# Hello!

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Using Classroom Assessments to Make Informed Decisions about Teaching

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## Aims of Presentation

 Theory:
 X To give short introduction to classroom assessments and analyze their role in making informed decisions

Practice:

X To describe illustrative example of putting classroom assessments into practice with





How does **diagnostic assessment** facilitate informed decision making?

Diagnostic assessment helps to:

- Find out what the students know about the new topic/concept/unit.
- Activates prior knowledge and thus helps to make

Right decisions about the content coverage, pace and difficulty level of the new topic/concept/unit.



## How does **formative assessment** facilitate informed decision making?

- 1. Who is and is not understanding the lesson?
- 2. What are this student's strengths and needs?
- 3. What misconceptions do I need to address?
- 4. What feedback should I give students?
- 5. What adjustments should I make to instruction?
- 6. How should I group students?
- 7. What differentiation do I need to prepare?

—Chappuis, 2009, p. 9



How does summative assessment facilitate informed decision making?

Summative assessment helps to:

- Find out how much learning has taken place and this in turn helps teachers to make the decisions on:

The next unit, what needs to be revisited (as learning is accumulative and is built on on the previous knowledge)







## 5 key strategies of Assessment for Learning (AfL)

"If you are not doing at

least one of these

you are not doing AfL."



Dylan Wiliam

# Information obtained through formative assessment



## Making informed decisions about feedback



FEEDBACK = Reactions to a performance or a task, etc., that are based on evidence and that are used a basis for

### improvement.

Based on Black et al. 2004

# Do corrections improve the work of the student?

Misstakes are to be expected, ri<sub>i</sub>∧<sup>e</sup>spected, inspected, and cor<sup>r</sup>ected



There is no such thing as good feedback independent of the

student.



♦ Build trust

Think about the reactions of the student.
Give wise feedback

## Illustrative example or how I do it Grade 8, Unit on Consumerism











## Peer Assessment





## Formative Assessment



Written Feedback ADVERTISING name: Ali date: 9 april **PMI Chart** Topic PLUS MINUS INTERESTING TU What were the good things What were the bad things The people bourn about I can sous new things Many people haven't money. Many people are poor. new goods, next drinks When they saw poods, chins if there aron't ads I can't people need They go to Solucy ads they ean't key it. But knows What there is in they want to key it. Monwort moniet and but are 80 30 in ade we learn curious\_ Market. How much is choes Sometimes we saw bad I can see popular ads por examp: beer ads people in to V redbull etc. When we for example: Mersi, to buy it and it is big C. Ronaldo etc. goods, driver and etc. think if they don't show, use cost we can't me Know it is expensive or it is cheap. xre 02.25 Fantastic You have both listed +, -, and interesting things about advertising and at the same time given reasons (explained "why"). Well done !

#### Summative Assessment

#### Grade 8B Khadija Jafarova Micro-summative Consumption and Consumerism

Vocabularv

de,

1

Write the letter of the matching d	efinition on the blank next to each word
1. Impact	6. Sustainability

2. Pollution\_\_\_\_\_
 3. Consumerism\_\_\_\_\_
 8. Ecological footprint \_\_\_\_\_

4. Landfill 9. Recycling \_\_\_\_\_

5. Consumption \_\_\_\_\_ 10. Consumer \_\_\_\_\_

A. The land (and water) area of the planet that it takes to produce the goods and services necessary to support a particular lifestyle

Full Name

Date\_

B. The action or process of making land, water, air, etc., dirty and not safe or suitable to use

C. A paid message, as of goods for sale, in newspapers or magazines, on radio or television, etc.

D. The process of using natural resources, materials, or finished products to satisfy human wants or needs

E. A place where garbage is buried

F. The process of turning used materials into new products

G. A person who purchases goods and services for personal use

H. The actions of people who spend a lot of money on goods and services

I. The ability to keep ecology at a good level without running out of natural resources or causing ecological damage

J. An effect or result

Comprehension

Do you <u>agree</u> or <u>disagree</u> with the following statements? Explain 'why' with 1-3 sentences (you can also give examples) for each statement.

1. Advertisements support consumerism.

2. 'Wants' are more important than 'needs'.

3. One man's trash is another man's treasure.

4. There is nothing money cannot buy.

5. We are human beings and not human havings.

#### Analysis

List five things that you are going to change about your lifestyle in order to become a smarter consumer and write a paragraph explaining how these things all connect together.





## Thanks!

## Any questions?



## Credits

- X Presentation template by <u>SlidesCarnival</u>
- X McCarthy, J., Timely Feedback: Now or never. Blog Edutopia.org
- X Hattie, Masters, Birch, Visible Learning into Action, 2016, 97, Routledge
- X http://visible-learning.org/2013/01/john-hattie-visible-learninginterview/
- X Lynda Rice: Common Sense Assessment in the Classroom
- X Chappuis, J. (2009). *Seven strategies of assessment for learning*. Upper Saddle River, NJ: Pearson Education.
- X <u>https://www.youtube.com/watch?v=aH8p6NJbBIY</u>
- X Assessment for learning: why, what and how? Dylan Wiliam

