



Georgia Department of Education Teacher Keys Effectiveness System

TEACHER ASSESSMENT OF PERFORMANCE STANDARD 5: ASSESSMENT STRATEGIES

TKES QUICK GUIDE

WHY DO EFFECTIVE TEACHERS USE A VARIETY OF ASSESSMENT STRATEGIES?

Effective teachers do more than merely test students and measure achievement; they understand and maximize various assessments to increase student achievement. Assessment involves gathering and interpreting information about a student's performance to determine mastery toward defined learning objectives or standards.

Assessment is not instruction, but it can influence teaching, learning, and support achievement. It can serve as a roadmap of sorts, allowing teachers and students to chart a course toward achievement. Effective assessment is an integrated component

of any instructional program. Assessment is often divided into the categories of formative and summative. While many programs are limited to summative assessment, formative assessment has a larger role in affecting student performance at the classroom level. Summative assessment measures what students have learned at the conclusion of an event and is typically associated with grading and report cards. Formative assessment has the greatest impact on student achievement because it (1) is an ongoing assessment that guides instruction; (2) defines learning

objectives and assessment criteria; (3) actively involves students; (4) allows students to self-assess; (5) is based on the belief that all students can improve; and (6) emphasizes improvement of learning, rather than letter grades.

The practice of assessing student learning is essential for effective instruction and student achievement. High quality assessments provide teachers with information regarding the extent to which students have attained the intended learning outcomes, and it informs teachers' instructional decision making about what and how to teach. The goals of assessment are to provide teachers with evidence of student learning and to assist teachers in making informed decisions on revising instruction and advancing student learning.

Black and Wiliam (1998) reviewed 250 articles and chapters on formative assessment research and found that research has provided quantitative evidence that formative assessment is directly linked to learning gains and that the gains are, in fact, "significant and often substantial"

USING ASSESSMENTS EFFECTIVELY

Assessments are more likely to have a positive influence on student learning when they:

- Align with the framework of learning targets and instruction.
- Produce an accurate representation of student learning.
- Are accompanied with frequent informative feedback, rather than infrequent judgmental feedback.
- Involve students deeply in classroom review and monitoring.
- Communicate results in a timely, effective way.
- Document learning results through proper record keeping.

TYPES OF ASSESSMENTS:

- Diagnostic assessment, pre-assessment.
 - It is given prior to instruction.
 - Identifies each student's strengths, weaknesses, knowledge, and skills.
 - Allows teachers to plan instruction to meet the needs of each student's readiness for new learning.
 - Guides remediation, acceleration, or differentiation.
- Formative assessment, assessment FOR learning.
 - Is integral to the instructional process and is on-going throughout effective instruction.
 - Helps teachers to adjust and modify their teaching practices to reflect the needs of their students.
 - Uses assessment to give students and teachers feedback on student ability levels and performance prior to and during instruction.
- Summative assessment, assessment OF learning.
 - Can occur at the end of a chapter, unit, semester, or school year.
 - Determines student attainment of the standards in a specific subject area.
 - Usually associated with a grade or final score.