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ASSESSED CURRICULUM

1. Introduction

The history of assessment of students began when the doors of school houses by the early 19th century, teachers tested their students to see if they had mastered what was taught. If students failed, they were held back or retained. The idea of using assessment to help learners and to advance learning has no doubt been around for centuries. However the use of assessment for learning as a specialist ‘technical’ term which embodies a call to action in educational practice is more recent. One of the Group’s members, is often credited with introducing the term to the wider educational community, on the basis of making a clear distinction between assessment of learning, which is about evaluating what has been learnt and assessment for learning which is about using evaluation to feed into the learning and teaching process and thus improve learning. An assessed curriculum is also known as a tested curriculum. It refers to quizzes, tests, and other types of methods that are used to assess the success of students. In addition to presentations and portfolios, demonstrations and standardized tests. According to Walnut Street School assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher’s feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

Thesis statement: I will show you some reasons why assessed curriculum is more important.

1. Body
   1. We believe that students should receive regular feedback in order to ensure continuous growth and improvement:

1. Providing students engage with feedback, it should enhance learning and improve assessment.

2. It is most productive to a student's learning when they are provided with an explanation as to what is accurate and inaccurate about their work.

3. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning.

First, the teacher could ensure that students are learning by assessing them.

1. Like for example if the teacher will give a diagnostic test to collect data on what students already know about the topic.

2.  When asking the students to draw a concept map in class to represent their understanding of a topic. The teachers use to conduct in-process evaluations of student comprehension and help faculty recognize where students are struggling and address problems immediately.

3. When students take a quiz or the mid-term and final exams, these evaluations are the so-called assessed curriculum. Teachers may use the pencil and paper tests and authentic assessments like portfolio and performance-based assessments to know if the students are progressing or not.

Next, students will be encouraged to self- and peer-reflect.

1. The students will identify his/her own strengths, weakness and areas of concern.
2. The student would gratefully welcome both positive and negative feedback.
3. Students would be able to easily adapt to different learning styles.
4. Students will have a better understanding of various emotions, cultural expectations, and needs.

III. **conclusion**

In conclusion, assessments can range from simply asking questions during a lesson to class presentations after a unit of study. Assessment is not only a way we can measure student performance, but it is also a way for teachers to plan instruction and reflect on their own methods of teaching.

To reinstate my point, that assessment for learning is powerful if carried out

carefully and thoughtfully. Students are more likely to take control of their own learning if they have a clear vision of the targets that they are supposed to master. If they are aware of what they know and need to learn, they are more likely to close the gap.

As I read, I realized that I had only thought of "assessment" as getting the highest grade in a course throughout my studies and as an aspiring educator. I never considered it an important tool for improving curriculum or teaching methodology. I never considered it as something that could aid in the development of learning styles or any other aspect of the learning process.

**References**

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