

# Assessment OF Learning

*EDS 113 - Principles and Methods of Assessment*

## *Overview*

*We all acknowledge that a primary function of assessment is determining student progress and achievement. Not just any assessment is a good assessment of learning. In this module, we explore in more depth the characteristics of a meaningful assessment and how it is planned and created.*

## *Objectives*

*After studying the materials and doing the activities for this module, you should be able to:*

- *comprehensively describe the purpose assessment as a yardstick of learning outcomes*
- *discuss the role of teacher for the effective assessment of learning*
- *describe how good assessment of learning is planned and create corresponding examples*

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## **Study Questions**

*What is a primary concern in the design of useful assessment?*

*What type of assessment is appropriate for different learning targets?*

*What does it mean for an assessment that is valid?*

*What steps (or set of questions) must be considered when planning an assessment to gauge students' learning?*

## **Primary References for this Module**

*Earl & Katz. Chapter 5, "Assessment of Learning". In Rethinking Assessment... pp. 55-64.*

*Powell & Powell. (2011). "First Steps in Knowing Our Assessments" In How to Teach Now, pp. 113-116. Va: ASCD.*

“Um, do we have to know this? Will it be on the test?”



## FORUM DISCUSSION

- ✚ What are important considerations in crafting an assessment to gauge students' learning? Which of these considerations tend to be ignored? What might the potential consequences be?
- ✚ Cite cases of assessment items that have problems for (a) validity and (b) reliability. Explain why you think so.
- ✚ Cite examples of criterion-referenced and norm-referenced assessments. Why should we be concerned about this distinction?
- ✚ Can assessment OF learning also be a FORMATIVE assessment, or will it always be a SUMMATIVE type of assessment?

## Collaborative Exercise

Work with a partner. Choose a topic to assess. Simulate the steps outlined in the book *Rethinking Assessment* (Earl & Katz, pp. 61-62) to create an Assessment OF Learning for the topic you chose.

Write your thoughts ("think aloud") as you work. In other words, your exchange of ideas should appear in the forum as you "draft" until you agree on the final "presentable" output.

Post your final output in the appropriate forum/ submission bin.

## In aid of reflection

In reference to your collaborative exercise, how did you find your "experience" of having to go through the steps to generate an assessment? Which of the guide questions in the sequence was most difficult to address? Why?

Based on your casual observations or day-to-day experiences, how do practicing teachers actually construct their assessment tools? What are the implications of your observation?