



RESEARCH BRIEF

ASSESSMENT AND MOTIVATION: THE PERSPECTIVES OF STUDENTS WITH DYSLEXIA

As part of ACME’s research interests looking at assessment and motivation, we wanted to get the perspectives from students with Dyslexia as they often experience challenges with assessments in classrooms. We asked 100 students about their experiences. Thank you to all of our participants! Some preliminary results are presented here.

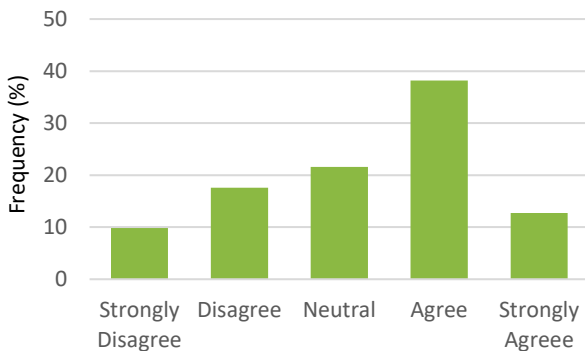
Self-Determination Theory and Assessment

According to Self Determination Theory (SDT; Deci & Ryan, 2012), there are three basic psychological needs that environments should support. These needs are:

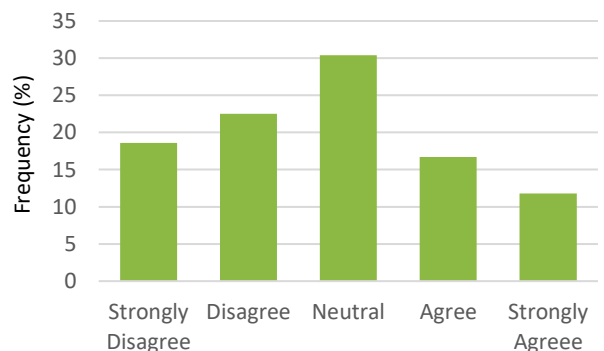
- **Autonomy** – Feeling in control or in charge.
- **Relatedness** – Feeling connected to others.
- **Competence** – Feeling capable when it comes to tasks.

Students felt more successful and reported higher grades when their needs were met.

Classroom Assessment Establishes What Students Have Learned



Classroom Assessment Practices Are Fair To Students



Assessment in the Classroom and Student Emotions

68% Agreed that they get **ANXIOUS** about assessments in their courses.



44% Agreed that they **ENJOY** working on assessments for their courses.



Please check our website [here](#) as more information on this project becomes available.

Report prepared by Lauren Goegan (June 2021)