

Classroom Assessment: Every Student a Winner!



**WHAT IS ASSESSMENT?
HOW IS IT USED?
HOW SHOULD IT BE CREATED?**

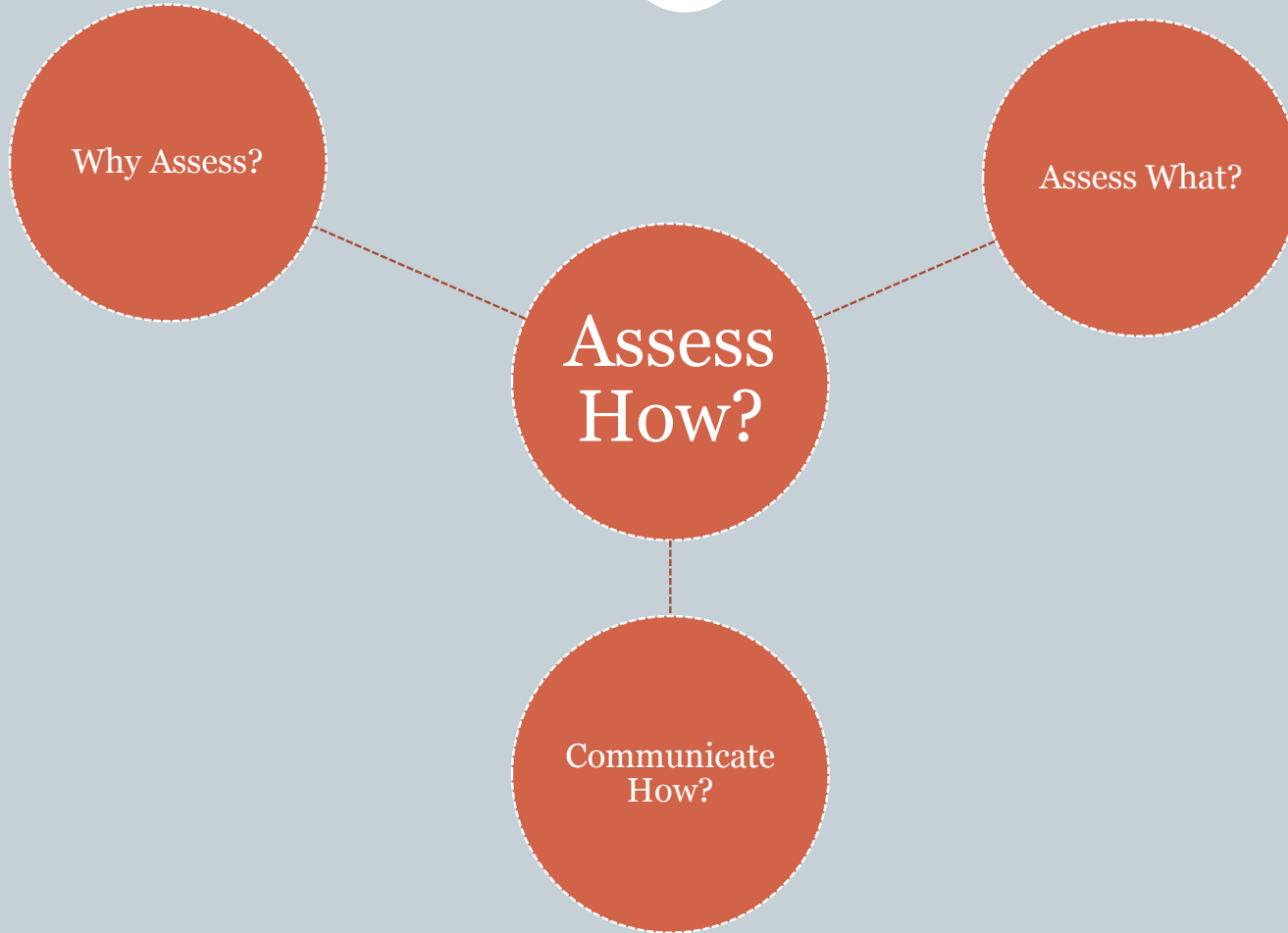
Assessment



- Can motivate the unmotivated
- Restore the desire to learn
- Encourage students to keep learning
- Create (not just measure) increased achievement

“The paramount assessment responsibility we share as educators is to protect students’ well-being through the use of sound practice”

Keys to Quality Classroom Assessments



Keys to Quality Classroom Assessment



- **Why Assess?**
 - Assessment is used to gather data relating to student achievement so we can prepare instruction in order to maximize learning
 - ✦ Frequently
 - ✦ Periodically
 - ✦ Less Frequently

Keys to Quality Classroom Assessment



- **Assess What?**
 - Must have a clear sense of achievement expectation we wish our students to master
 - ✦ Once they are clear we must translate into student friendly language
- **Assess How?**
 - Design accurate methods in order to match to learning targets
 - ✦ Once we choose a method we must develop it and use it well
- **Communicate How?**
 - Assessment can fail to achieve it's learning ends if the results are not communicated effectively with the users

Assessment and Student Motivation



Improve Intrinsic Motivation

- Sense of control and choice
- Frequent and specific feedback
- Challenging but not threatening tasks
- Accurate self assessment
- Link tasks to everyday life

Decrease Intrinsic Motivation

- Coercion
- Intimidation
- Rewards/punishment linked to evaluative judgments
- Comparing one student to another
- Infrequent or vague feedback
- Limitation of personal control
- Responsibility without authority

Characteristics of Formative and Summative Assessment

Formative Assessment

Purpose: To improve learning and achievement

- Carried out while learning is in process
- Focused on process & progress
- Collaborative
- Fluid
- Intentional Learners
- Evidence and adjust for future learning

Summative Assessment

Purpose: To measure or audit attainment

- Time to time – snapshots
- Focused on the products of learning
- A separate activity
- Teacher Directed
- Rigid
- Teacher is the auditor
- Student is the audited
- Teacher uses the results as to the “success or failure”



Misconception #1

Formative assessment is a special kind of test or series of tests that teachers learn to use to find out what their students know.

1. Formative assessment is an intentional learning process teachers engage in with their students to gather information during the learning process to improve achievement.
2. It is a learning partnership that involves teachers and their students taking stock of where they are in relation to their learning goals.
3. It is not necessarily a test item, a test, or series of tests.



Misconception #2

Formative assessment is a program that teachers adopt and add to what they already do.

1. Formative assessment is not a prepackaged program or a set of techniques that teachers adopt.
2. It is philosophy of teaching and learning which the purpose of the assessment is to inform learning, not merely to audit it.
3. It is a fundamental reframing of the work teachers and students so day to day and minute by minute in the classroom.



Misconception #3

Any practice
that gathers
information

For the purpose
of improving
programs or
improving
teaching is a
part of
formative
assessment.

1. To be considered part of the formative assessment process, information gathered must be used to inform the learning of **current** students.
2. Although the quality of teaching rises as a result of formative assessment, the intended outcomes must be to raise the learning and achievement of the students currently in the classroom on the concepts, processes, and skills that formed the basis for assessment.