The background of the slide is a dark field filled with numerous out-of-focus, colorful light spots (bokeh) in shades of blue, green, yellow, orange, and red, creating a vibrant and festive atmosphere.

# **ASSESSING LEARNING- AN OVERVIEW OF ASSESSMENTS**

**Lampeter-Strasburg School District**

**Academic Committee**

**October 3, 2022**

# STANDARDS-ALIGNED ASSESSMENT

“Assessment occupies a central position in good teaching because we cannot predict what students will learn, no matter how we design our teaching” - Dylan Wiliam

Three Key Processes:

1. Finding out where learners are in their learning
2. Finding out where they are going
3. Finding out how to get there

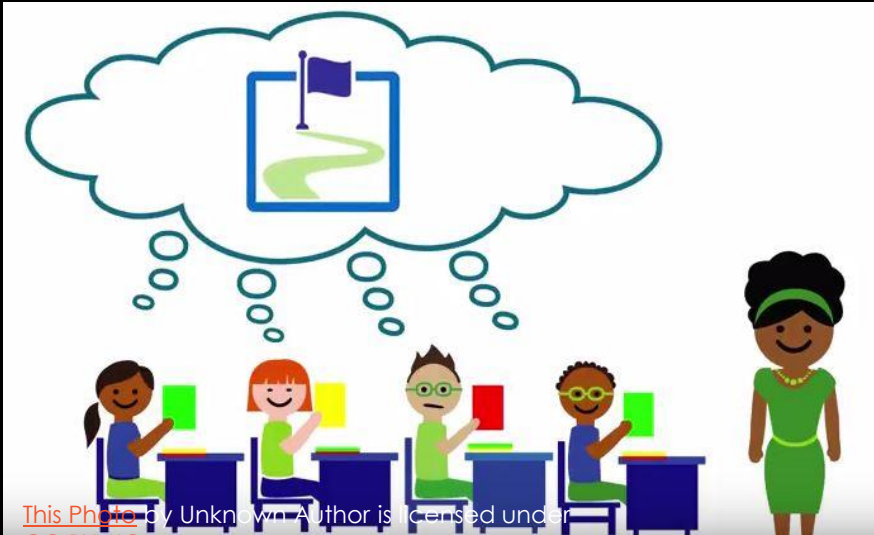
# ASSESSMENT OF STANDARDS IN THE CLASSROOM

“ Student success is measured as a function of meeting a standard, not defeating a peer

“ Reeves (2001) defined success in a standards-based system as:

- Mastery of learning, not continuous drill exercises
- Opportunities for demonstration rather than guesswork
- The opportunity for ongoing constructive feedback

# Assessment for Learning



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- Assessment **of** Learning:
  - Assessment to check achievement status
- Assessment **for** Learning:
  - Using ongoing formative assessment to guide instruction and measure growth-assessment as a process not to merely gauge student learning, but also to cause an increase in student achievement.

Stiggins, 2005


# Assessment for Learning

- The mutually supportive relationship between instruction and assessment is recognized when teachers assess for learning.
- The primary goal of assessment is to provide students with ongoing feedback related to their learning

McTighe & Ferrara, 1998; Stiggins, 2005



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The primary purpose of  
classroom assessment is  
to inform teaching and  
improve learning.

McTighe & Ferrara, 1998; Stiggins, 2005

Questions...

THANK YOU!

