

Putting Testing into Perspective

An Article Summary

February 23, 2016



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- These assessments inform teachers' instructional decisions along the way to student success.

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 - ▶ Assessment for Learning

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 - ▶ Teachers can identify standards not yet mastered by students.
 - ▶ Teachers can identify students who are not progressing appropriately.

Effective Data Management

The key to this practice is the belief that it is not the evidence that is gathered, but how that evidence is managed. Assessment results must be collected and analyzed with maximum efficiency, and then instruction should be based upon the achievement data.



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Student involvement is key!!



Comparing Methods

First Two Methods

1. Inform teachers about the current status of student achievement.
2. Teachers are decision makers.
3. More frequent assessment of mastery of standards.

Assessment For Learning

1. Informs both teachers *and* students about the current status of student achievement.
2. This method rests on the fact that students are data-based decision makers.
3. Focuses on progress of student learning in day-to-day movement along the scaffolding toward learning a standard.

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- Assessment for learning focuses on providing an optimistic response from students:
 1. Provide students with a clear, student-friendly learning target.
 2. Provide students with models of strong and weak work so that students know the expectations of learning.
 3. Provide students with descriptive feedback. This is key for students to self-assess and set goals.

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- Both the measurement community and information management systems need to understand the goals of classroom assessments to help support the classroom teacher.

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When all these factors are in play, you will see formative assessment changed into ***Assessment for Learning***

