

Seven Strategies of Assessment for Student Learning by Madeleine Heide, American School of Bombay

Student friendly academic tracking is the first of the seven strategies Ms. Heide shared with us. Through her session, we learnt about the power of formative (daily) assessments in closing the gap between where students are and where we want them to be. She went to share clear steps on how to use the assessments to motivate the students and push them to achieve more. After all, “*Assessments are FOR student learning and not OF student learning*” said Ms.Heide.

Summative and Formative assessments:

The purpose of *Summative assessments* is to provide evidence of student achievement and judging student competence. The regular school tests and exams and placement tests are examples.

On the other hand, the purpose of Formative Assessments is for teachers to gather evidence to improve learning.

The research says that Formative Assessments:

- Increase student motivation and achievement.
- Are suitable for all levels – primary, intermediate and secondary.
- Are helpful for lower achievers.

Other instrumental factors the educator must ensure are:

- The manner in which feedback is given to the student
- The clarity towards the student regarding their progress on specific learning goals.

The Seven Strategies of Assessment for Student Learning (Jan Chappuis, 2009):

Where am I going?

- 1) A vision of the learning target set for the students.
The language should be student – friendly such that the vision is understandable and appealing.
- 2) Use examples and non-examples of the work you, as the teacher, expect from them.
It is important that the standards of the examples are higher than what the students think they can currently do.

Where am I now?

- 3) Equip the students with regular descriptive feedback.

Your feedback should be clear as to what exactly are the students' strong and weak points.

Expressing personal judgment in feedback should be avoided.

- 4) Teach the students to self – assess (using rubrics) and set goals.
The examples used should be the parameter against which students can assess their performance.
The students should be able to raise the bar for themselves and set higher learning targets as their proficiency increases.

How can I close the gap between where I am, and where I want to be?

- 5) Design lessons to teach ONE learning target or aspect AT A TIME.
The more you scaffold the target, more helpful it is for the students.
- 6) Revision should be focused on the specified aspect/concept of the learning target.
- 7) Students should be encouraged to reflect over their learning. This can be done by guiding their reflections with appropriate questions and activities. They should also be encouraged to keep track of their learning and share it, most importantly with their peers.

For further details, click <http://www.assessmentinst.com/sevenstratpkg/>.