

Assessment:

"Test scores and measures of achievement tell you where a student is, but they don't tell you where a student could end up."

~Dweck

--Students should be assessed in a variety of ways and whenever possible.

Assess often to use as more of a **thermometer of understanding** rather than for a grade (Although taking a grade is fine, more grades per marking period takes the weight off of a grade that is not so good); this type of assessment allows you to alter lesson plans for understanding as needed, to ensure all students understand what is being taught. This type of assessment is called formative assessment and is ongoing, unlike summative assessment which is whole unit assessment and often compared to a set benchmark.

--Units should be started with a **pre-test** and end with a **post-test**, so students can truly **gauge their growth over time**. In this way, they can see that with effort they can grow and become smarter.

--Students should feel one of four ways about the work they are doing: I can teach this to someone, I can do this myself, I can do this with help, or, I can't do this "yet." *Not yet* needs to be equated with promise, potential, and subsequent competence.¹⁰⁴

--Again, students should take **responsibility for demonstrating their learning** with choice whenever possible. Different options to demonstrate learning are things such as: multiple choice testing, essays, research projects, portfolios, science fair and genius hour type projects.¹⁰⁵

--Varied and ongoing **assessment** should not only measure, but also advance learning, it should be growth-focused.¹⁰⁶ Promote and model risk and mistake tolerance in learning activities; offer timely, process-focused feedback; emphasize effort over products or outcome; and establish and hold high expectations for all students.

--You must be involved, roaming, and evaluating learning at all times; use strategies repeatedly, *stay with* students until they are comfortable with new material, take time, and utilize repetition.¹⁰⁷

¹⁰⁴ Miller, 2013

¹⁰⁵ Reynolds, 2006

¹⁰⁶ Barnes and Five, 2016

¹⁰⁷ Moyer, 2012

--**Redoing** an assignment or project and **retaking** a quiz or test is **crucial to the learning process**. If a poor grade is ignored and accepted, it does not send the message that learning is the primary goal in school. Ideally, the grade should be *not yet*. The concepts or information should be retaught in a different way, ensuring the student's understanding of the material. Then and only then should they redo something or retake the assessment for a new grade. This is more involved than simply moving on to a new topic, but, ensures all students have learned the material and sends a strong message, that learning is valued and no one will be left behind.

--**Homework** should not feel like mindless and repetitive exercises to keep students busy. They should be given fresh, new problems to solve that require them to use what they have learned, to show both what they do and do not understand, and to reinforce what they have learned. It should ask them to stretch to the next level, using what they have learned in original ways.¹⁰⁸