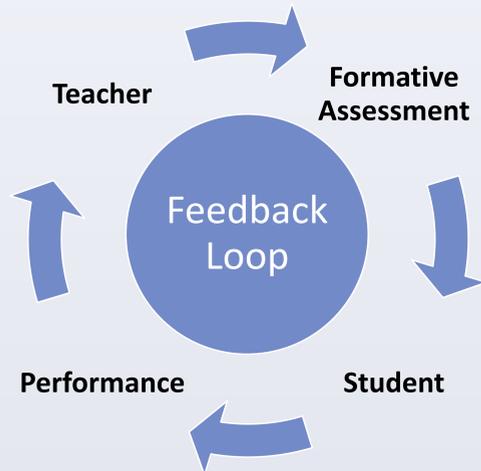


## Introduction

**Formative assessment-** Generally defined as low-stake assignments designed to test and expand student understanding. “Assessment that is specifically intended to generate feedback on performance to improve and accelerate learning” (Sadler 1998, p.77).



## Methods

### Classroom Analysis



### Control Group

- Instructor Hoepner
- 14 Preparatory assignments
- Graded on completion

### Test Group

- Instructor Hoepner
- 14 Preparatory assignments
- Graded on completion

### Anonymous Survey

- 117 UWEC Students; all studying Communication Sciences and Disorders
- 16 questions; either multiple choice or short answer
- Questions regarding student perceptions of feedback:
  - Timeliness
  - Value
  - Preferences

## Results

### Classroom Analysis

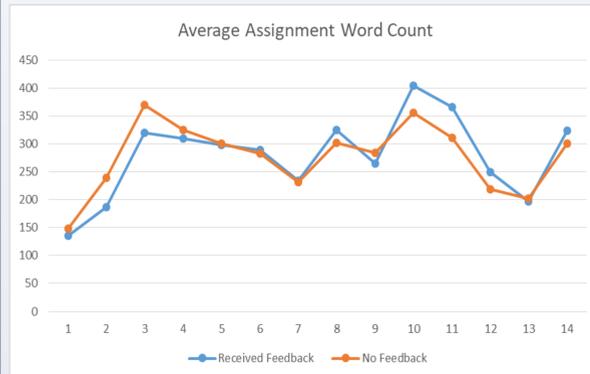


Figure 1

#### Interpretation

- Average word count did not significantly increase with individualized instructor feedback.
- This suggests that individualized instructor feedback does not affect quantitative performance.

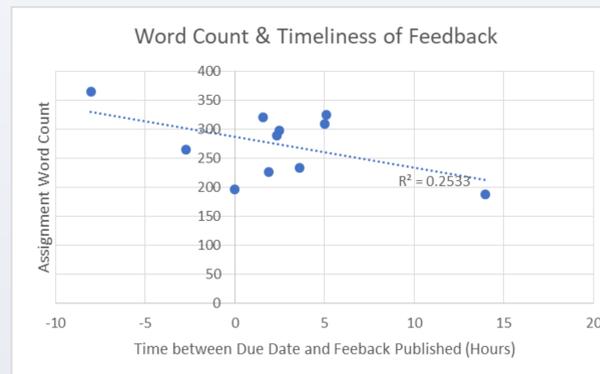


Figure 2

#### Interpretation

- Prompt feedback correlates to increased average word count on the next assignment.
- This suggests that **prompt** individualized instructor feedback may have an effect on the quantitative performance.

### Anonymous Survey

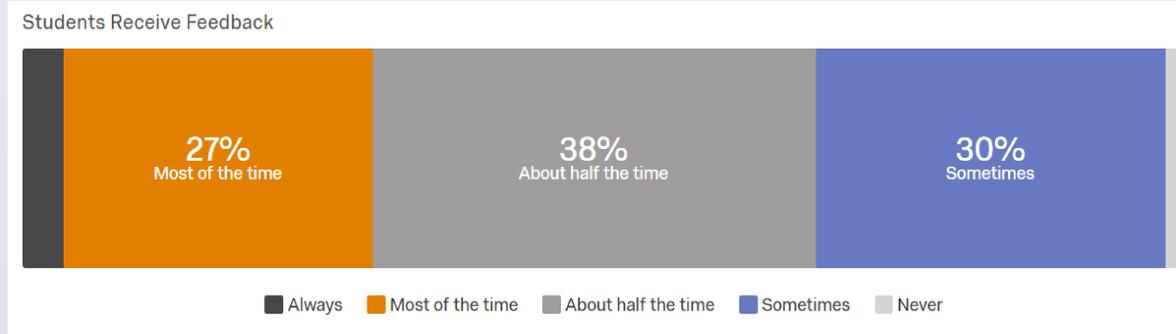


Figure 3

#### Interpretation

- In response to the question, “How often do you receive individualized feedback?” 38% of students reported receiving feedback half of the time, 27% of students received feedback most of the time, and 30% of students received feedback sometimes.

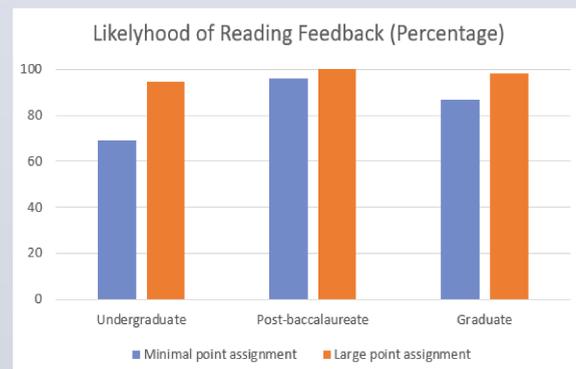


Figure 4

#### Interpretation

- Likelihood of students reading individualized feedback differentiated by level of schooling.
- There was a greater likelihood of reading individualized feedback if the assignment was worth many points.
- Undergraduate students are the least likely to read individualized feedback for assignments worth minimal points.

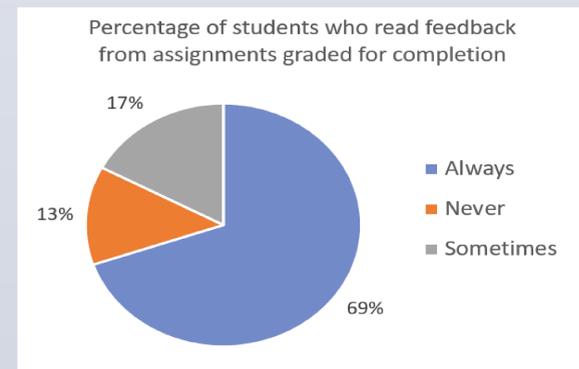


Figure 5

#### Interpretation

- 69% of responders reported always reading provided feedback when assignments were graded on completion.



## Student Perceptions

**97%**

of students believe there is value in individualized feedback.

“This type of feedback feels personal it inherently **drives motivation** to grow and produce stronger work it helps promote areas of challenge and strength to a greater degree.”

“It also provides an **opportunity for teachers to recommend additional resources** or point out information that you may have not understood correctly of initially missed.”

“It makes me feel that the professor/II/TA took the time to give me something to **improve on my future assignments.**”

Students noted 4 benefits of individualized feedback:

- Improved professor-student relationships
- Improved motivation
- Informed future learning
- Indicated specific strengths and weaknesses with content

## Conclusion

### Limitations

- Classroom analysis assignments varied in complexity, thus output naturally varied in quantity. Some assignments listed several intricate prompts, while others held fewer questions that demanded less explaining.
- Small population of communication sciences and disorders students is difficult to generalize.
- Researchers were unable to accurately determine if students read given feedback because of technological limitations.
- Terms ‘many’ and ‘minimal’ points were not objectively defined.

### Future Directions

- Further analyze the data collected from the survey. Researchers may categorize responses by the mentions of improved professor relationships, increased motivation, and informed future work.

## References

- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86(1), 8.
- Sadler, D. R. (1998). Formative assessment: Revisiting the territory. *Assessment In Education: Principles, Policy & Practice*, 5(1), 77.

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