



Republic of Iraq
Ministry of Higher Education
and Scientific Research
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College of Education for Humanities
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Foundion Education

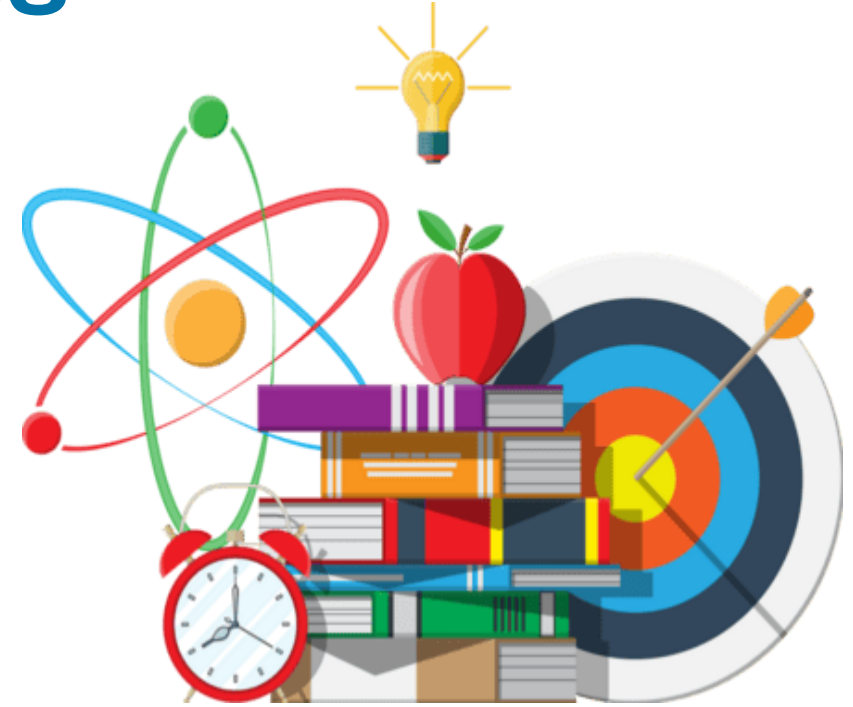
CHAPTER 6

Assessment

Asst. Inst. Asmaa Hasan

Learning Objectives

- Define assessment
- Differentiate between assessment and evaluation
- Identify the goals of assessment
- Identify assessment, accountability, and historical factors
- Define formative and summative assessment
- Define global assessments Articulate the process of assigning grades

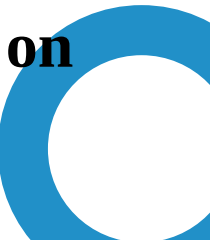


Think About and Discuss



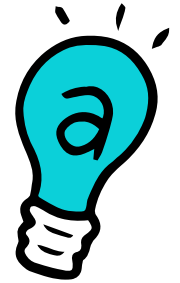
You and your friend are both enrolled in an Introduction to Education course. As you compare the syllabi and assignments, you note that the text is the same and that there are similar assignments. The one difference is that your friend's syllabus lists a midterm and a final exam, which total 80% of the course grade.; while your syllabus lists quizzes at the completion of every three chapters. With 15 chapters to be covered, you figure that while your friend will have 2 test grades, you will have 5. You and your friend try to decide if one position is more favorable to the student.

In the meantime, you speak to a student in the third section of the course and discover that their professor does not give any quizzes. All points earned are based on project-based assignments and rubrics.



Think About and Discuss

The university offers a drop-add period and time is getting close. Should you remain in the section you have been assigned, or should you transfer to one of the other sections?



Which student is in the most advantageous position?

Which student is in the least advantageous position?

Which situation would you prefer? Why?

Which situation would you least prefer? Why?



Learning Objectives

6.1:

Assessment and Evaluation

6.2:

Assessment, Accountability, and Historical Factors

6.3:

Formative and Summative Assessment



Assessment and Evaluation

Assessment refers to the methods teachers use to **measure and document students' learning, progress, and skills**. It is used to determine how well students achieve learning goals.

Although **assessment** and **evaluation** are often used interchangeably, they are different.

Assessment focuses on measuring performance, while **evaluation** includes **judging the value of the results**, such as making decisions about program placement or educational planning.



Goals of Assessment

- Assessment helps teachers **collect information about what students know or do not know** and guides the **planning of instruction**, including differentiating teaching to meet learners' needs.
- Teachers should provide **timely and constructive feedback**, explaining whether learning goals were achieved and what improvements are needed.
- Modern education emphasizes **authentic assessment**, where students demonstrate **deep understanding**, rather than only recalling information.



7 Keys to Effective Feedback

Characteristics	Outcome
1) Goal-referenced	Learner knows whether they are on track towards a goal or need to change course.
2) Tangible & transparent	Learners can understand exactly how your feedback relates to the task at hand.
3) Actionable	Learners know specifically what actions to take to move towards their goal
4) User-friendly	Learner finds the feedback appropriate to his/her cognitive level.
5) Timely	Learner receives feedback while the attempt and effect are still fresh in their mind.
6) Ongoing	Learner has multiple opportunities to learn and improve towards the ultimate goal.
7) Consistent	Learner can adjust his/her performance based on stable, accurate, and trust-worthy feedback.



Methods to Assess

Assessment includes **observing, collecting, recording, and interpreting information** about students' learning. Common assessment methods include **observations, interviews, tests, and projects**.

In early education, teachers often use **observations with checklists and anecdotal records**, which are factual notes about students' behaviors and abilities. These records help identify learning patterns and factors that affect learning, such as environment or time of day.



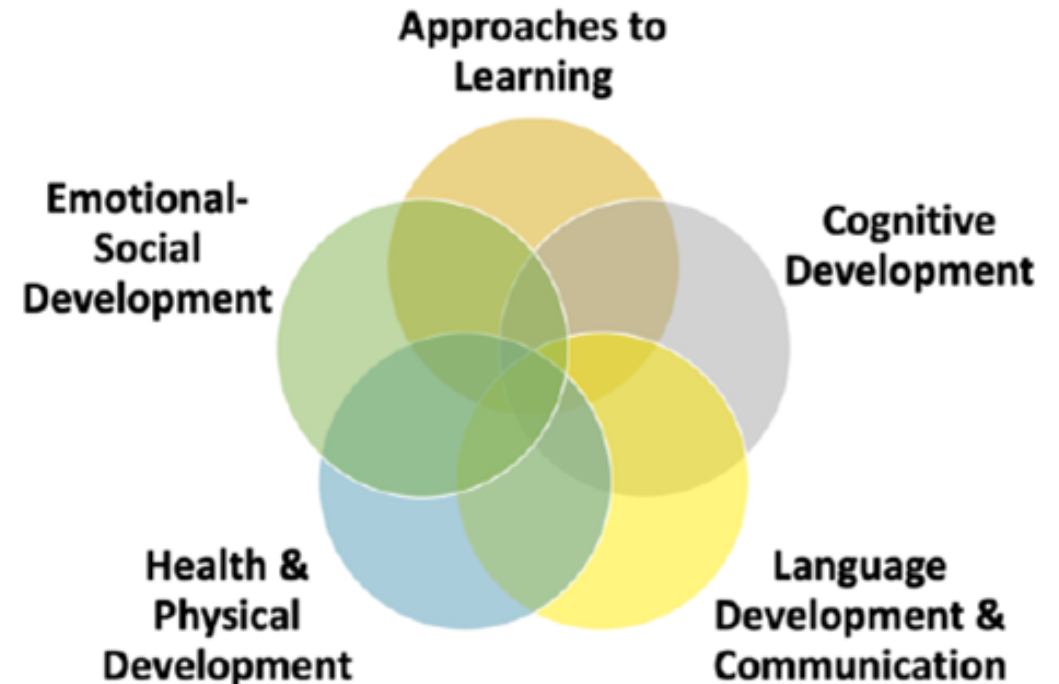
Methods to Assess

Interviews can also be used to assess understanding and require careful planning, clear questions, and a distraction-free environment.

Tests are another method and may include essays, short answers, fill-in-the-blank, matching, or true/false questions. They must be **valid, reliable, and linked to learning objectives**.

Assessment should occur **before, during, and after learning** to guide teaching and improve instruction.

5 Domains of Learning and Development



However, Danielle realized she had **not assigned grades** to the students' work. She became concerned about how to **report student performance to parents** and explain how students **compare with their peers** in subjects like reading, math, science, and social studies.



Discussion Questions

1. How do teachers assess student work?
2. Is there a certain number of assignments that should be graded within a 9-week session?
3. Are there alternatives to letter grades?

Reflect on how you were graded as a student.



Assessment, Accountability & Historical Factors

The launch of **Sputnik 1 launch** in 1957 created fear during the Cold War and led the United States to reform its education system. The goal was to improve **rigor in mathematics and science** so students could compete globally. This event also challenged the earlier **progressive education approach**, with critics arguing that U.S. schools were not academically strong enough.

Later, the report **A Nation at Risk** warned that the quality of education in the United States was declining and called for **higher academic standards and accountability**.

As a result, policymakers increased the use of **standardized testing** and data-driven education. However, some organizations argue that too much testing reduces instructional time and increases educational costs, emphasizing that **learning should involve more than test scores**.

Formative and Summative Assessment

Formative Assessment

Assessment should be designed to inform the teacher and learner in order to accommodate the needs of the learner.

The **formative assessment** is one which occurs throughout a lesson or unit and may take a variety of forms. A teacher may determine what students know by question and answer formats, checklists, or by paper and pencil assignments.

Likewise, games such as Kahoot and Jeopardy may assist in similar data collection. The informed teacher can utilize the results of the formative assessment to reengage or to modify the teaching plans to meet the individual needs of the students.



Interactive Classroom
Discussions



Self-Assessments



Warm-up Quiz



Mid-Semester
Evaluation



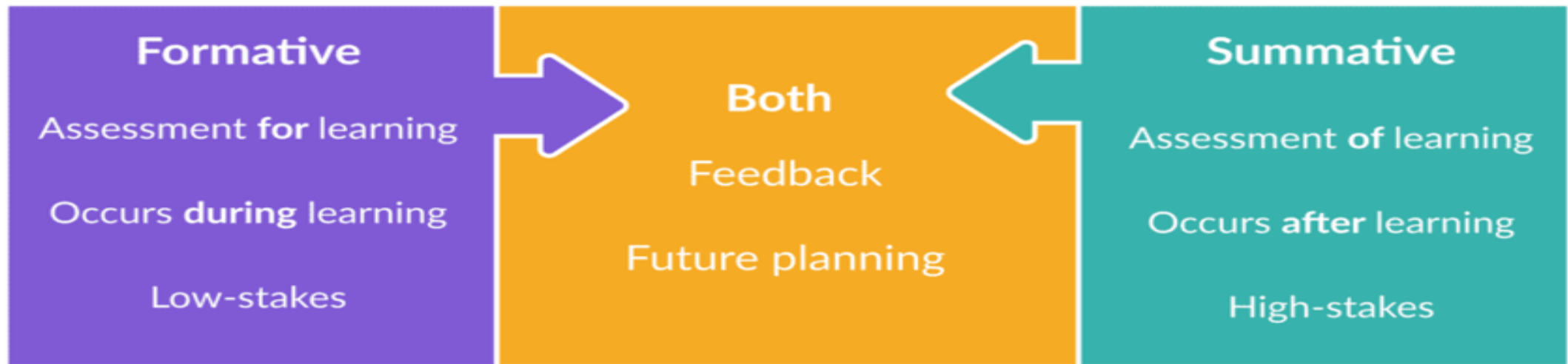
Exit Ticket or Quiz

Formative and Summative Assessment

Summative Assessment

The summative assessment is the evaluation that is given at the conclusion of a unit or lesson. It may determine student placement or level of knowledge and is often thought of as a grade determinant.

Results of summative assessment are not used in lesson planning; rather, they are used to evaluate the mastery of material. It can take the form of a question and answer or paper and pencil approach like the formative assessment. Summative assessments also typically have one correct answer.



Formative and Summative Assessment

Formative Assessment	Both	Summative Assessment
They are assessments that we carry out to help inform the learning ‘in the moment’. Formative assessment is continuous, informal and should have a central and pivotal role in every classroom. If used correctly, it will have a high impact on current learning and help you guide your instruction and teaching	Are ways to assess pupils. Must evaluate pupils effectively Are used for student feedback Assist in future lesson planning	There are different types of summative assessments that we carry out ‘after the event,’ often periodic (rather than continuous), and are often measured against a set standard. Summative assessment can be thought of as helping to validate and ‘check’ formative assessment – it is a periodic measure of how children are, overall, progressing in their mathematics learning.
Includes: • Quizzes • Talking in class • Creating diagrams or charts • Homework or classwork • Exit Surveys		Includes: • End of year assessments • Midterm or end-of-term exams • End of term portfolios • SATs

High-Stakes Assessments: is one example of a summative evaluation in that it is used to determine a grade or placement. As American students falter compared to other industrialized countries, policy makers have shifted toward a great concentration on high-stakes testing to increase student standing. Unfortunately, this emphasis on high-stakes testing has not yielded an increase in scores.

Formative and Summative Assessment

Global Assessment

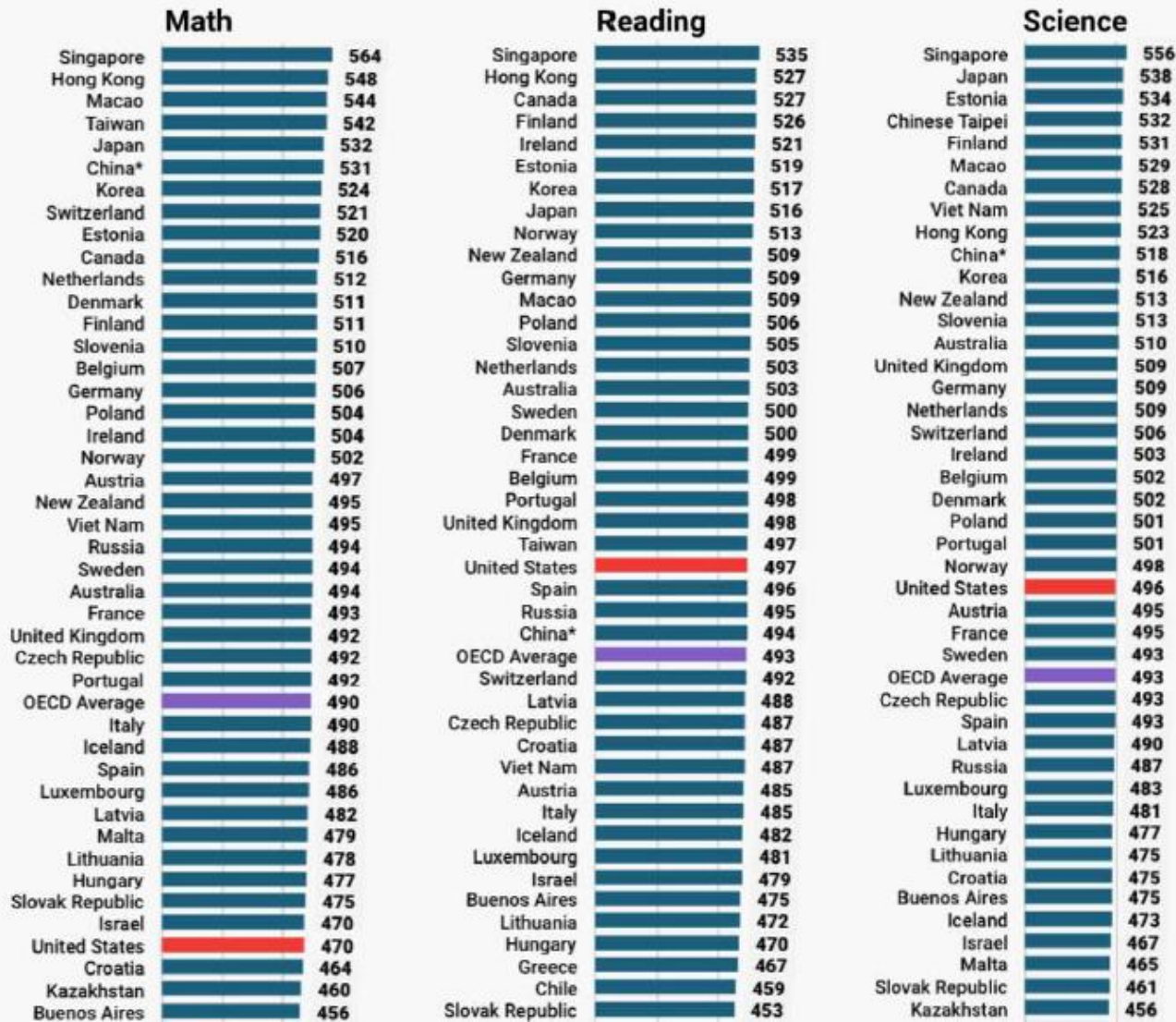
According to **Programme for International Student Assessment (PISA)** results:

- In **reading literacy**, U.S. students scored an average of **497**, while **Singapore** scored the highest with **535**, and **Lebanon** and **Kosovo** had the lowest scores (**347**). The U.S. performance was **around average**.
- In **mathematics**, U.S. students scored **470**, below the highest score (**564**) from **Singapore**, and above the lowest (**328**) from the **Dominican Republic**, placing the U.S. **below average**.
- In **science**, U.S. students scored **496**, compared to **556** in **Singapore** and **332** in the **Dominican Republic**, showing a gap between students' positive attitude toward science and their performance.

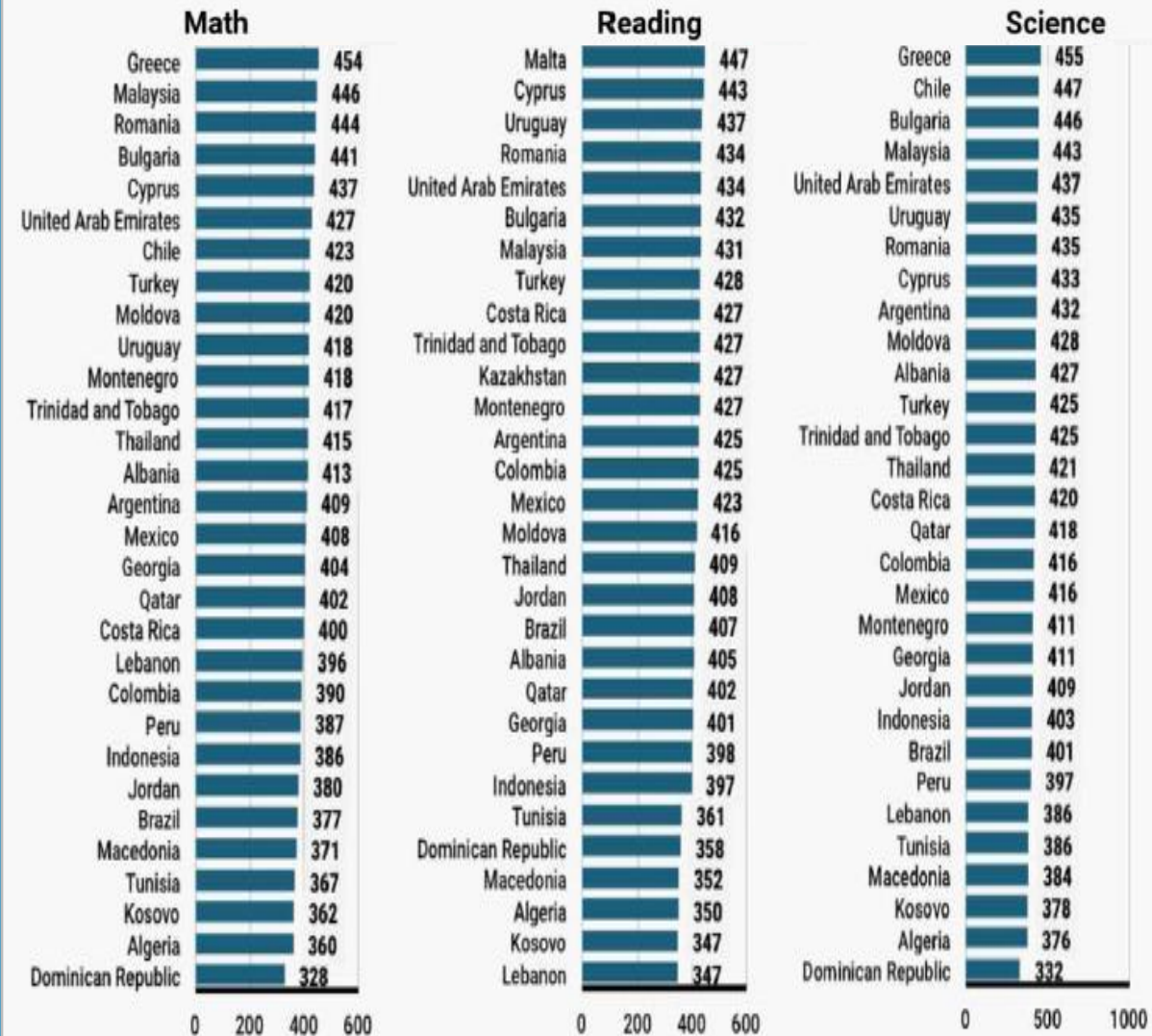
Formative and Summative Assessment

Global Assessment

2015 PISA AVERAGE SCORES



2015 PISA AVERAGE SCORES



Formative and Summative Assessment

Assigning Grades

If you return to the *Think About and Discuss* at the beginning of this chapter, you may realize that there is no one way to assess and no one way that educators will agree upon. Ultimately, as a reflective educator, you will recognize that the intent of assessment should be to communicate to students and family members how closely learners have met the learning goals.

- How you choose to determine this is left to you or to the school in which you teach. Will you choose to assign letter grades, comments, or both?
- Will you give partial credit?
- Will opt not to use grades at times?
- Will your grades be fairly assigned?
- Will you measure what the student knew initially and then measure the learning gain or will you opt to only measure the latter?
- How will the grades impact the motivation and social-emotional state of the learner?

Formative and Summative Assessment

Final Words

As you can see, the stroke of a pen can have lasting impressions on the student. Grades can classify learners. They can motivate or squelch desire. They can encourage or demean. They can be used to punish or to teach.

How will you use grades as a means to plan and instruct for the benefit of all learners?



Thanks

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