

## Assessment

### Stages of Assessment

#### Pre-Assessment

Pre-Assessment help to differentiate help to differentiate instruction. It also helps the learning process by identifying misconceptions and pinpointing a starting points for learning.

Pre-assessments are conducted at the beginning of a learning event. There is usually no grade attached to the assessments.

#### During

Assessments conducted during the learning process are usually done to gauge where a learner is. These are helpful to pinpoint if learners are processing or have a misconception that needs to be closed up before the learner can grow.

These assessments are either formative or summative and graded or not graded.

\* Pre-assessments - strategies to pre-assess the learners.

1. Common-sense inventory
2. Quiz
3. Concept Map
4. Background Knowledge Probe
5. Gallery Walk.
6. Minute paper.

## \* Post - Assessment

The post assessment is used to determine if the learner met the learning outcome or objectives. It is either summative or formative. Many are summative. It is often completed for grade.

## During Assessments - Strategies

1. Brainstorm
2. Concept Map.
3. Minute paper
4. Plus/Delta.
5. Think Aloud.
6. Screenplay.
7. Social Media Message.
8. Matrix
9. Think, Pair, Share.
10. Case Study
11. strip sequence.
12. observation
13. Survey.
14. item clarification.

## Post - Assessment

1. projects
2. case study
3. self-assessment
4. check your understanding
5. Enhanced Multiple choice Exam
6. peer assessment
7. problemus
8. Q&A.
9. Socratic seminar
10. journal reflections

— Students write their reflects on a lesson, such as what they learned, what caused them difficulty., strategies they found helpful, or other lesson related topic,

## Authentic assessment and school based assessment.

1. Tools or tasks used to assess student knowledge and performance which mirror real-life situations or contexts, in particular those related to careers or workplace. Reflects educational goals that prepare students for future careers or workplace needs.
2. A form of assessment that requires students to demonstrate of skills and abilities.
3. It is application activities that provide real world challenges to learners that encourages them to apply skills learned and knowledge gained in a course.
4. Authentic or performance or alternative assessment ask students to perform meaningful contextualized tasks that replicate real world challenges, to see ~~see~~ if students are capable of doing so and therefore competent. The tasks are either replicas of or analogous to the kinds of problems faced by adults citizens.
5. An assessment that is created to mimic as closely as possible, what trade teachers do.
- 6.

Assessments given in a real-world context, requiring performance that demonstrates mastery of skills and knowledge learned. Examples of authentic assessments could include projects, portfolios, and simulations.

9. A test that has greater fidelity to how tasks would be performed in the real world.
10. Sometimes defined to be synonymous with performance testing. Here we use it explicitly to mean a subjective judgement resulting from observation of performance by an expert.
11. An examination that determines the learner's ability and readiness to apply the knowledge, skills, and abilities necessary to be a competent practitioner before encountering situations in real professional life.
12. Assessment activities that require students to demonstrate their ability to apply theoretical knowledge and skills to the performance of real work tasks.

## Creating Authentic assessment

Acc: to NEA org. the website for the National Education Association, there are several steps to creating an Authentic Assessment.

By the end of this unit, participants should be able to

- identify standards, goals, tasks for their authentic assessment
- create a rubric for their authentic assessment.

### Lesson 1: Creating the Assessment.

#### Step 1: identify your goals & standards.

First - begin with the end in the mind and use backwards design. Decide what concepts or skills you are assessing what are the goals? what should your students be able to do? And how will they know how to display their knowledge.

next: decide which of the ACTFL (American Council of Teaching Foreign Language) standards are most feasibly assessed based on your current unit of study & create a list of standards & goals.

## Step 2

### Select Authentic Tasks

next: you must decide what tasks will be included in your assessment  
you should select tasks that force students to use the concepts or skills you are trying to assess in a real-world context. For example, if you are assessing students' knowledge of food vocabulary, you could have them create a menu for new restaurant rather than giving them simple matching quiz.

types of Authentic tasks include:-

- constructed - response questions that involve critical thinking & application skills

## Lesson 2

### Creating the Rubric

Rubric are an ideal way to evaluate authentic assessments because they include more subjective criteria. Teachers can evaluate how well students have met the criteria and to what degree; they have a handle on the concept or skill being assessed.

The two parts of a rubric are the two axis, criteria & the level to which the student has met the criteria. The latter is usually assessed on a number scale.

There are 3 benefits of rubrics

- clearer expectations (students can see from the beginning how they expected to display their knowledge)
- more consistent & objective assessment (allows the teacher to be more objective when criteria is explained)
- better feedback. (students can see easily the area of improvement)

First, decide on your criteria & number scale.

Next - create descriptors, for each criteria ask yourself what the perfect example looks like, what the worst example looks like, and everything in between your descriptors should make it obvious to how they can show what they know & get full credit.