Assessment Strategies to Promote Success

Goals:

- What are Formative Assessments and why should we use them?

- How is assessment OF learning different from assessment FOR learning?

- How do we use assessment to drive instruction?

- How can we help students learn more?

- What activates students as the owners of their own learning?

Let's compare	Formative Assessment	Summative Assessment	
	Assessment __for_ learning	Assessment _of_ Learning	
	_Physical____ check	Autopsy	
	Teacher-made activities	Standardized_ tests	
	_Ongoing____, concurrent	At the end of a unit	
	How can we help students learn more?	What have students __already___ learned?	
Learning process cycle	Clarifying _goals____ → Good Learning tasks (formative assessment__) → Feedback → Modify__ instruction → Tiering activities for three levels → _Modify_ instruction→ Gather new evidence		
Formative Assessment Strategies	• Setting up learning goals and criteria__ for success • Engaging classroom discussions__, questions, and learning tasks that display evidence of learning • providing _feedback____ that moves learners forward • activating students as the owners_ of their own learning • activating students as learning _resources__for one another		

How do we assess?	work in pairs and list some formative assessment tools
Assessment Tools/ Strategies	• Cards: Flash cards; _Exit_ Cards; 3-2-1 Cards; KWL • Check: <u>Windshield</u> Check; Progress checklist; Can-do list • Boards: Clip boards; White Boards; <u>Dry erase</u> boards • Journal Entries and <u>presentations</u> • _Round_ Robin • Quizlet • www.polleverywhere.com • https://kahoot.it • https://www.peardeck.com/ • http://quizizz.com/
Assessment Sample 1	**Chain Links:** • Good for a <u>large</u> class with different levels • Ideal for <u>assessing</u> pronunciation, vocabulary and sentence patterns • Providing feedback that <u>moves</u> learners forward • <u>Activating</u> students as the owners of their own learning • Activating students as learning resources for <u>one another</u>
Assessment Sample 2	**Exit Cards** • Feedback provided by the Exit Cards frequently leads to the formation of a <u>needs-based</u> group
Assessment Sample 3	**Dry-Erase Boards** • Assessment is <u>immediate</u> with the use of a dry-erase boards when students raise their boards to offer responses • The dry-erase board is <u>flexible</u> and ideal for use in a differentiated classroom
Assessment Sample 4	**Quizlet** • Quizlet is now among the <u>largest</u> educational websites in the world • Simple, _free_ engaging, effective learning tools
Assessment Sample 5	**Round Robin** • Good for <u>vocabulary</u> acquisition • Addresses _multiple_ learning styles • Provide feedback that moves learners forward • Activate students as the owners of their own learning • Activate students as learning resources for one another

Assessment Sample 6	**Progress Checklist** to create __profiles__ of students' progress and indicators of students' ability to take an active <u>role</u> in evaluating their own work
Assessment Sample 7	**Journals and Presentations** <u>Writing</u> and oral presentation allow students to make sense of what they have been learning • To activate students as the owners of their own learning • Good for __differentiated__ classroom
Assessment Sample 8	• Initial stage to build up and assess __reading__ vocabulary http://www.vocabtest.com/ Sign up an account and build up your vocab test banks for all levels of Chinese classes e.g. https://www.vocabtest.com/reverseDefinitions.php?tid=220739 • Initial stage to build up and assess __reading__ vocabulary and computer input skill in an interactive way http://www.polleverywhere.com/
How could you use these strategies to drive instruction?	• Ask yourself, "Who needs my <u>attention</u> now? Which students need a <u>different</u> approach? Which students are not learning anything new, because I haven't __challenged__ them?" • Give students __second__ chances to demonstrate success
Formative assessment helps differentiate instruction	• Without daily formative assessments, how are we to know what each student needs to be __successful__ in our classroom? How else can we ensure we are addressing students' needs __instead of__ simply teaching them what we think they need?

	• Formative assessments help us _differentiate_ instruction and thus improve student achievement.
Differentiating Instruction in Response to Formative Assessments	Typically there are three tiers: • _Advanced_ learners • Learners who _understood_ most of the content • Learners who _didn't_ get it Peer teaching is encouraged in the differentiated classroom.
A revolution in educational field	Assessment for Learning - A _Strategic_ Process: http://www.youtube.com/watch?v=jkM-ftl0LVk

What are three things that you learned from this session?

     1.

     2.

     3.

What are two things you want to learn more from the presentation today?

     1.

     2.

Name one question that you still have from this session