

# Contrasting Dynamics of the Assessment Experiences

## Students who are succeeding

### **Assessments provide:**

Continuous evidence of success

### **Likely effect on the learner:**

Hope rules; remain optimistic

### **What the student is probably thinking in the face of results:**

It's all good; I am doing fine

See the trend? I succeed as usual

I want more success

We focus on what I do well

I know what to do next

Move on, grow, learn new stuff

Feedback helps me

Public success feels very good

### **Actions likely to be taken by the learner:**

Take risks—stretch, go for it!

Seek what is new and exciting

Seek challenges

Practice with gusto

Persist

### **Likely result of these actions:**

Lay foundations now for success later

Success becomes THE reward

Self enhancement

Positive self-fulfilling prophesy

Extend the effort in face of difficulty

Acceptance of responsibility

Make success public

Self analysis tells me how to win

Manageable stress

Curiosity, enthusiasm

Resilience

Continuous adaptation

## Students who are struggling

Continuous evidence of failure

Hopelessness dominates

This hurts me; I'm not safe here

I never get it

I just want one success

Why is it always about what I can't do?

I'm lost

Defend, hide, get away from here

Feedback never helps—don't know what it means

Public failure is embarrassing

Trying is too dangerous—retreat, escape

Can't keep up—can't handle new stuff

Seek what's easy

Don't practice

Give up

Can't master prerequisites needed later

No success—no reward

Self-defeat

Negative self-fulfilling prophesy

Give up quickly in face of difficulty

Denial of responsibility

Cover up failure (e.g., cheat)

Self-criticism is easy given my record

Always high stress

Boredom, frustration, fear

Yielding quickly to defeat

Inability to adapt

Adapted from R Stiggins (2014) *Revolutionize Assessment: Engage Students, Inspire Learning* (Corwin)  
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