

Seven Strategies: Assessment *for* Learning

Where Am I Going?

1. **Provide a clear and understandable vision of the learning target.**
2. **Use examples and models of strong and weak work.**

Make targets clear:

- Write targets in student-friendly language.
- Share test plans at the outset.
- Have students match propositions with test plan cells.
- Have students develop propositions along the way.

Use strong and weak models:

- Students identify wrong multiple-choice and fill-in- answers and say why.

Where Am I Now?

3. **Offer regular feedback.**
4. **Teach students to self-assess and set goals.**

Provide descriptive feedback:

- Provide feedback target by target on a test.
- Use definition of quality as basis for strengths and focus of improvement.

Teach students to self-assess and set goals:

- Students use test plans as a basis for evaluation of strengths and areas for study.
- Students complete self-evaluation and goal-setting form on basis of test or quiz.



How Can I Close the Gap?

5. Design lessons to focus on one aspect of quality at a time.
6. Teach students focused revision.
7. Engage students in self-reflection, and let them keep track of and share their learning.

Teach focused lessons:

- Students use item formulas to write items.
- Students answer question: *How do you know your answer is correct?*
- Students turn propositions into items and practice answering the items.
- Students create test items for each cell and quiz each other.
Students use graphic organizers to practice patterns of reasoning.

Students practice revising and self-reflection:

- Students answer the question: *How do I make this better?*
- Students engage in self-reflection:
I have become better
at _____
_____. *I used to* _____,
but now I
_____.

Time-Saving Tips



Never collect information you are not going to use. Ask focused pre-assessment questions that will reveal student's readiness, interests and learning preferences as they relate to the unit's goals.

Group together all pre-assessment questions or activities about a particular understanding or skill. This will allow you to easily and quickly work with pre-assessment results when you are planning.



Provide students with a checklist of your expectations for their summative work. Require that they or a peer check their work against the list before submitting it for grading.

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