

# ASSESSMENT and EVALUATION

**Assessment** is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

**Evaluation** refers to the process of judging the quality of student work after learning on the basis of established criteria, and assigning a value to represent that quality.

## I PURPOSES of ASSESSMENT

**Assessment for learning** occurs throughout the learning process and is designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

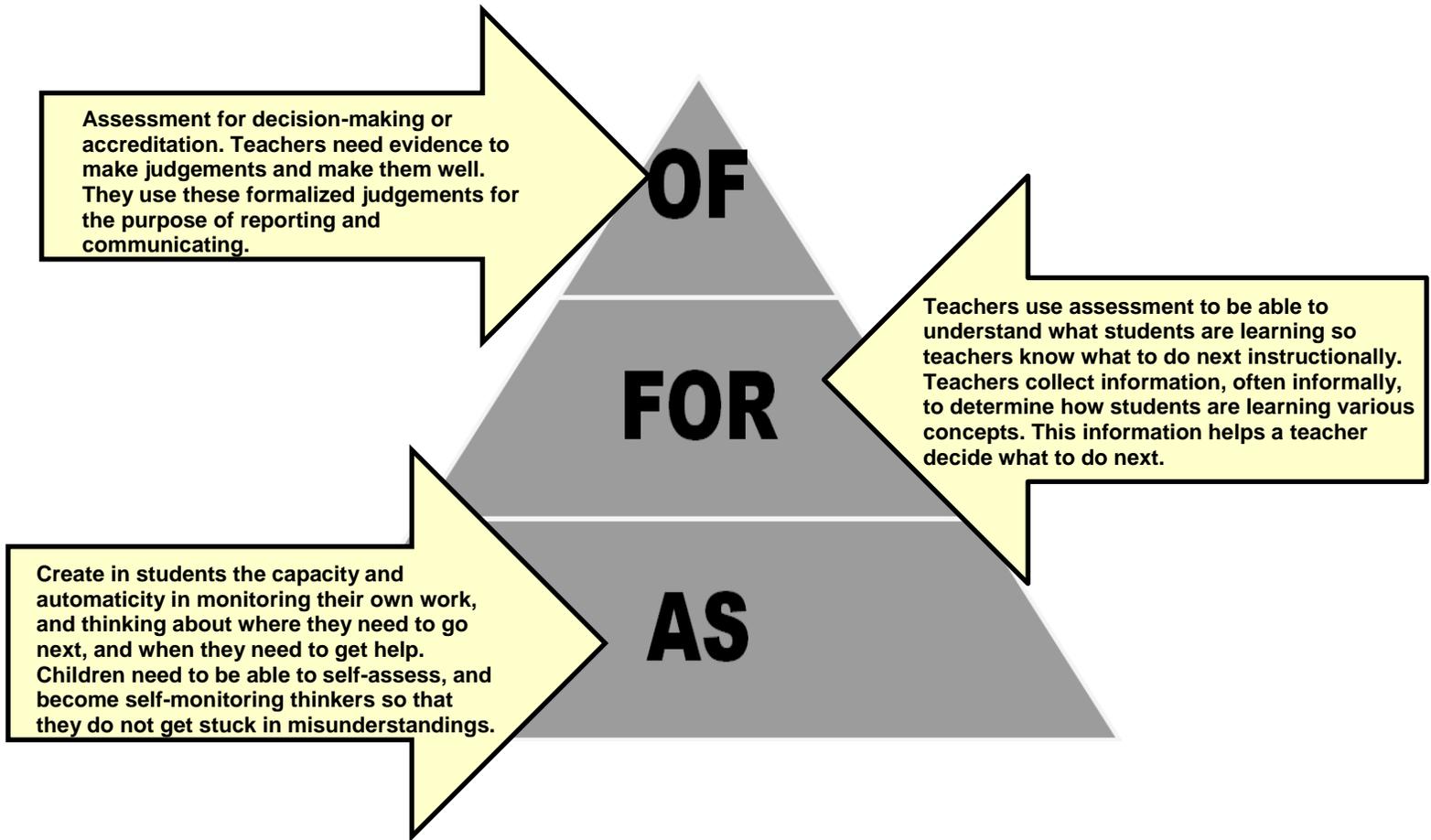
**Assessment as learning** is a process of developing and supporting metacognition for students. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations and even major changes in what they understand. It requires that teachers help students develop, practise and become comfortable with critically analyzing their own work and with reflection.

**Assessment of learning** is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students' proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions.

From: Differentiated Instruction Educator's Package Facilitator's Guide – Assessment For Learning Getting to the Core of Teaching and Learning.

[http://www.edugains.ca/resources/DI/D.I.%20Enhancement%20Package/Assessment%20for%20Learning/DI\\_Assessment\\_Gde\\_2009.pdf](http://www.edugains.ca/resources/DI/D.I.%20Enhancement%20Package/Assessment%20for%20Learning/DI_Assessment_Gde_2009.pdf)

# ASSESSMENT PYRAMID



## II CATEGORIES OF ASSESSMENT

<b>DIAGNOSTIC</b> Assessment for/as learning	<b>FORMATIVE</b> Assessment for/as learning	<b>SUMMATIVE</b> Assessment of learning
Occurs before/during teaching	Occurs during teaching	Occurs after teaching
Provides baseline data	Provides ongoing information for teachers and students about students' progress, and for teachers about the effectiveness of their instruction	Provides information for teachers, students, parents about students' progress and achievement
Identifies students' strengths and needs for instruction	Identifies areas of students' progress	Measures students' achievements in relation to the curriculum expectations
Allows teacher to tailor their instruction to individual student needs	Allows teachers to monitor each students' learning progress and to reflect on and adjust their teaching program as necessary	Allows teachers to measure student learning and to determine the effectiveness of their teaching program
Informs initial planning and teaching decisions (e.g. – a teachers selects students for initial guided reading groups on the basis of common needs, as identified by diagnostic assessment	Informs decisions about adapting instruction to meet the needs of individual students	Helps teachers make appropriate decisions about further programming and about grouping students for further instruction

### III ASSESSMENT TOOLS

**DIAGNOSTIC ASSESSMENT (assessment for/as learning):** Assessment **before & during** instruction that provides teachers with information about students' readiness to learn new knowledge and skills, and about their interests and attitudes.

- Discussion; Question / Answer
- Brainstorming
- Flow Chart
- Mind Map; Concept Map; T Chart
- Reflections: Logs, Think-Pair-Share
- Interview; Survey; Questionnaire;
- Quiz; Test
- KWL Chart
- Game

**FORMATIVE ASSESSMENT (assessment as learning):** Assessment **during** instruction is intended to give teachers and students precise and timely information so teachers can adjust instruction in response to individual student needs, and students can adjust their learning strategies or set different goals. Allows students to develop metacognitive skills by reflecting on their learning

- Observation
- Logs, Journals
- Conferences, Interviews
- Reflections
- Portfolios
- Mind Map; Concept Map; T Chart
- Self-Assessment tool
- Peer Assessment tool
- Game, Quiz, Discussion

☆ **Substantial research-based evidence identifies formative assessment/assessment as learning as the most effective type of assessment for improving students' learning.** ☆

**SUMMATIVE ASSESSMENT (assessment of learning):** Assessment typically used to evaluate the effectiveness of instructional programs and services at the end of a pre-determined time.

- Exhibition/ Project/Display – game, graph, bulletin board, computer presentation, animation
- Artistic Representation – mask, mobile, poster, sculpture, collage, diorama, print, mural, map
- Presentation/ Demonstration - web site, computer presentation, role playing, tableaux, commercial, puppetry, talk show, interview, photos,
- Written – book, poem, editorial, journal, letter, report, pamphlet, newspaper, ad, essay, magazine, scrapbook
- Test
- Portfolios
- Rubric

## **IV RECORDING DEVICES**

### **1. Anecdotal records**

- is a short narrative describing both a behaviour and the context in which the behaviour occurred;
- should objectively report specific and observed behaviours;
- describes student performance in detail in writing

### **2. Checklists**

- is a list of actions or descriptions that a teacher checks off as the particular behaviour or expectation
- is a list of skills, concepts, behaviours, processes, and/or attitudes that might, or should, occur in a given situation.

### **3. Rating Scales**

- is a simple tool for assessing performance on a several-point scale ranging from low to high. It may have as few as 3 points, or as many as 10 points, with 5 being recommended;
- assesses the extent to which specific facts, skills, attitudes, and/or behaviours are observed in a student's work or performance;
- is based on a set of criteria which allows the teacher to judge performance, product, attitude, and/or behaviour along a continuum.

### **4. Rubric**

- is a series of statements describing a range of levels of achievement of a process, product or a performance;
- contains brief, written descriptions of the different levels of student performance;
- defines desired expectations with specific performances outlined for each level;
- uses criteria and associated descriptions to assess the actual performance.

### **5. Checkbric**

- is a combination of a checklist and a rubric
- includes criteria and a rating scale
- can be used to allow the student to assess their work