

Use of Assessment

Classroom based portfolio entries begin with assessing your students!!!

Variety of types and forms; meaningful and appropriate

Used to monitor student progress and **make instructional decisions**

Combination of formal and informal

Examples: samples of student work that show progress from the first assessment, rubrics, checklists, pre-assessments and post-assessments, tests, anecdotal records, observations, opportunities for students to assess themselves, etc.

What is the intended learning? That one question should drive all planning and assessment. Each lesson or unit must begin with a clear target. Candidates must always demonstrate clear connections between instructional goals, student learning, planned activities, and assessment.

Avoid multiple assessments that measure the same thing in the same way.

Rationale for assessment:

- Related to learning goals

- Appropriate for students and content

- Gives meaningful information

Why did you give this particular assessment? What are you hoping to learn from this assessment?

Does the information the assessment provides enable you to gain specific information about students? Can you use the information to move student learning forward?

When you analyze student work, look for successes as well as opportunities for improvement. Tell the assessor how you plan to further the students' learning growth based on this assessment or sample of student work. Be very specific!

Feedback to students: Is it constructive? Does it contribute to furthering student understanding? Remember: Assessment should **always** be used to "inform instruction" and make plans for next steps in student learning.

You want the assessor to see that your performance provides *clear, convincing, and consistent* evidence of your ability to use student assessment to further worthwhile and appropriate learning goals for your students as well as to inform and shape your teaching practice.