


EDUC6775
Principles and Types of Assessment

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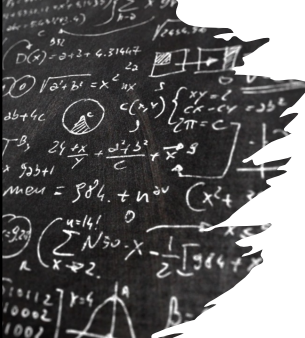
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ETYMOLOGY OF ASSESSMENT

- 1423, "to fix the amount (of a tax, fine, etc.)," from Anglo-Fr. *assesser*, from M.L. *assessare* "fix a tax upon," originally frequentative of L. *assidere* "to sit beside" (and thus to assist in the office of a judge), from ad- "to" + *sedere* "to sit." One of the judge's assistant's jobs was to fix the revenue amount of a fine or tax.
- The sense: "to judge the value of a person, idea, etc." is from 1934.

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WHAT IS ASSESSMENT?

- Assessment is the process of identifying, gathering and interpreting information about students' learning.
 - BOS (1999)
- Any systematic method of obtaining information from tests and other sources, used to draw inferences about characteristics of people, objects, or programs; the process of gathering, describing, or quantifying information about performance; an exercise—such as a written test, portfolio, or experiment—that seeks to measure a student's skills or knowledge in a subject area.
 - SABES (System for Adult Basic Education Support, n.d.) online at www.sabes.org.
- The process of judging student behavior or product in terms of some criteria. It may include objective tests as well as the use of rating scales, observation checklists, content analysis, interviews based on performances, discussions and written assignments.
 - Carmen L. Armstrong's (1994) *Designing Assessment in Art*

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WHY ASSESS?

- Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met.
- Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding.
- Assessment inspire us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"



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CURRICULUM IDEOLOGIES

Ranks students for a future in an academic disciplinary field.

To induct students into powerful subject knowledges?



To support students to achieve their full potential?



Diagnoses students' abilities to inform future lesson planning to best support children's learning.

Certifies to a potential employer that the student has attained certain skills.



To produce workforce ready graduates?



To develop students into critical and informed citizens?

Measures progress with respect to a student's perceived capacities and abilities.

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FORMAL VS INFORMAL ASSESSMENT



Formal Assessment



Informal Assessment

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FORMATIVE VS SUMMATIVE ASSESSMENT



Summative Assessment



Formative Assessment

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ASSESSMENT OF LEARNING

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and suitable groups
- provides a transparent interpretation across all audiences.



"I'm thinking that now is a good time to start those tutoring sessions."

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ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formative and summative assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routine
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.



"I would probably do a lot better if you would just teach me stuff I already know."

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ASSESSMENT AS LEARNING

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

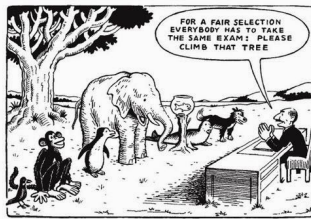
- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.



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VALIDITY IN ASSESSMENT

- The validity of an assessment tool is the extent to which it measures what it was designed to measure, without contamination from other characteristics.
- A test of reading comprehension should not require mathematical ability.
- A valid driving test should include a practical driving component and not just a theoretical test of the rules of driving.



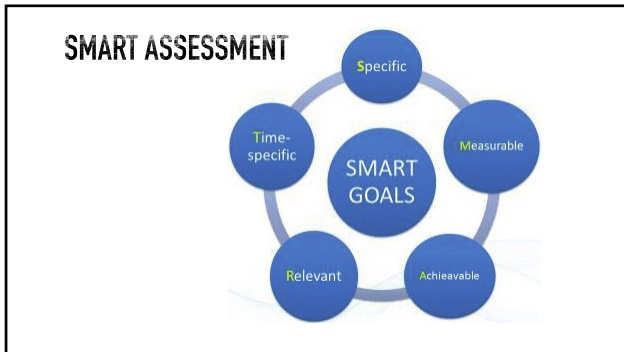
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RELIABILITY IN ASSESSMENT

- Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects. Reliability essentially means consistent or dependable results.
- Assessments are reliable if they produce comparable outcomes, with consistent standards over time and between different learners and examiners.
- Note, it is possible for a test to be reliable, but not valid. For example, if your scale is off by 5 kgs, it reads your weight every day with an excess of 5 kgs. The scale is reliable because it consistently reports the same weight every day, but it is not valid because it adds 5 kgs to your true weight.



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ASSESSMENT WORKS BEST WHEN IT . . .

- Provides diagnostic feedback
- Helps educators set standards
- Evaluates progress
- Relates to a student's progress
- Motivates performance

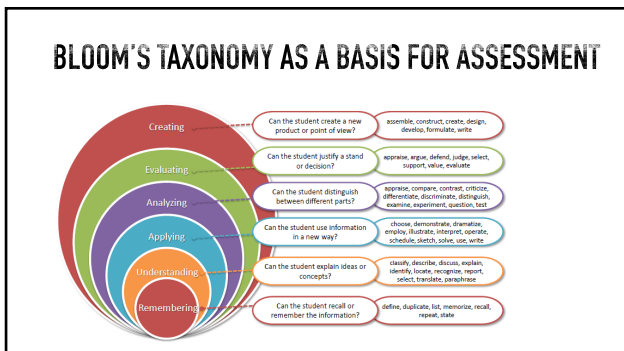
STANDARDIZED TESTS

DO THE TEST FIRST!
NO STANDARD TESTS!
NO STANDARD TESTS!
NO STANDARD TESTS!

I WON'T DO IT
I CAN'T DO IT
I WANT TO DO IT
HOW DO I DO IT?
I'LL TRY TO DO IT
I CAN DO IT
Yes, I did it!

WHICH STEP HAVE YOU REACHED TODAY?

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BACKWARD DESIGN: BEGINNING WITH ASSESSMENT

- **Step 1:** What are the important and enduring concepts students should know and understand, or skills they need to perform?
- **Step 2:** What would constitute evidence that they know or understand these concepts, or can perform these skills?
- **Step 3:** What learning and teaching strategies would support the students to attain the target knowledge, understandings, and capacities?

- **Outcomes:** What do you want the students to learn (learn about or learn to do)?
- **Rationale:** Why does that learning matter?
- **Assessment:** What are you going to get the students to do (or to produce)?
 - What ways can you make what they will do or produce more intellectually challenging?
 - What ways can you make what they will do or produce more significant to gain meaningful engagement?
- **Standards:** How well do you expect them to know it or do it?
 - What criteria will you use to indicate to students what you expect them to do?
 - What standards will you define to indicate to students how well you expect them to meet the criteria?
- **Strategies:** What will you do to scaffold or strategically support their success?
- **Sequencing:** In what sequence should these learning and teaching strategies occur?

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REFLECTION

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