Debre Markos University
Institute of Education & Behavioral Science
Department of Special Needs and Inclusive Education

Individualized Educational Programs and Plans

Course Code:(SNIE-2062)

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Debre Markos, Ethiopia

UNIT THREE& FOUR

Educational assessment strategies &current practice

➢ What is Educational Assessment?

➢ What is the Purpose of Assessment?

➢ Does Assessment have its own benefit?

➢ What are those Educational Assessment Strategies?

➢ What is The Real Practice?

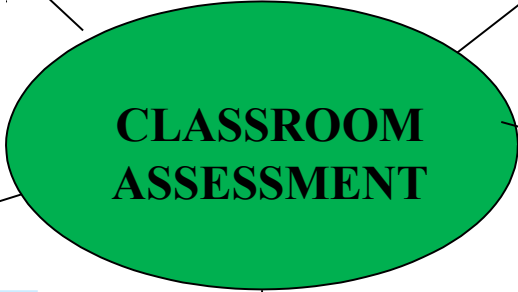➢ What is Instructional Planning & Curriculum Development

The World of Educational Assessment
What you observe here?

Informal assessment

vs.

Formal assessment

Paper-pencil assessment

vs.

Performance assessment

CLASSROOM ASSESSMENT

Traditional assessment

vs.

Contemporary Assessment

External (Standard) Examination

vs.

Teacher-developed assessment

Formative Assessment

vs.

Summative Assessment

❖ The word 'assess' comes from the Latin verb 'assidere' meaning 'to sit with'.

❖ Thus, in assessment one is supposed to sit with the learner.

❖ This implies it is something we do *with* and *for* students and not *to* students (Green, 1998).

❖   Assessment in education is the process of *gathering, interpreting, recording,* and *using* information about pupils' responses to an educational task. (Harlen, Gipps, Broadfoot, Nuttal,1992)

Values and Attitudes about Assessment

1. Teachers value and believe in students.
2. Sharing learning goals with the students.
3. Involving students in self-assessment.
4. Providing feedback that helps students recognize their next steps and how to take them.
5. Being confident that every student can improve.
6. Providing students with examples of what we expect from them.
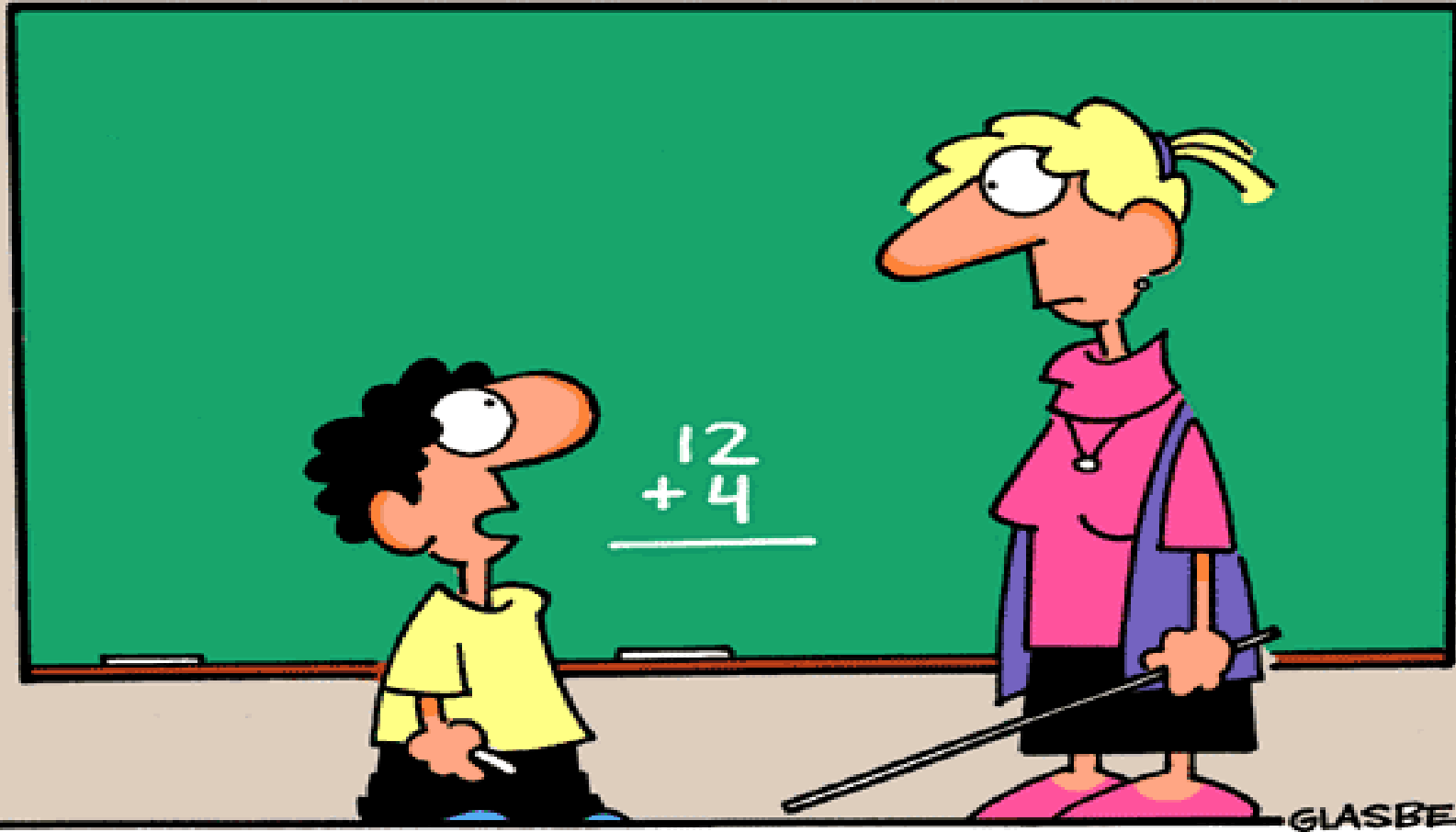
"Do I get partial credit for simply having the courage to get out of bed and face the world again today?"

Guiding questions for determining appropriate assessments:

1. What are your essential and enduring skills and content you are trying to assess?

2. How does the assessment allow students to demonstrate mastery?

3. Is every component of that objective accounted for in the assessment?

4. Can students respond another way and still satisfy the requirements of the assessment task?

5. Is this assessment more a test of process or content? Is that what you're after?

➢Assessment is an ongoing awareness of students' learning and needs, rather than an occasional event in the program.

➢Of all the assessment strategies, formative assessment is the most valuable strategy for supporting students' learning and for promoting students' independence and responsibility as learners.

Teachers should not provide a grade/mark/level on an individual assessment or a collection of assessments unless the grade/mark/level serves a clear purpose: to communicate achievement of curriculum expectations to students, parents, other teachers, and administrators.
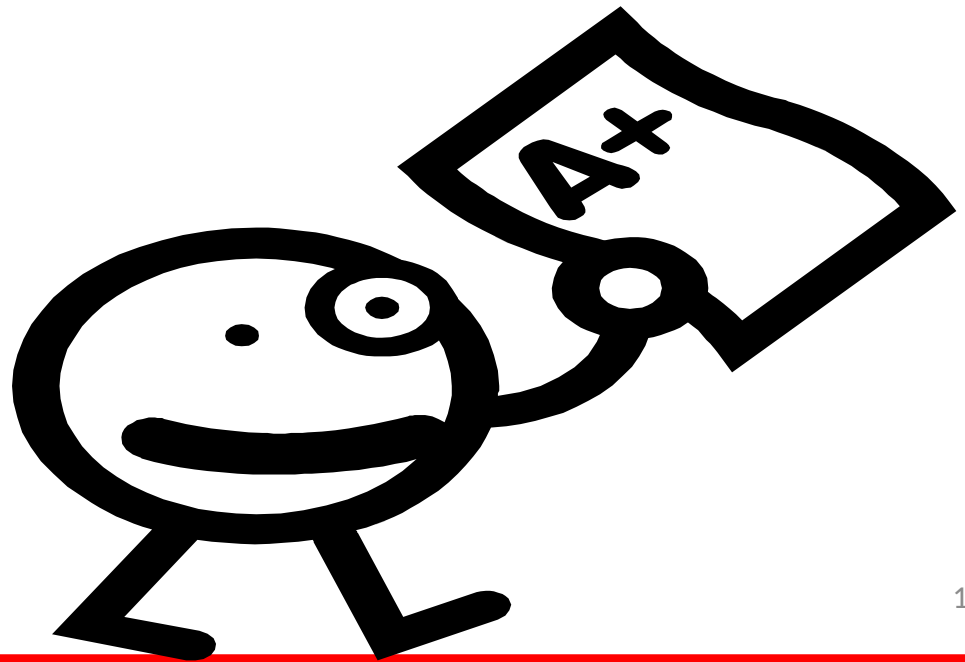
Types of assessment

Formative assessment:

✓ activities that students and teachers undertake to get information about students' learning giving students feedback which they can use to improve their performance

Summative assessment:

✓ Judgement made on work that results in the student being awarded a grade, may include formative elements

✓ Assessment designed to be used to determine grades or marks

Purposes of Assessment

1. Certify Student Learning

2. Motivate Student Learning

3. Instructional Planning or Diagnosis

4. Feedback to Important Users of Assessment as to how we are doing.

   - To the parents
   - To the school administrators
   - To the public community

5. Research
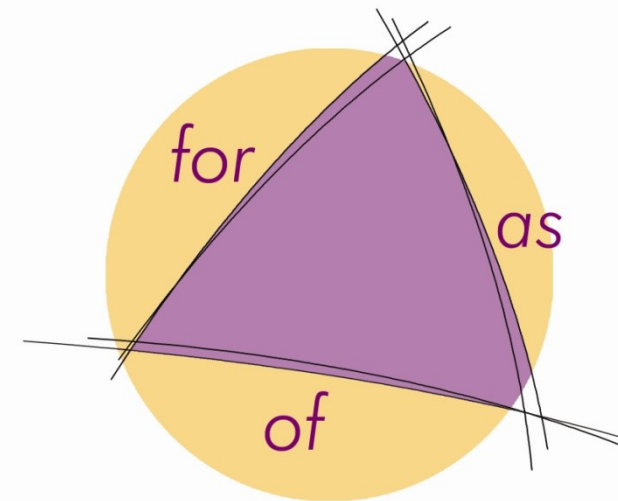
Three main purposes for assessment

Assessment *for* learning occurs when teachers use inferences about student progress to inform their teaching. (formative)

Assessment *as* learning occurs when students reflect on and monitor their progress to inform their future learning goals. (formative)

Assessment *of* learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. (summative)

❖ Assessment **for** and **as** learning occur while students are engaged in the process of learning, while assessment **of** learning occurs at the end of a learning process or task or unit of work or for reporting at the end of a time period such as a semester.

❖ The three main purposes of assessment are complementary of each other and all three together are very powerful in improving student learning.

Assessment *for* learning:

➢ establishes a classroom culture that encourages interaction and   the use of assessment tools

➢ occurs throughout a learning sequence and is planned when teachers design teaching and learning activities

➢ involves teachers sharing learning intentions and explicit assessment criteria with students

➢ involves teachers and students setting and monitoring student progress against learning goals

➢ requires teachers to ascertain students' prior knowledge, perceptions and misconceptions

➢ involves teachers focusing on how students learn and how to scaffold their learning

➢ involves teachers adapting teaching practice to meet student needs

➢ provides sensitive and constructive feedback to students on theirperformance

➢ involves teachers making formative use of summative assessment

❖ Do our assessment processes allow for a balance of assessment *for*, *as* and *of* learning?

❖ How can assessment *for* and *as* learning (formative) assist students when it comes to assessment *of* learning (summative)?

"The ultimate reward from assessment occurs when faculty use assessment evidence to improve their programs."

what were those benefits??

- Shift from a teacher-centered classroom to a student-centered/learning-centered classroom.

- Discussions with colleagues about the teaching and learning process.

- Collaboration on what works and what needs to be changed.

- Clearer knowledge of what underlies our teaching.

- Better understanding of the linkages between what is done in the classroom and the big picture.

"Frequent monitoring of each student's learning is an essential element of effective teaching; no teacher should be absolved from that task or allowed to assign responsibility for it to state test makers, central office coordinators, or textbook publishers."

- Formative and summative assessment are *interconnected*. They seldom stand alone in construction or effect.

- The vast majority of genuine formative assessment is informal, with interactive and timely feedback and response.

- It is widely and empirically argued that formative assessment has the *greatest impact* on learning and achievement.

What is ongoing assessment?

Of

Summative Assessments

- Assessment to capture learning at one point in time
- Norm-referenced standardized tests, chapter tests, etc.

Outcome:

- Improve the instrument
- Understand the extent to which students met the intended targets
- Addressing curricular changes, instructional strategies and materials

For

Formative Assessments

Assessment to increase student learning

- Clear information for students on their progress towards the learning target

Outcome:

- Clear feedback to offer students about their learning
- Immediate instructional changes based on students' progress towards the target

Some Purposes of Assessment

To promote learning

To guide instructional decision making

To assist in the diagnosis of learning and performance problems

To promote self-regulation

To determine what students have learned

Motivation

Creating learning opportunities

To give feedback

To grade

Assessment should be an integral part of the learning process rather than something that is "tacked on" at the end.

Classroom assessment is both a teaching approach and a set of techniques. The approach is that the more you know about what and how students are learning, the better you can plan learning activities to structure your teaching.

Feedback plays a central role in student learning.

Feedback can be

- Written/ oral
- From teacher to students
- From students to students

What do you think makes good quality feedback?

High quality feedback is….

- Supportive and aimed at improvement

- Yet also analytic and critical

- Relates explicitly to the goals of the activity/ assessed task

- Timely….the quicker the feedback, the greater effect it has

Assessment is an integral part of teaching and learning.

Quality instruction and assessment are not necessarily different activities, and in fact, should become nearly indistinguishable.

When students experience difficulties and receive no useful feedback, they are likely to attribute their problems to a **lack of ability, and give up**.

But when they receive specific information about ways in which they can improve and are given opportunities to revise their work, they receive a clear message from the teacher that gives them **confidence and enables them to improve.**

Instructional Planning & Curriculum Development
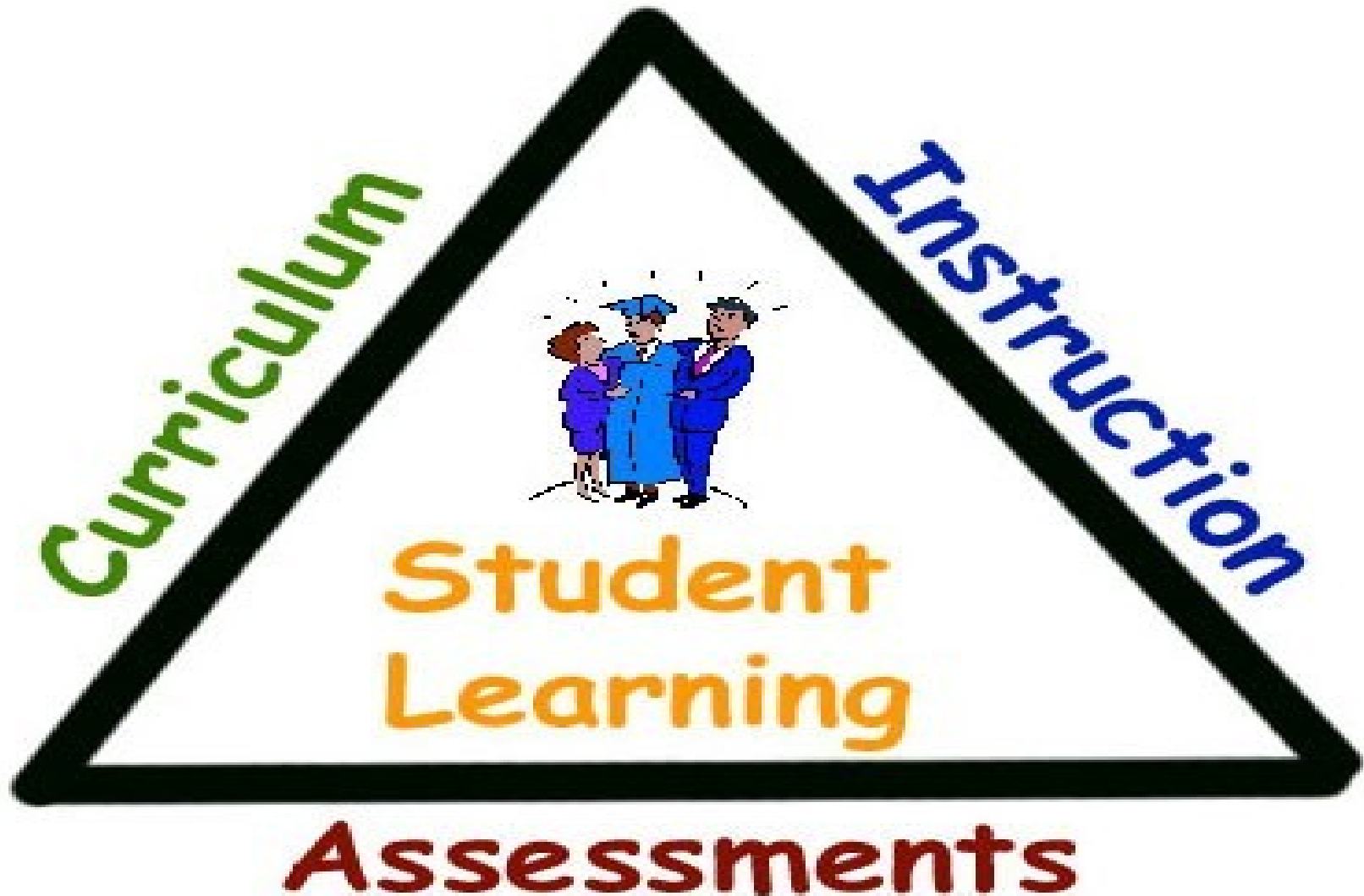
Curriculum

Instruction

Student Learning

Assessments

Curriculum is a design **PLAN** for learning that requires the purposeful and proactive organization, sequencing, and management of the interactions among the teacher, the students, and the content knowledge we want students to acquire.

Plan for Something ….NEW

If you alwaysdo what you've always done, you'll get what you've always gotten.

- Instruction can be defined as the process of teaching,
  - delivering the curriculum,
  - and providing learning environments for students.

- Teaching so named can mean
  - instructing, informing, training,
  - brainwashing, conditioning, indoctrinating,
  - and teaching - - properly understood.

❖ Curriculum can be thought of as **"doing the right thing."**

❖ Instruction can be thought of as **"doing the thing right."**

Please Remember your each Course Syllabus

1. Course title, number, time, days, and location;
2. Name and contact information of instructor(s)
3. Prerequisites
4. Topics outline: (a) abridged content
   (b) Lecture schedule/Content outline
5. Texts, materials, and supplies

6. Assignments and exams

7. Additional course requirements, such as field group work

8. Grading scale and policies

9.   Additional policies, such as those on attendance, academic integrity, and late work etc.

EVERYONE THINKS OF CHANGING THE WORLD,
BUT NO ONE THINKS OF CHANGING HIMSELF....

THANK YOU FOR YOUR ATTENTION
HAVE A NICE DAY!!!!