Assessments *for* Learning

Part of **a regular lesson** to check for comprehension and learning

Tasks focus on one **specific learning target**

Provide feedback **during** the learning experience

Learners have opportunities to **act on the feedback**

Teachers use feedback to **adjust** learning experiences

Assessments *of* Learning

Culmination of multiple lesson/learning experiences

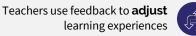Tasks **combine multiple learning targets**

Provide feedback **after** learning experiences

Learners use feedback to **identify strengths and gaps**

Teachers use feedback for **benchmark** comparisons

When designing performance assessments, ask yourself if the task

- is targeted to the appropriate performance range?
- matches the intended mode(s)?
- has a clear purpose and context?
- is relevant, interesting, and age-appropriate?
- has clear expectations for success?
- is written in inviting language?

CHECKS FOR LEARNING

Presentational
Frayer Square
Recall Brainstorm
Magnetic Summary
Whip Around
Draw-Write-Talk

Interpersonal
Chat Stations
Give One, Get One
Find Someone Who
Information Gap
Find your Match
Numbered Heads
Silent Debate

Interpretive
Picture Sequencing
Hold-ups
See-Think-Wonder
Three Card
Matching
Prediction Cards
Listen and Label

Access an online database of language learning activities that can be used as checks for learning

> " Assessing thoughtfully means giving students sufficient time and opportunity to practice and improve through further instruction and feedback before holding them accountable for having mastered the learning target.
>
> **Jan Chappuis**

Helpful Tips

- Use check lists to monitor individual student performance.
- Keep ongoing records; don't try to assess every student every day.
- Use a variety of checks for learning appropriate for the mode of communication.

THE IPA MODEL

Integrated Performance Assessment

Learners get information from and demonstrate their understanding of an INTERPRETIVE text.

Learners take information gained and engage in an INTERPERSONAL task with a partner.

Learners synthesize pertinent information and create a spoken and/or written PRESENTATIONAL product.