

Assessment classification, strategies and Principles

Assessment classification

Formative Assessment

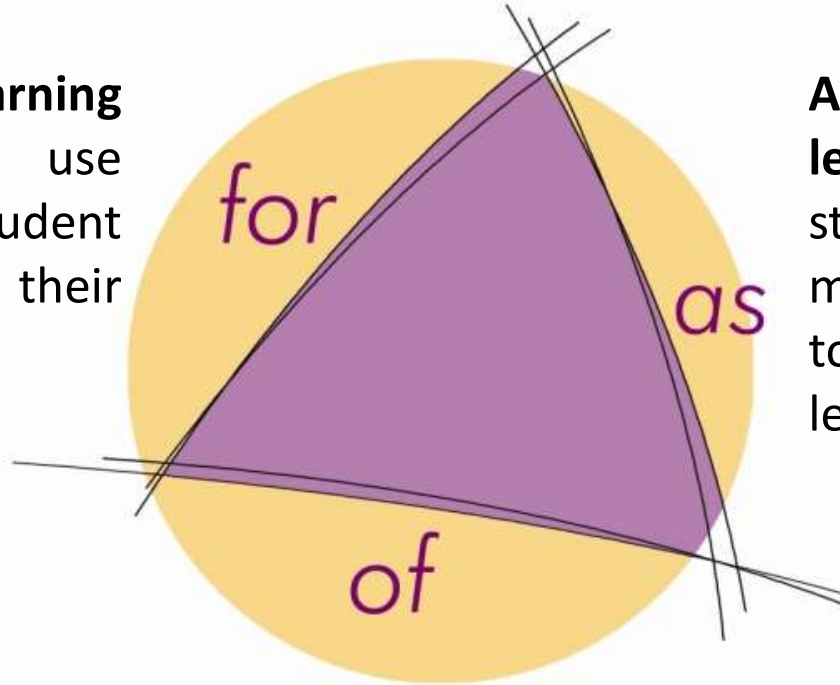
Summative Assessment

Continuous Assessment (CA)

What's the difference?

Formative Vs Summative

Assessment *for* learning occurs when teachers use inferences about student progress to inform their teaching.



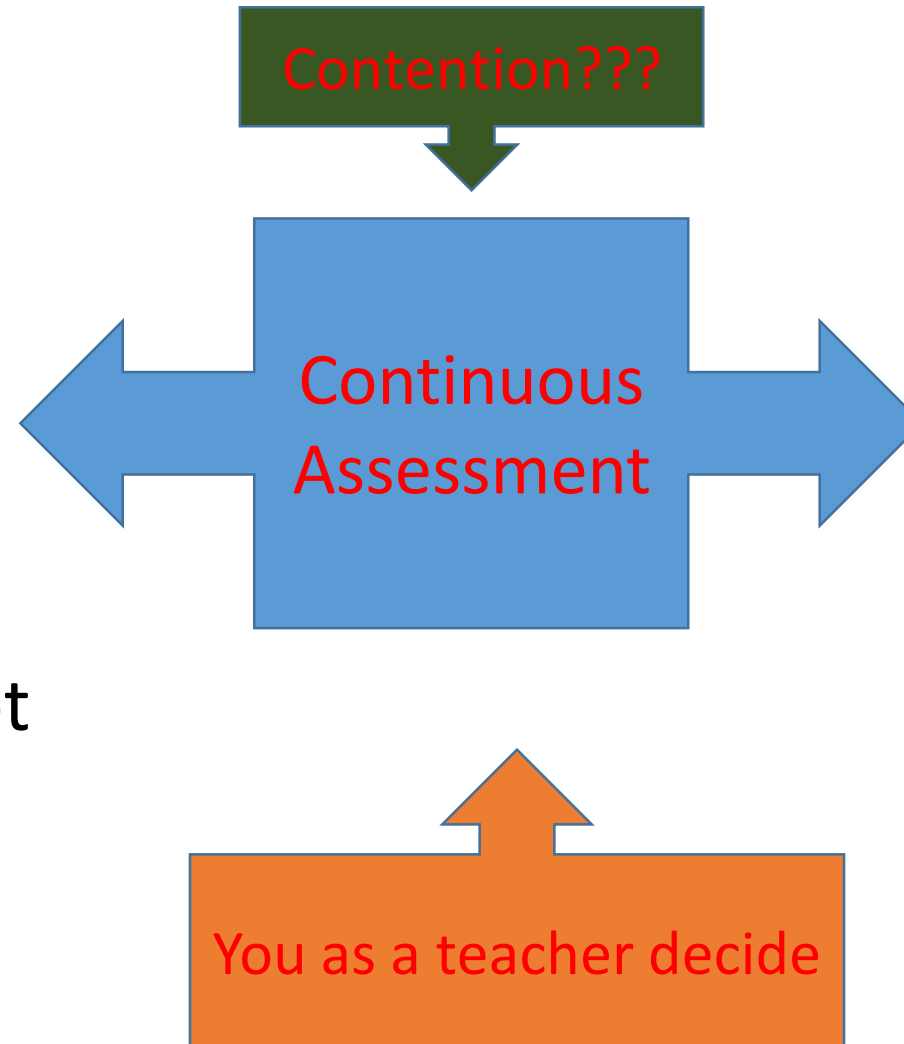
Assessment *as* learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment *of* learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Formative Vs Summative Assessments

Formative

- Assessment FOR/AS learning
- Planned and used during instruction
- Use to adjust instruction / snapshot of learning / address misconceptions



Summative

- Assessment OF learning
- After instruction
- Use to evaluate for accountability / provides a grade for students

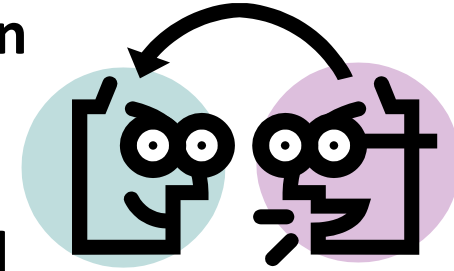
Assessment for Learning

5 key strategies for higher achievement

5 Key Learning Strategies



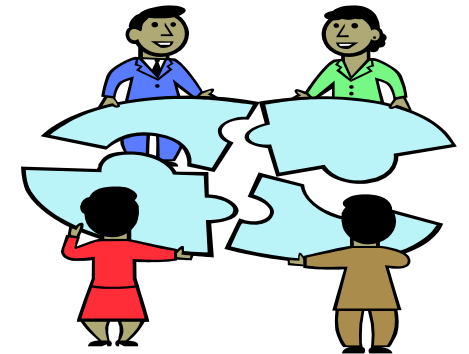
1. Clarifying, Sharing, and Understanding Learning Intention



2. Engineering Effective Classroom Discussions, Activities, and Learning Tasks



3. Providing Feedback that Moves Learning Forward



4. Activating students as instructional resource-Peer Assessment



5. Activating students as owners of their own learning-Self Assessment

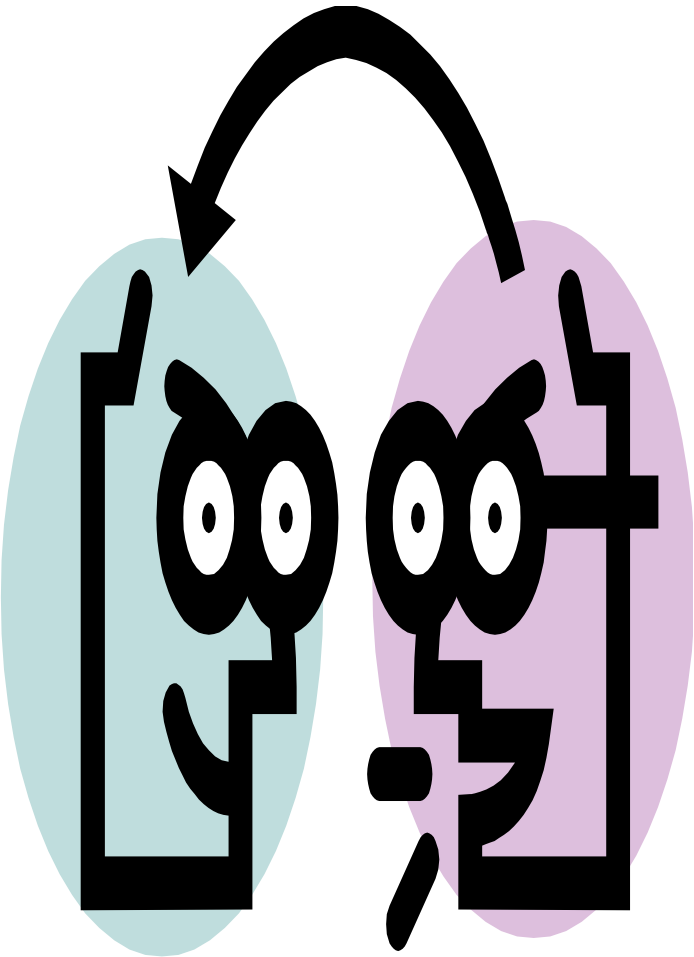
Key Point ₁: Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria

Not all students have the same idea as their teachers about what they are meant to be doing in the classroom.

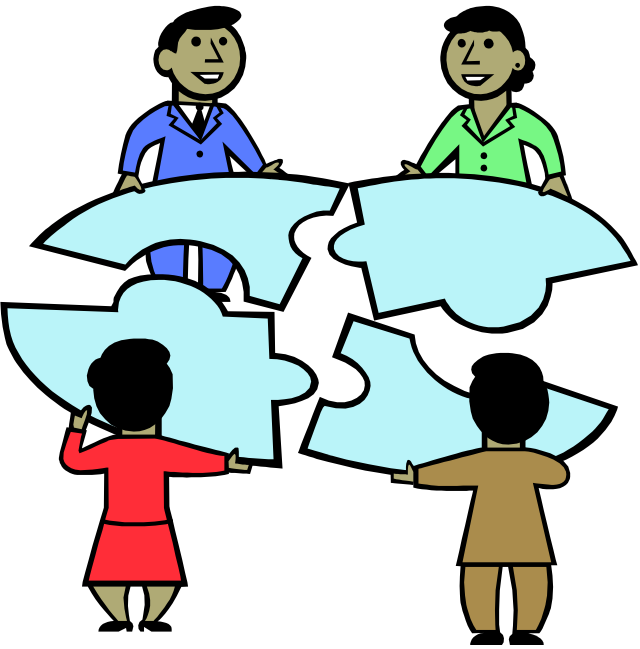
Often, what is wanted is not made clear.

It is important that students understand the learning objectives and the criteria teacher will use to assess.

Hence learning intention has to be
clear,
student friendly and
important.



Key Point 2: Engineering Effective Classroom Discussions, Activities, and Learning Tasks



Teachers should adapt their teaching based on students learning needs.

Teacher should be the engineer and focus on facilitating correct learning environment.

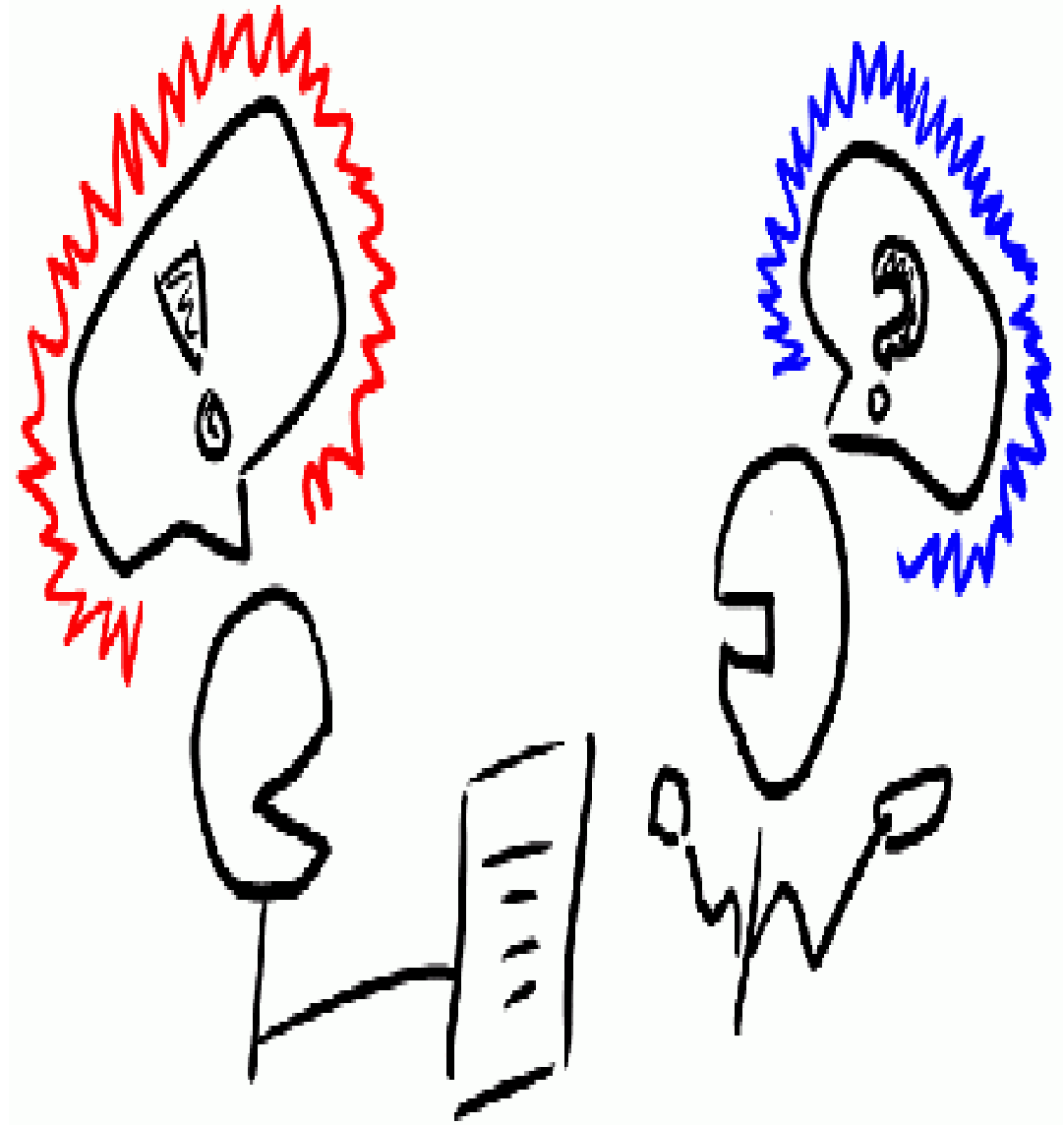
Key Point 3: Providing feedback

- a. Feedback should be specific, constructive, take learning forward.
- b. Focus on students work quality
- c. Time bound
- d. Opportunity should also be provided for students to improve on their work once feedback is provided. Otherwise feedback will not serve the purpose.

Key Point 4: Peer-assessment

- Students going through each other's work
- and
- Assessing it against some pre-agreed criteria.

Promoting collaboration by learning from each other



Key Point 5: Self-assessment

- The involvement of students in identifying standards or criteria to apply to their work,
- and
- Making judgments about the extent to which they have met these criteria or standards.

Promoting self-regulated learning



Summative Assessment

- Enables students to demonstrate what they know and can do
- Describes the extent to which a student has achieved the learning goals, including the Standards
- Uses teacher judgements about student achievement at a point in time
- Supported by examples or evidence of student learning
- ensures consistent teacher judgements through moderation processes

Principles of Assessment

10 Principles of effective assessment

1. Clarity of learning targets and assessment methods
 2. Balanced
 3. Validity & Reliability
 4. Fair
 5. Manageable
 6. Transparent
 7. Continuous assessment
 8. Authentic Assessment
 9. Positive
 10. Ethical
- [LINK](#)

1. Clarity of learning targets and assessment methods

- Learning target statement based on certain standards
 - Clearly stated
 - Focused on what is important
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- Clarity in learning targets helps teachers to design appropriate assessment method (AM)
 - AM to be aligned with content and performance standard

2. Balanced assessment for diverse types of learners

- Includes all 3 domains-cognitive, affective, psychomotor
- Multiple methods to support diverse learners and allow them to demonstrate their abilities

3. Validity

- Degree to which the assessment measures what it is intended to measure.
- It tests what it ought to test.
- Accurate, appropriate and useful
- 4 ways to do it- face validity, content validity, criterion related validity and construct validity

3. Reliability

- If a test is given twice to same students under the same circumstances, it will produce almost the same results
-
- Consistency and repeatability

4. Fair assessment

Consider students

- Gender
- Race
- Culture
- Socio-economic
- Abilities and disabilities

Students are

- Informed about the learning targets
- Given equal opportunities to learn
- Free from biased assessment tasks and procedures

5. Manageable assessment

- Consider the practicability and applicability of assessment task
- Clear instruction and assessment criteria
- Teacher clear on the method and cost

6. Transparent assessment

- Assessment based on the curriculum
- use constructive feedback to improve students learning and for teachers to improve their teaching
- Their performance in terms of marks need to be communicated

7. Continuous assessment

Assessment activities to be carried out

- Before the instruction- expectation, plan and identification of diverse learners...
- During the instruction –monitor, feedback, adjust instruct, motivate learners
- After the instruction – determine attainment of learners goals, communicate their grades, report, evaluate the effectiveness

8. Authentic assessment

- Meaningful and contextual task
- Clear standard and criteria
- Quality product and performance
- Positive interaction between teacher and student
- Emphasis on metacognition and self-evaluation
- Knowledge transfer

9. Positive assessment

- Positive outcome in terms of learning and how to improve
- Positive outcome in process

10. Ethical assessment

- Free of wrong practices
- No violation of students rights
- Students should not be embarrassed

Thank you