

# Assessment Strategies

The science behind how we learn



# About this Workshop

Learning is a complex process that requires mindful and strategic planning. A vital piece of any instruction are the assessments. While many educators effectively use assessments to evaluate learning, many forget to use this resource as a student learning aid. This workshop explains and shows how assessments can be incorporated into a lesson to increase student learning. By the end of the course, you will be able to strategically add formative assessments into your lessons to increase student learning.

## Philosophy

Learning happens with interaction and practice, so this workshop will incorporate the assessment strategies into the learning. By doing so, you will gain a full understanding of the process and reasons behind adding formative assessment to your instruction.

# Pre-Assessment

1. What is a learning target?

- A. A learning target describes what students will be doing in class.
- B. A learning target describes what students should be able to do by the end of the lesson.
- C. A learning target describes the product of the lesson.
- D. A learning target describes a type of learning style.

2. What is the purpose of a learning target?

- A. A learning target helps the teacher build instruction around a skill.
- B. A learning target allows a student to self-assess their learning throughout the lesson.
- C. A learning target clearly explains the activity students will be doing in class so that students understand the expectations.
- D. Both A and B are correct

*For the following questions, decide whether the statement is (T) true or (F) false.*

3. Students need to understand the learning target in order to self-assess throughout the lesson.

4. Students who are able to self-assess throughout the lesson are approximately 50% more likely to continue working when they run into learning challenges throughout the lesson.

5. Guessing is one of the most effective learning strategies.

# Pre-Assessment

6. When students are given the summative assessment at the beginning of the unit, they will not learn; instead, they will just memorize the answer to the summative test.
7. Forcing students to take a break from a problem will help them solve it later.
8. 30% of new learning is lost within the first two hours.
9. It takes 20-50 times of repetition to learn new information.
10. Being able to summarize new information in your own words is one of the most effective ways to learn new information.
11. Having students assess their own learning is not differentiation.
12. Students who are asked to defend his/her answer are more likely to choose the correct answer.

# Formative Check

Apply new information

Why do you need to understand your learning target before you create an assessment?

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# Formative Check

## Padlet

What is your Learning Target for Tuesday's lesson?

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# Formative Check

## Analogy

Write an analogy that explains the purpose of a learnign target.

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# Formative Check

## Compare / Contrast

Explain the relationship between a learning target and an assessment.

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# Formative Check

## Summary

Explain the importance of a learning target.

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# Formative Check

## Zeigarnik Effect

If students forget the majority of what they learn within two hours, how do I help them retain information?

If a student repeatedly answers a question incorrectly on his or her homework, how do I get him or her to unlearn the wrong way to answer a question?

How do I ensure students are ready to practice a new concept so that they retain the new information?

# Formative Check

## Debate

Should you give your students formative assessments that require your students to practice new material every time you introduce a new concept? Justify your answer.

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# Formative Check

Problem-solving

*In groups of 2-4, design a tool for students to assess their learning.*

# Formative Check

## Exit Ticket

*Create a formative assessment for your learning target Tuesday. Your assessment must enhance student learning.*