

Hello!

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Using Classroom Assessments to Make Informed Decisions about Teaching

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Aims of Presentation

Theory:

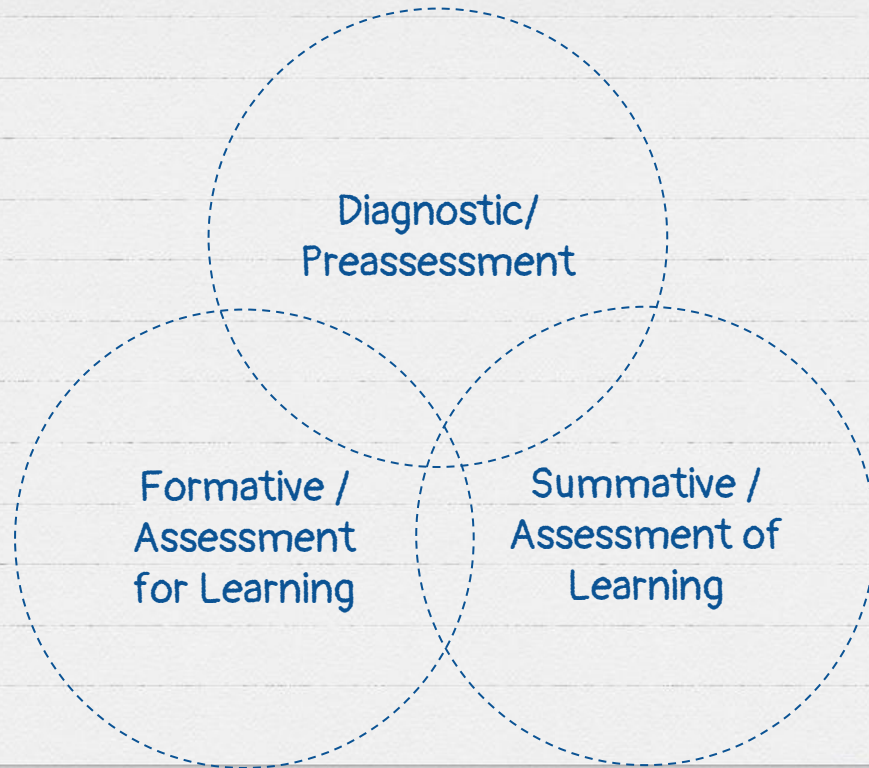
- X To give short introduction to classroom assessments and analyze their role in making informed decisions*

Practice:

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



Classroom assessments



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

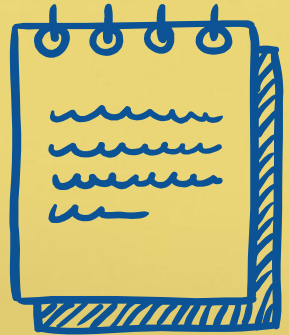


How does **summative assessment** facilitate informed decision making?

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)



Where
the
learner is
going?



How to
get
there?



Where the
learner is
right now?

5 Key Strategies Formative Assessment

Learning
out-
comes

Success
criteria

Descrip-
tive
feedback

Effective
ques-
tioning

Self-
/Peer
Assess-
ments

5 key strategies of Assessment for Learning (AfL)

*"If you are not doing at
least one of these
you are not doing AfL."*

Dylan William



Information obtained through formative assessment

Teacher:

- ❖ What do your students know?
- ❖ How did you find out what they know?
- ❖ What's your evidence?



Student:

- ❖ What did you learn?
- ❖ How do you know?
- ❖ What feedback would you like from the teacher?

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?

Mis~~s~~takes are
to be expected,
ri~~s~~^espected,
inspected,
and cor~~r~~^rected



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**



Diagnostic assessment

K.W.L. Chart

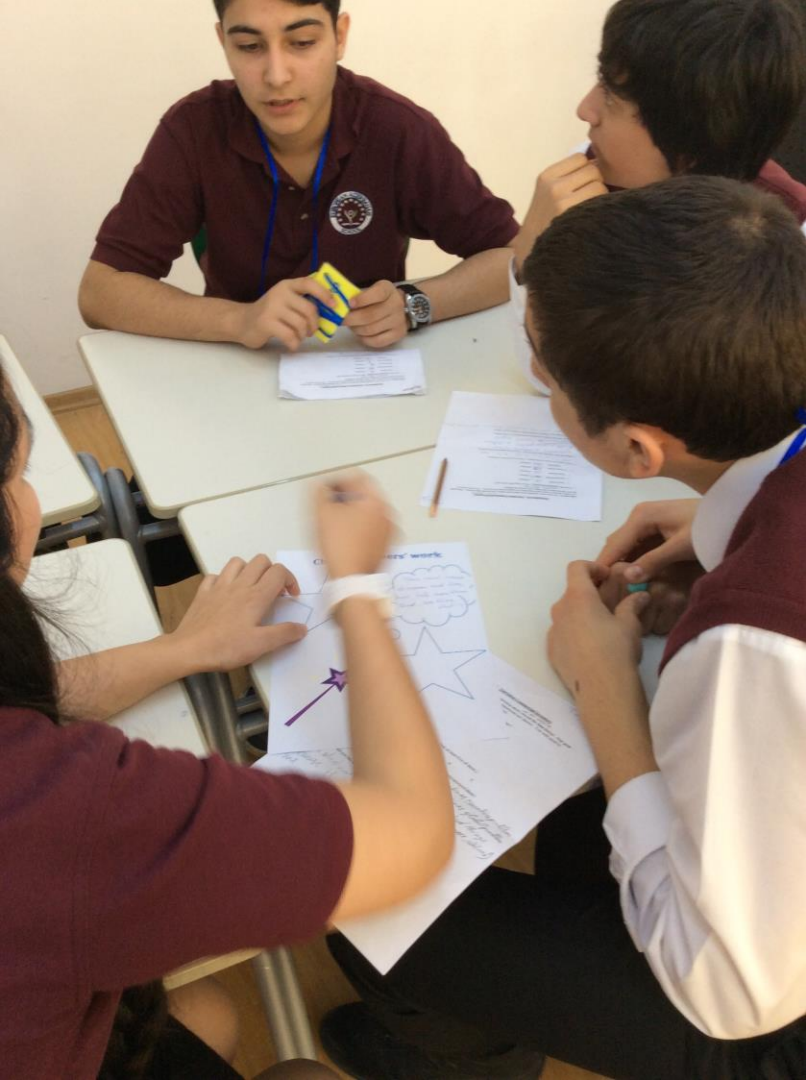
Topic: _____

K What I Already Know	W What I Want to Know	L What I Have Learned

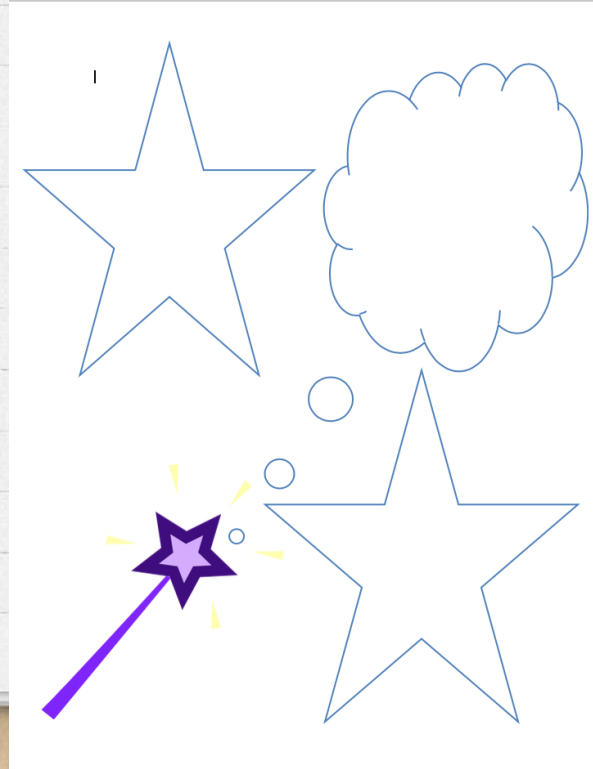


Formative Assessment

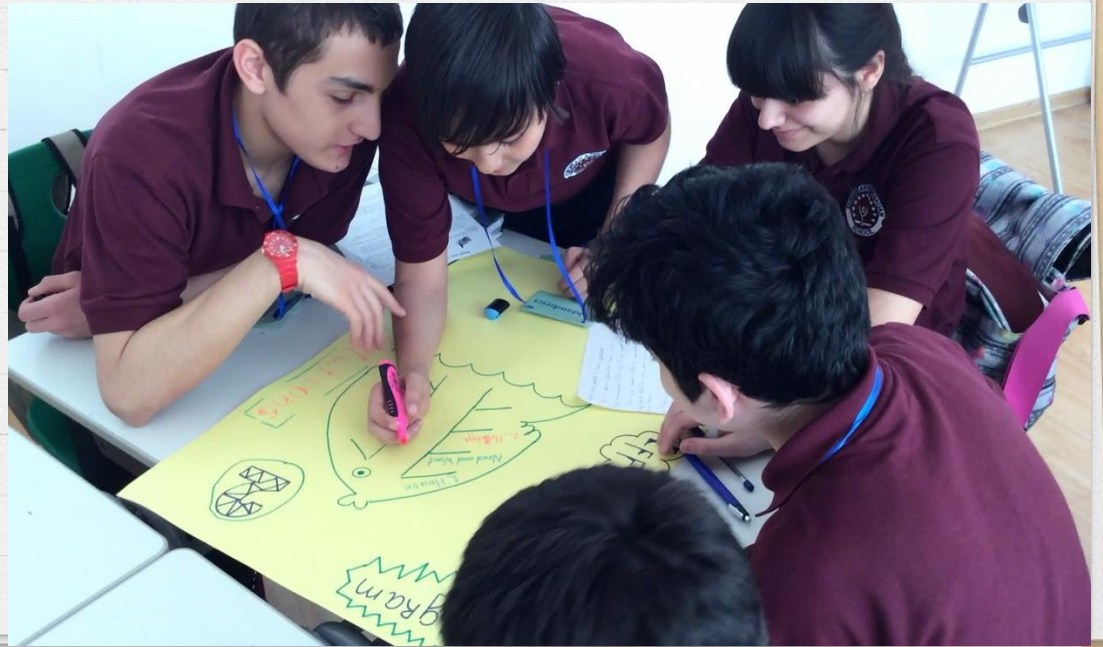




Peer Assessment



Formative Assessment



Written Feedback




ADVERTISING

PMI Chart

name: Ali

date: 9 april.

Topic

PLUS <small>What were the good things</small> 	MINUS <small>What were the bad things</small> 	INTERESTING <small>What else was interesting</small> 
<p>The people learn about advertisements ^{advertisements} and what the people need They go to market and buy in ads we learn how much is shoes, foods, drinks and etc. if they don't show use cost we can't know it is expensive or it is cheap.</p>	<p>Many people haven't money. Many people are poor. When they saw foods, shirts ads they can't buy it. But they want to buy it. Sometimes we saw bad ads for examp: beer ads, redbull etc. When we saw this ads we want to buy it and it is big problem.</p>	<p>I can ^{see} saw new things, new foods, new drinks if there aren't ads I can't know what there is in Market. I can see popular people in TV for example: Messi, C. Ronaldo etc.</p>

Ali, do you think it is + or - of the ads?

So, you are curious..

Fantastic!
 You have both listed +, -, and interesting things about advertising and at the same time given reasons (explained "why"). Well done!



Reflection



Thanks!

Any questions?



Credits

- X Presentation template by [SlidesCarnival](#)
- 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-learning-interview/>
- 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 <https://www.youtube.com/watch?v=aH8p6NJbBIY>
- X *Assessment for learning: why, what and how?* Dylan Wiliam

