

## Assessment *for* Learning as a Teaching Strategy

Presented by Kwabena Ofori-Attah, Ph.D.  
Northern Kentucky University  
Highland Heights, KY41099  
Email: kofori-attah@adelphia.net



## Objectives of the Presentation

- ▶ Define assessment
- ▶ Define assessment for learning
- ▶ Distinguish between *assessment for* learning and *assessment of* learning
- ▶ Motivating students to be active learners



## What is Assessment?

- ▶ Assessment is any of the methods we use to gather information about student learning
- ▶ A typical assessment may take the form of a multiple-choice test, quiz, observation, or oral presentation
- ▶ Assessment is important because it helps educators to determine the effect of instruction on student achievement



## Forms of Assessment

- ▶ Assessments take several forms and formats
- ▶ We have formative, summative, diagnostic and formal and informal forms of assessment, *assessment of* learning and *assessment for* learning
- ▶ In this presentation, I will focus on *Assessment for* learning
- ▶ Activity; KWL chart (about what “I know about assessment for learning” What I want to know about assessment for learning”



- ▶ What I have know about assessment for learning
- ▶ KWL Chart

Topic: Assessment for learning

What I know	What I want to Know	What I learned About



## What is Assessment for Learning?

- ▶ Any assessment designed to promote student learning through continuous support and effective guidance
- ▶ Stiggins (2002) describes assessment for learning as continuous flow of information about student achievement to advance student learning. Educators do this by:
- ▶ Understanding and articulating *in advance of teaching* the achievements that their students are to hit



- ▶ Informing their students about those learning goals, *in term that students understand, from the very beginning* of the teaching and learning process
- ▶ Translating classroom assessment results into frequent *descriptive feedback (versus judgmental feedback)* for students, providing them with specific insights as to how to improve



- ▶ Continuously *adjusting instruction based on the results* of classroom assessments;
- ▶ Engaging students in *regular self-assessment, with standards held constant* so that students can watch themselves grow over time
- ▶ Accurately assessing students to reflect their achievement



### Essential Characteristics of Assessment for Learning

- ▶ Sharing learning objectives with students
- ▶ Involving students in meaningful learning activities, activities related to the instructional goals and objectives
- ▶ Engaging students on task
- ▶ Motivating students to learn through self-determination
- ▶ Providing students with effective feedback



### Sharing Learning Objectives With Students

- ▶ When we share the learning objectives with students, we provide them the “roadmap” they need to successfully follow the lesson
- ▶ We not only share the instructional objectives with students but we should also share with them what they can do at the end of the lesson



### Involving Students In Meaningful Learning Activities

- ▶ Meaningful learning activities help students to correct any misconceptions during the instructional process
- ▶ *Think-pair-share* activity is one activity that can build the confidence of students during instruction
- ▶ *Quick write* is another activity that can help students be on track



### Engaging Students on Task

- ▶ Engagement theory argues that when students are engaged in meaningful tasks, effective learning occurs
- ▶ Engagement theory suggest that effective learning has three characteristics
  - Collaboration; interaction among learners
  - Problem-based, all students activities involve completing projects rather that quizzes or test
  - Authentic, all course activities and material are realistic and directly tied to the interest of the students



## Motivating Students to Learn Through Self-Determination

- ▶ Self-determination theory argues that people have a high sense of self-worth when they feel they have a choice in determining what they want to do
- ▶ The implication of this for assessment for learning is that teachers should often use cooperative, project and problem-based instructional activities because these activities



- ▶ allow students considerable choice in the subjects they study
- ▶ Cooperative learning, project and problem-based learning activities often excite students because different students get the opportunity to make different contributions



## Guided Practice

- ▶ Guided practice is one way of facilitating assessment for learning in the classroom
- ▶ Guided practice increases retention, makes skills more automatic, and promotes transfer of knowledge for new situations. Guidelines for guided practice include the following:
  - Assign short meaningful amounts of practice
  - Assign practice to increase mastery learning
  - Attend to the initial stages of the practice



## Providing students with effective feedback

- ▶ Feedback or knowledge of results is the information given to students about their performance
- ▶ Guidelines for effective feedback include the following:
  - Provide feedback as soon as possible after the activity
  - Make feedback specific



- Concentrate on behaviors and not intent
- Keep feedback appropriate to the developmental stage of the learner
- Emphasize feedback on correct performance
- When giving a negative feedback, show how to perform correctly
- Help students to focus on process not on outcome
- Teach students how to provide feedback to themselves and how to assess their own performance



## Feedback Activity

Participants to discuss sample feedback from teachers



## Facilitating Assessment of Learning With Discovery and Expository Teaching Strategies

### Discovery Teaching

- ▶ Discovery teaching is a strategy teachers use to teach abstractions through student analysis of data and examples
- ▶ The teacher provides the students with information and through guidance from the teacher, the students are able to “discover” the abstraction the teacher identified in the lesson objectives

### Steps in Guided Discovery Teaching

- ▶ Teacher: Presents information and example
- ▶ Students: Describe the example
- ▶ Teacher: Presents additional examples
- ▶ Students: Describe second example and compare to first example
- ▶ Teacher: Presents additional examples and nonexamples

- ▶ Students: Compare and contrast examples
- ▶ Teacher: Prompts students to identify characteristics or relationship
- ▶ Students: State definition or relationship
- ▶ Teacher: Asks for additional examples

### Expository Teaching

- ▶ This is a teacher-centered approach to teaching
- ▶ The teacher provides the students with information and provides examples that relate to the abstraction being taught
- ▶ The teacher states the abstraction and then gives examples to illustrate the abstraction
- ▶ Students classify or explain additional teacher examples, then provide their own examples

### Steps in Expository Teaching

- ▶ Teacher: Defines concept/abstraction and clarify terms; presents examples and nonexamples
- ▶ Students: Classify or explain additional teacher examples and nonexamples; provide additional examples

## Guided and Expository Teaching Activity

- Read the following teaching anecdotes and determine whether they involve discovery teaching (D) or expository teaching (E). Write your answer on the spaces provided after reading each case.
- Mr. Hanes was teaching a lesson on geometry. He began the lesson by passing out protractors and a sheet with a number of triangles on it. The he said "Today, we're going to study some properties of triangles. Now, I'd like you to measure the angles of the triangles I have given you." After doing this, the class concluded that the sum of the interior angles of a triangle was equal to 180 degrees. ....



- Mr. Jones, a language arts teacher, was trying to get his class to understand how rules govern the pronunciation of our language. He began by writing the words *cold*, *can't*, and *cut* on the board. He had the students describe, compare, and pronounce the words. He continued by writing *cell*, *center*, *city*, and *civil* on the board and repeated the process he had used with the first list. He prompted the students to identify the letter following the *c* in each case and helped them conclude that when a *c* at the beginning of a word is followed by an *e* or *i*, the *c* is pronounced like an *s*



- but when it is followed by an *a*, *o*, or *u*, it is pronounced like a *k*. ....
- Mrs. Smith was teaching a lesson on the concept of *set*. She began the lesson by gathering her kindergartners around on the rug and placing three clothespins in a yarn circle on the floor. Then she said "This is a set. It's a group of objects that belong together." Then she put other objects in the yarn circle and described how they were also examples of *set*. At the end of the lesson, the students in the class were asked to make up their own set. ....



- Miss Kirk was trying to teach her reading class to recognize inferences in written materials. She did this going through a story and identifying a number of statements in it. Then she asked what all had in common. After the class decided that inferences were ideas in the story that weren't actually stated, Miss Kirk gave them another story and asked them to find inferences. ....



- ▶ Source: Jacobsen, Eggen, & Kauchak, (1999, p. 181).



## Conclusion

- ▶ The aim of assessment is to improve student learning
- ▶ Classroom assessments sometimes slip into deficit mode: the assessment shows students only what they don't know yet or what they need to work on. When we attend to the motivational effects assessment can have, we use it to show students both what they have learned and what they need to learn next.



## References

- ▶ Arends, R.I. (2004). *Learning to teach*. Boston, MA: McGraw Hill.
- ▶ Jacobson, D.A., Eggen, P., & Kauchak, D. (1999). *Methods for teaching: Promoting student learning*. Columbus, OH: Prentice Hall
- ▶ McMillan, J.H. (2007). *Classroom assessment: Principles and practice for effective standards-based instruction*. Boston, MA: Pearson.
- ▶ Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education: Theory, research, and applications*. Columbus, OH: Pearson.
- ▶ Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2007). *Classroom assessment for student learning: Doing it right—using it well*. Columbus, OH: Pearson.
- ▶ Stiggins, R.J. (2002). Assessment crisis: The absence of assessment for learning. *Phi Delta Kappan*, 83(10), 758–765.
- ▶ Taylor, C.S., & Nolen, S.B. (2005). Classroom assessment: Supporting teaching and learning in real classrooms. Columbus, OH: Pearson.

