Student Choice is Lit!

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Student Choice is LIT!
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Research Question
• Does student choice on English writing assessments improve student learning and achievement?

Literature Review
• Differentiated instruction varies content, process, and product to connect with students on the individual level (Levy, 2008).
• Allowing for students choice and autonomy builds upon student interest and supports positive motivations (Glas, 2015)
• Autonomous classrooms inspire student motivation that manifests itself through engaged behaviors in class (Hafen et al., 2011).

Methodology
• Participants were 30 students from a general education English 9th grade classroom.
• I compared two assessments that tested students on the same skills. Assessment 1 did not allow for student choice. Assessment 2 allowed students to choose the questions.
• My data analysis included student work and field notes from class.

Results and Data Analysis
• Students that struggled on Assessment 1, wrote at a higher level on Assessment 2.
• Average score on Assessment 1 was 83.71%. Number and A’s plus B’s was 25.
• Average score on Assessment 2 was 83.98%. Number of A’s plus B’s was 26.
• “Students were clearly more engaged when I told them about student choice on the test. They worked together to find quotes immediately.”
• From Assessment 1 to Assessment 2, motivation and attitude improved greatly while achievement stayed the same.

Conclusion
• Student choice differentiated assessments help improve the quality of writing in struggling students and attitude.
• This study’s findings were limited in that there was only one control, one variable, and one classroom being observed.
• Assessments with student choice helps students demonstrate knowledge. This study proves motivation is improved with choice.