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# **Repaving the Way to Student Success Using Midterm Formative Feedback and Assessment**

— TCP #3 Fall 2019 —

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# For Your Consideration...

Do you currently have any plans in place to help students get back on track?

If students are failing at midterm, are they going to fail your class?

Do you address failing students before the midterm point?

How does assessment in your classes determine final grades?



# Research says...

Early grades are good indicators of final grades

Students form better connections with professors who provide feedback

Grading practices vary widely among professors

Students perform better when given multiple opportunities to demonstrate learning



# Using Formative Feedback to Improve Grades

Be specific: provide examples of actionable items students can do that will make a positive difference in their grade

Lab report: You didn't connect your results back to your hypothesis.

Problem: Your solution is correct through the first three steps. Your fourth step has caused the overall solution to be wrong.

Consider allowing corrections (mastery-based)



# Using Assessment to Improve Grades

Consider testing often - students have more opportunity to score well

Smaller tests also provide added opportunities to build mastery on concepts

Provide opportunities for corrections, especially on critical concepts



# Reflection

How could you help students recover from dismal midterm grades?

How could you modify assessment to support student comebacks?

How would this process differ in large classes?

What challenges exist in this idea?