

ASSESSMENT FOR LEARNING**Rohatoy Rasulova**

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Abstract

This article provides engaging learners with assessment for learning and assessment of learning ,involving learners in the class telling them what is coming up in the lessons can help to build independence so that they are able to assess their own learning.

Keywords

Assessment of learning,assessment for learning,summative,objectives, grades, ,formative,ongoing ,integrated, clear ,specific feedback,self-assessment, assessment feedback,support learning.

Integrating assessment 1

Assessment is the systematic basis for making inferences about the learning and development of students.It is the process of defining,selecting,designing,collecting, analyzing,interpreting and using information to increase students` learning and development.

Assessment of learning is generally carried out by the teacher to collect information about attainment.It is usually done at the end of a course or school year and takes the form of an exam or test which is used to assign grades and report achievement or failure.

Assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies,and by students to adjust their learning strategies.Assessment,teaching,and learning are inextricably linked as each informs the others, Two teachers are going to teach a writing lesson. They both have the same learning aims, but use different approaches to teaching. Read the two summaries of the lesson and answer the questions.



Lesson 1

Steps

1. The teacher tells the learners they are going to write about their families.
2. The teacher models how to write the description.
3. The teacher asks questions about the model on the board.
4. The teacher tells the learners to do the exercise and monitors them.
5. The teacher collects the learners' work and takes it home.
6. The teacher checks the work, writes comments and gives it a grade.
7. The teacher gives the graded work back to the learners.

Lesson 2

Steps

1. The teacher tells the learners the learning outcome.
2. The teacher finds out what language learners know and builds on this.
3. The teacher asks questions about what information to include and gives feedback on language learners do not know or do not remember.
4. The teacher asks the learners to write the success criteria for a description and then writes this on the board.
5. The teacher tells the learners to do the exercise, monitors, and reminds the learners to check their work with the success criteria on the board.
6. The learners give feedback on each other's work and the teacher monitors them.
7. The teacher asks the learners to read the feedback and gives them time to improve their work.
8. The teacher asks if there are any problems, if anything is not clear or if they have any questions.
9. The teacher asks the learners to mark their work against the criteria.
10. The teacher asks learners to do the work again if it needs improving.

How often do you...

Answer these questions about your approach to assessment and feedback. You may find it helpful to write down some notes as you think. It's not a test; reflecting on these questions will help you in your own development as a teacher. Your notes will be helpful in the following slide.

1. Do you tell your learners what they're going to learn at the start of the lesson?
2. Do you observe your learners and make notes about them?
3. Do you share the success criteria with your learners?
4. Do you give your learners written feedback/comments on how to improve?
5. Do you ask your learners open questions (questions which begin with, e.g. 'what', 'why', 'how',



or 'describe', and require longer answers)?

6. Do you give your learners time to think after you ask a question?
7. Do you adapt your teaching in response to your learners' answers?
8. Do you ask your learners to assess themselves?
9. Do you encourage your learners to give each other feedback?

What is assessment for learning? 1

Did you take notes while answering the questions in the previous slide? If so, look at your notes and compare them to the descriptions in this table. Can you make some connections between your habits and one of the approaches to assessment? You may find it helpful to go back and listen to the reflective questions again with these questions in mind: 'What kind of assessment do I usually do? Is it summative, evaluative and teacher-centred? Or is it formative, ongoing and learner-centred?'

In this assessment, the focus will be on assessment for learning. Take a moment to compare assessment *of* learning with assessment *for* learning

Assessment of learning

- This is summative - comes after learning to check understanding of what's been done.
- The teacher evaluates whether learners have met the learning objectives, and gives grades.
- Learners are told the standards, and expected to meet them.
- It's considered effective when teachers understand and apply the standards.

Assessment for learning

- This is formative - ongoing and integrated; it's used to support learning and teaching, and helps learners and teachers decide where to go next.
- The teacher gives clear, specific feedback to learners to help them improve. Together learners and the teacher narrow the gap between the present and the desired performance.
- Learners understand what's expected, are able to assess themselves, and act on assessment feedback to improve.
- It's considered effective when the assessment information is used by learners to support their learning and by teachers to adjust their teaching.

What is assessment for learning? 2

Read these teachers' statements. Match them to statements that describe the principles of assessment for learning (AFL).



Okay, talk with your partner about what you have to do for this task. Write down all the points you can remember.

What are the steps we need to take to get better at that? How do you think you can improve?

Thanks for being honest about your difficulties. This time your paragraph is much better organised. Well done!

Integrating assessment 2

In lesson 1, the teacher's aim is to test how well the learners can write a description of their families. The teacher teaches, tests the learners, then marks and grades their work. This approach is common and comes from a need to measure learners' achievements and progress. It's based on a belief that learning depends on ability or talent and that poor learning is due to a lack of ability. In lesson 2, the teacher's aim is to make sure all the learners have the language to write a description of their family. The teacher makes the learning outcome clear and shows the learners how to check their own work and progress. This approach is constructivist; the teacher believes ability is learned and focuses on helping all the learners to learn and achieve rather than focusing



on measuring or testing achievement.

Do you recognise your own teaching style in either of the teaching approaches? Would you like to adapt any of the ideas that you read about? Can you adjust any of your attitudes to your learners and their abilities?

Integrating assessment 3

When comparing the teaching approaches in the previous slide, did you notice that one way to integrate assessment into learning is to help learners become more independent? Listen to two teachers talk briefly about this.

Do you agree with the teachers?

How is it possible to encourage learners to take more responsibility? The first step involves a change to the teacher's traditional role. In some schools, the teacher still controls everything from the front of the class. The teacher reads from the book, asks learners to write the answers to the questions and in many cases, the teacher herself gives the answers to the questions. Is this your experience as a learner? How about as a teacher?

So what solutions are there to changing the situation? What advice would you give a teacher who wants to give the learners more responsibility?

Integrating assessment 4

Involving learners more in the class – telling them what's coming up in the lessons – can help build independence. If you use pair and group work at different points during the lesson, the focus isn't always on listening to the teacher. Learners can try out their English together and come up with their own ideas. Even if you follow a strict syllabus with stories provided by the textbook, there are interesting ways to get learners to explore and contribute their own ideas.

Listen to the ideas of a few teachers.

First, Rafael in Angola encourages learners to bring their own ideas and materials to class, rather than always following a text book.

Integrating assessment 5

Involving learners more in the class – telling them what's coming up in the lessons – can help build independence. If you use pair and group work at different points during the lesson, the focus isn't always on listening to the teacher. Learners can try out their English together and come up with their own ideas. Even if you follow a strict syllabus with stories provided by the textbook, there are interesting ways to get learners to explore and contribute their own ideas.

Kadambari in India reads just the very beginning of a story from the textbook and then she stops. She asks the groups to decide what happens next. Each group must agree on a story and quickly



write it up. The teacher walks around in the role of monitor, and only helps when they need it. What do you think happens next? Listen and compare your ideas with Kadambari.

Integrating assessment 6

Involving learners more in the class – telling them what's coming up in the lessons – can help build independence. If you use pair and group work at different points during the lesson, the focus isn't always on listening to the teacher. Learners can try out their English together and come up with their own ideas. Even if you follow a strict syllabus with stories provided by the textbook, there are interesting ways to get learners to explore and contribute their own ideas. Zohra in Pakistan says learners love speculating. She wants to change traditional approaches. She believes that it's important to really explore topics and get learners thinking critically, and really get behind the content of lessons. Listen.

Would your learners say that they feel like they're contributors to their own learning? Do they feel like they know what's happening and are engaged? Or are they simply waiting for the next instruction from you and looking forward to the end of class?

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