



Assessing Student Learning: More Than Just Tests

Components of the session

What are the desired results of Assessing Student Learning: More Than Just Tests?

This session is designed to provide educators with the opportunity to examine what assessment truly is and the wide variety of ways to get the “big picture” about student learning. Attendees will explore the concept of assessment as an ongoing process in schools and understand that properly assessing student learning will have a direct impact on student achievement.

What will participants in Assessing Student Learning be able to implement, improve or change?

Given the research on assessing classroom instruction, this session was created to present to teachers the pedagogy and methodology behind using multiple measures so that instructors can discover what students know and then use that knowledge to improve academic achievement.



Session outline

Assessing Student Learning can be offered as single- or multiple-day sessions. Follow-up opportunities (observations, coaching, consultation, etc.) are available. Sample agenda items might include

- Assessment: A Three Step Process (definition, criteria and examples)
- Difference between formative and summative assessment
- Assessment *of* and *for* learning
- Different types (selected/constructed response, product, process-focused, performance, etc.)

Intended outcomes

What impact will this session will have on teaching and learning?

The long term impact of *Assessing Student Learning*'s success will be improved student learning by using multiple measures of assessment. Interim indicators of success will include increased reflections on practice by educators and implementation of varied assessment practices.

What is the evidence that shows students or teachers practices are changing?

When achievement results improve, multiple measures of assessment are one of the contributing factors. As teachers compare student work generated from new approaches to assessment with the work they have been obtaining through traditional methods, there may be significant differences in how students are responding. Certain test results may bear this out. On a more affective level, teacher and student comments about the positive changes in classroom culture and environment will be noticeable.

Based on the “Logic Model” by Watson (2000). Child Care Partnership Project

For more information regarding *Assessing Student Learning; More than Just Tests* and other professional development offerings, please contact Teaching and Learning Connected at **315.729.6476 or teachingandlearningconnected@gmail.com or www.tlconnected.com.**