

# Lesson2: Assessment and Feedback

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## Objectives

1. To differentiate between formative and summative assessment.
2. To understand the purposes and benefits of each type of assessment.
3. To learn strategies for implementing formative and summative assessment effectively in the classroom.
4. To understand the purpose and benefits of using rubrics for assessment.
5. To learn how to design and use rubrics effectively for grading student work.
6. To explore different grading practices and their implications for student motivation and learning.
7. To understand the characteristics of effective feedback.
8. To learn strategies for providing specific, timely, and actionable feedback to students.

## Outcomes

1. Participants will be able to distinguish between formative and summative assessment and explain their roles in the learning process.
2. Participants will be able to design and implement both formative and summative assessments that align with learning objectives.
3. Participants will demonstrate the ability to use assessment data to inform instruction and improve student learning.
4. Participants will be able to create clear and specific rubrics that align with learning objectives and criteria for success.
5. Participants will demonstrate proficiency in using rubrics to provide consistent and meaningful feedback to students.
6. Participants will be able to differentiate between effective and ineffective feedback and apply principles of effective feedback in their teaching practice.

## Assessment and Feedback

### Formative and Summative Assessment:

**Definition:** Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Summative assessment, on the other hand, evaluates student learning at the end of an instructional unit or period of time. It focuses on assessing the overall achievement of learning objectives and is often used for grading or making decisions about student progress.

**Principles:** Formative assessment emphasizes feedback and opportunities for improvement rather than assigning grades. Summative assessment provides a summary of student learning and achievement at a specific point in time. Both types of assessment should align with learning objectives and instructional goals.

**Rationale:** Formative assessment helps teachers identify areas where students may need additional support and allows for timely adjustments to instruction. Summative assessment provides valuable information about student achievement and informs decisions about curriculum, instruction, and program effectiveness.

**Types** Formative assessment can take many forms, including quizzes, exit tickets, classroom discussions, observations, and self-assessment. Summative assessment often includes tests, exams, projects, presentations, and standardized assessments.

### **Rubrics and Grading:**

**Definition:** Rubrics are scoring tools used to evaluate student performance based on a predetermined set of criteria and performance levels. Grading refers to the process of assigning scores or grades to student work based on established criteria.

**Principles:** Rubrics provide clear expectations for what constitutes successful performance. Grading should be fair, consistent, and based on evidence of student achievement. Both rubrics and grading should be aligned with learning objectives and standards. Rubrics help students understand what is expected of them and provide feedback for improvement. Grading communicates student progress and achievement to stakeholders such as students, parents, and administrators.

**Types:** Rubrics can be holistic (providing an overall assessment) or analytic (evaluating specific criteria). Grading systems vary but may include letter grades, numerical scores, or narrative feedback.

### **Providing Constructive Feedback: Definition:**

Constructive feedback is specific, actionable information provided to students about their performance or progress to help them improve. It focuses on strengths as well as areas for growth and provides guidance for next steps.

**Principles:** Constructive feedback should be timely, specific, and focused on observable behaviors or actions. Feedback should be tailored to individual student needs and learning goals. Positive feedback can motivate and encourage students, while constructive criticism helps them identify areas for improvement.

**Rationale:** Constructive feedback enhances student learning by providing guidance for improvement and promoting self-reflection. Effective feedback fosters a growth mindset and helps students develop self-regulation and self-efficacy. Feedback can be written or oral, formal or informal, and may include praise, suggestions for improvement, and strategies for next steps.

### **Assessment for Learning Improvement: Definition:**

Assessment for learning (also known as formative assessment) is an ongoing process that involves collecting and interpreting evidence of student learning to inform instructional decisions and promote student growth and achievement.

**Principles:** Assessment for learning emphasizes the role of assessment in supporting and guiding teaching and learning. It involves students in the assessment process, promoting metacognition and self-regulation. Assessment for learning is focused on improvement rather than judgment. Assessment for learning provides teachers and students with timely and relevant information to guide instruction and monitor progress. By involving students in the assessment process, it promotes ownership of learning and develops lifelong learning skills.

**Types:** Assessment for learning includes a variety of strategies, such as formative assessments, peer and self-assessment, feedback, and goal setting.