

Assessment

How do we assess Students?

Why do we assess Students?

Comprehensive Approach to Classroom Assessment

Feedback should provide a clear picture of progress on their learning goals and how they might improve

Feedback should encourage student improvement

Classroom assessment should be formative

Formative classroom assessment should be frequent

What is progress?

How do we show them how to improve?

How do we encourage success?

How frequent is frequent?

Progress:
External to student

Answer questions

Meet outcomes

Internal to student

↑ in student self-confidence

Desire to learn

Showing how to Improve

- **Written responses**
- **One-on-one interview**
- **Through exemplars**
- **Through modelling**
- **Peers**

Encouragement

- Praise effort as well as success
- Treat failure as a learning experience, not a disappointment
- Foster autonomy and creativity
- Always use a positive tone
- Rewards (e.g. stickers) may work but may also have negative effects on learning

How frequent?

- As often as possible
- Self assessment
- Peer assessment

What is formative assessment?

- **Descriptive feedback**
- **Delivered during learning, not after**
- **Diagnostic**
- **Allows students and teachers to adjust to learning experiences**
- **Ongoing and flexible**
- **Involves students**

What are some benefits of Formative Assessment?

- **Students understand what is expected of them**
- **Students have some ownership over making it happen**
- **Students access prior knowledge**
- **Students learn to self-assess and facilitate their own improved learning experience**
- **Information gained allows teachers to adjust their instruction**

What is summative assessment and why do we need it?

- **Evaluation**
- **Allows grading and tracking from year to year for individual students**
- **Aids school administration**

Why do we use standardized tests?

- **Administrative purposes**
- **“Big Picture” analysis of education system**

Connection to Differentiated Instruction

If we present learning as something that all students do in the same way at the same time, we may create hopelessness in those students who don't understand how to improve or demonstrate their knowledge. {Anne Davies, 2007. p20}

