**August 2022**

*Please share with your faculty:*

**Getting to know your students’ needs**

Incorporating formative assessment into your beginning of the semester and mid-semester activities is important for creating meaningful instructional and assessment practices. Formative assessments are informal ways of collecting feedback about students’ learning and knowledge at the beginning of or during a learning unit. Formative assessments can provide a useful way of getting to know students’ needs so that you can create a more student-centered classroom. For example, at the beginning of the year you could have each student write their learning goals for the course. You could discuss these goals in relation to the learning goals you have created for the course. Then mid-way through the semester you could have students reflect upon the extent to which they feel that they are achieving their learning goals. Student should be encouraged to think about what they feel they have learned, yet to learn, and what would improve their learning in the course. They could also reflect upon their progress in meeting their learning goals in relation to their assignment grades in the class. Such information would also be useful for informing future instructional and assessment practices that would help support students’ attainment of their learning goals. Another way of getting to know your students’ needs at the beginning of the year would be to have students complete a survey or interview a classmate about their learning style (click here for example [survey](https://www.mcsed.net/site/handlers/filedownload.ashx?moduleinstanceid=198&dataid=360&FileName=What_s%20Your%20Learning%20Style.PDF)). Then instruction and assessment practices can be differentiated to cater to learners that are more visual, auditory, or kinesthetic. Using formative assessment practices to better understand and plan for your students’ needs is also important for making students feel heard, and actively involved in their own learning, which is essential for fostering motivation and self-regulated learning practices.

**Check out!**

Charkes, J. (2022). [Harnessing the student voice. Why student-centered teaching and learning and starts with formative assessment](https://www.facultyfocus.com/articles/educational-assessment/harnessing-the-student-voice-why-student-centered-teaching-and-learning-starts-with-formative-assessment/). *Faculty Focus*. Retrieved July 13, 2022 from https://www.facultyfocus.com/topic/articles/educational-assessment/

**Please share examples** of how you get to know your students’ needs to inform your teaching and assessment practices, and I will feature those examples on YU’s Learning Assessment Website.

**Reminder:** If you have not submitted your Spring 2022 assessment report, please do so asap. Please also contact me with any questions about your Fall 2022 assessment plans.