

Short Course in Learning and Teaching in the Classroom  
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**Session Four:  
 Assessment of learning in the classroom**

**Session Aim:**

To provide an overview and some practical suggestions about how assessment of learning can take place within the classroom

**Learning Outcomes**

By the end of this session you will have been provided with opportunities to:

- Reflect on your own experiences of assessing learning in the classroom
- Discuss types of assessment and their purposes
- Consider different ways of assessing learning in the classroom
- Identify the dimensions of providing feedback to students on their learning

**Exercise: Purpose of assessment**

- Motivation
- Creating learning opportunities
- To give feedback
- To grade

Assessment should be an integral part of the learning process rather than something that is "tacked on" at the end

(Chris Rust,  
<http://www.heacademy.ac.uk/ourwork/learning/assessment/>; Accessed 9.10.08)

**Types of assessment**

**Formative assessment:**

- activities that students and teachers undertake to get information about students' learning
- giving students feedback which they can use to improve their performance

**Summative assessment:**

- Judgement made on work that results in the student being awarded a grade, may include formative elements
- Assessment designed to be used to determine grades or marks

**Classroom Assessment- what is it?**

Classroom assessment is both a teaching approach and a set of techniques. The approach is that the more you know about what and how students are learning, the better you can plan learning activities to structure your teaching

Tom Angelo (1993)

### What is the purpose of classroom assessment?

Classroom assessment is usually formative – rather than summative – i.e. it is aimed at improving learning rather than at assigning grades

The goal is to better understand your students learning and in turn improve your teaching

### Methods for formatively assessing learning in the classroom

- Questions and answers
- Report back from group work
- Questions students ask
- Peer assessment
- Self assessment
- Specific techniques e.g. minute papers, chain notes, directed paraphrasing, application cards

### Feedback

- Feedback plays a central role in student learning

*How does this link with theories of learning covered earlier?*

### Methods of feedback

- Feedback can be
  - Written/ oral
  - From teacher to students
  - From students to students
- *What methods have you come across?*
- *Choose one of these methods and discuss its advantages and disadvantages*

### High quality feedback is....

- Supportive and aimed at improvement
- Yet also analytic and critical
- Relates explicitly to the goals of the activity/ assessed task
- Timely....the quicker the feedback, the greater effect it has

### How can we most effectively give feedback?

- Give the good news first – find something good about the activity/ assessed task and comment specifically on this
- Give specific pointers for improvement – don't overwhelm: concentrate on most important points
- End on a note of encouragement