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Northwestern Reimagining Assessment Practicum



Reimagining Assessment Practicum (RAP) Feedback and Insights Board - 2023 Fall

INSTRUCTIONS: Please share your thoughts and feelings below. Please specify which Core Session or Recommended Session, if/when applicable. If you have a Padlet account and would like to remain anonymous, please log out of Padlet before posting. If you have a concern that requires immediate attention, please contact practicum@northwestern.edu. | PURPOSE: The purpose of this Padlet is to collect formative feedback and insights about the practicum sessions for making decisions in the short- and long-term. This allows colleagues leading the practicum to easily access the information, address your needs, and make timely adjustments to the practicum structure and/or delivery as needed.

💡 A helpful, important, interesting, meaningful, and/or useful thing that I learned is ____.

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? A question that I still have that needs addressing is ____.

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👍👎 Do you have any specific feedback for any of the CORE SESSIONS? If so, please share below and specify which session.

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👍👎 Do you have any specific feedback for any of the RECOMMENDED SESSIONS? If so, please share below and specify which session.

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Add section

Feedback and Insights Board





Melissa Ko, PhD (RAP Consultant)

<https://calendly.com/mesako/rap-consult>



Assessment and Socio-Emotional Wellness

A Student Panel

Academic Stress and Student Wellness

- 87% of students reported feeling overwhelmed at some point during the school year by everything they had to do; 85 percent reported feeling mentally exhausted. (ACHA 2019)
- 61% of teens reported feeling most pressure to get good grades; looking good (29%) and fitting in socially (28%), the next concerns, fell significantly lower. (PEW 2019)
- A 2019 article in the International Journal of Adolescence and Youth found:
 - 2/3 of students reported feeling stressed about bad grades
 - 59% reported test anxiety
 - 37% reported feeling tense when studying (IJAY, 2019)

Academic Stress and Student Social Wellbeing

“Grades spoil teachers’ relationships with students” (Kohn 1999).

“Grades spoil students’ relationships with each other” (Kohn 1999).

[Grades] “pit students and teachers against one another” (Stommell 2020).

“Grades encourage competitiveness over collaboration” (Stommell 2017).

What the Students have to Say!