



## Assessment & Academic Advising

### INSTRUCTOR / EDUCATOR PROGRAM - Unit 11

Applies to: Instructor / Educator

Suggested time: 3.5 hours (theory and practice)

**How to use this plan:** The lines under "Say" are scripted word for word so every class hears the same information - read them aloud. *Italic in brackets is what you do.* The jade "Teaching move" names the method; the "Students" line is their involvement.

### Learning Objectives

By the end of this lesson, students will be able to:

- Distinguish formative and summative assessment.
- Build and use rubrics for fair grading.
- Give feedback that drives improvement.
- Advise students on their academic progress.

### Materials and Equipment

- SGS chapter slide deck, projector, and whiteboard
- Assessment handout, sample rubrics, and a rubric-building worksheet
- Student-educator workbook

### Key Terms

formative assessment, summative assessment, rubric, grading, objective criteria, feedback, academic advising, progress tracking, alignment.

### Lesson Sequence

#### 1. Opening Hook - 10 min

*Teaching move: Assessment guides learning.*

**SAY (read aloud):**

Assessment is not just about giving grades - it is how you and your students know whether learning is happening, in time to do something about it. Done well, assessment guides teaching and motivates students. Done poorly, it just labels them. Today we learn to assess fairly and use it to drive growth.

- **Students:** recall a time feedback genuinely helped them improve.

#### 2. Formative vs Summative - 25 min

*Teaching move: During vs at the end.*

**SAY (read aloud):**

Two kinds of assessment. Formative is ongoing - quick checks during learning, like a mid-lesson question or a practice cut - and its purpose is to find gaps and adjust before the final. Summative is the evaluation at the end - the chapter test, the graded service. You need both: formative to teach, summative to verify. Most importantly, never let the final exam be the first time you find out a student is struggling.



- **Students:** give an example of formative and of summative assessment.

### 3. Rubrics and Fair Grading - 25 min

*Teaching move: Objective and consistent.*

**SAY (read aloud):**

A rubric is a scoring guide that lists the criteria and the levels of performance. *[Show a sample.]* Rubrics make grading fair, consistent, and transparent - students know exactly what is expected, and you grade the work, not the person. Your grades must be based on defined criteria that align with what you taught, applied the same way to everyone. Fair assessment builds trust.

- **Students:** name two benefits of using a rubric.

### 4. Feedback and Advising - 20 min

*Teaching move: From grade to growth.*

**SAY (read aloud):**

A grade alone does not teach; feedback does. Pair every assessment with specific, constructive feedback the student can act on. And step back regularly to advise - track each student's progress, meet with those who are struggling, and help them set goals and a plan. You are not just scoring students; you are guiding their journey to graduation.

- **Students:** name the difference between a grade and feedback.

### 5. Activity, Check, and Recap - 40 min

*Teaching move: Build a rubric and recall.*

**SAY (read aloud):**

Build a simple rubric for a skill on the worksheet. Quick check: which assessment finds gaps in time to fix them? *[Pause.]* Formative. What makes grading fair? *[Pause.]* Objective criteria applied the same to everyone. To recap: use formative and summative assessment, grade with rubrics, pair grades with feedback, and advise students toward success.

- **Students:** complete a rubric for a chosen skill.

## Assessment

- Performance: a rubric built for a skill.
- Written: quiz on assessment types and grading.
- Verbal: participation in the rubric activity.

## Assignment

Read Assessment & Academic Advising and complete the workbook. Build a rubric for a skill you will teach.

## Instructor Notes and Safety

*Use the SGS skills rubrics as models.*

*Reinforce: never let the final be the first sign of struggle.*