

Classroom – Based Assessment



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Classroom-based assessment is concerned with planning and monitoring instruction on an ongoing basis in order to optimize students' learning (Genesee, 1994)

Classroom-based assessment can be broadly defined to include **all activities** that teachers and students undertake to gather information for **the purpose of teaching and learning.**

(Abeywickrarma The CATESOL Journal 23.1 • 2011/2012)

Classroom-based assessments that provide **powerful** evidence of student learning are possible **if** teachers and schools identify the achievement data they need and take the time to make that evidence visible to students, parents, and administrators.

Classroom-based assessments is
time-consuming for the teacher,
often complicated, but almost
always worthwhile.

(P. Graham, Teaching and Teacher Education 21
(2005) 607–621)

Recommended article

Developing a comprehensive,
empirically based research framework
for classroom-based assessment
Kathryn Hill and Tim McNamara 2012

Classroom-based assessment is not about how much teacher has covered the instructional materials, but...

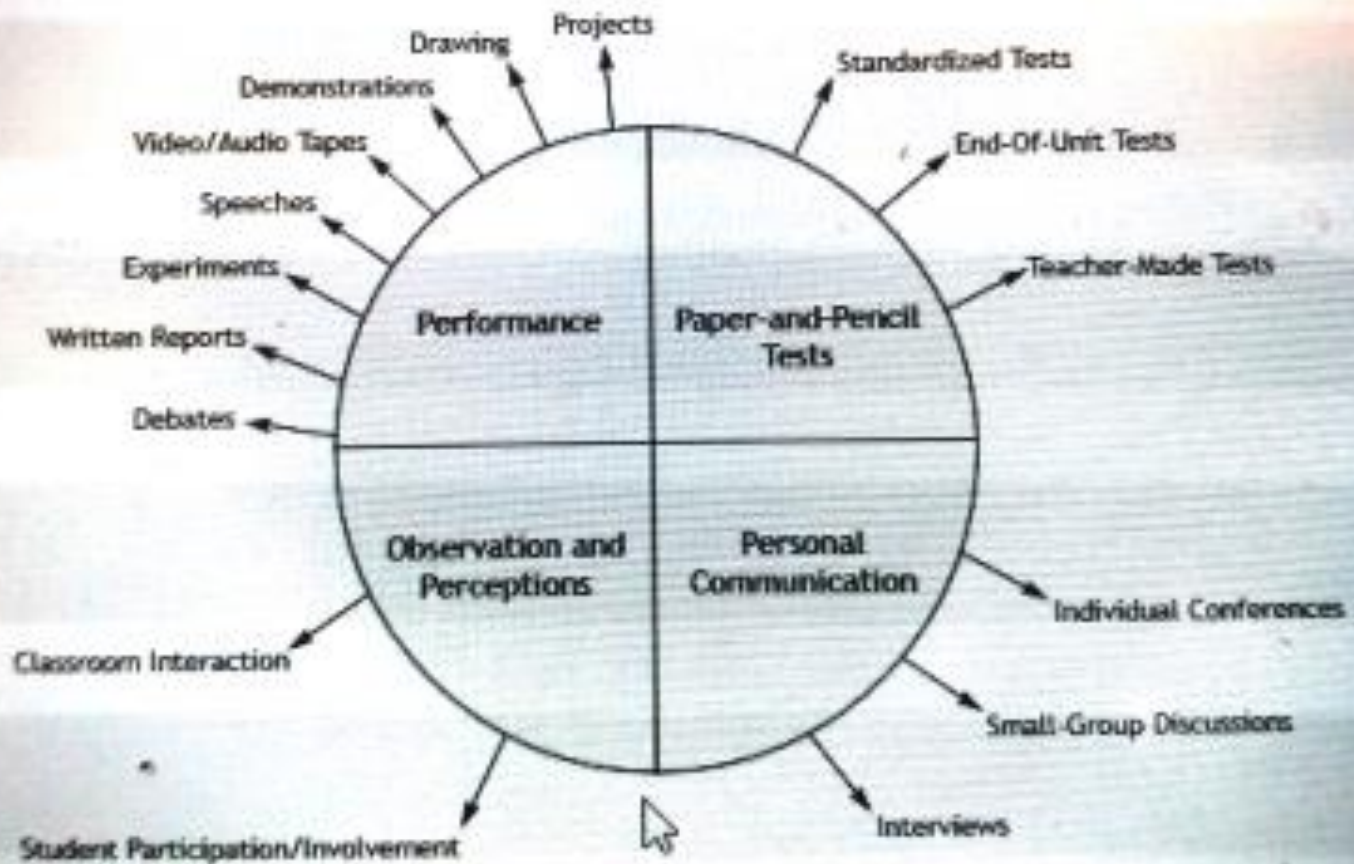
.....it is about whether or not learning objectives are achieved

How can we detail the following objective for class sessions?

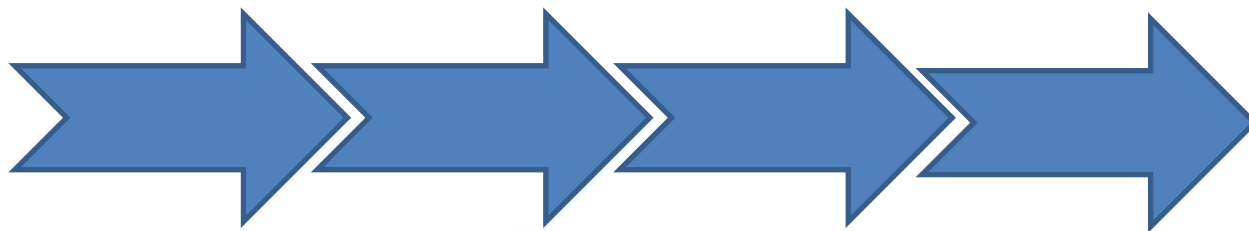
Students are able to describe a house in minimum 5 sentences using at least 3 adjectives orally with correct pronunciation.

Attainment target	Exceeding target	On target	Below target
Use 3 adjectives			
Correct grammar			
Correct pronunciation			
Proper intonation			
.....			

Assessment Tools and Resources



Adapted from Heartland AEA, 1992



Students are able to write an academic essay/ narrative text/ ?



Students are able to write a
descriptive text.

Students are able to write a minimum of
50 word descriptive text on one object
they have in their bedroom.

Students are able to express opinion using appropriate examples and facts

..\..\..\..\..\itje

chodidjah\Desktop\Above And
Beyond.mp4

Students are able to express their understanding about the video in at least 5 sentences.

[The Forest 'Fantastic Short Film'.mp4](#)

What questions are you going to develop in order that you can assess whether students are able to write minimum 5 sentences about the video

Example of objectives

- Follow a short academic presentation
- Take notes on a short academic presentation
- Follow and participate in a class discussion
- Understand the main points of a TV newscast or television program and retell them with reasonable accuracy

Example

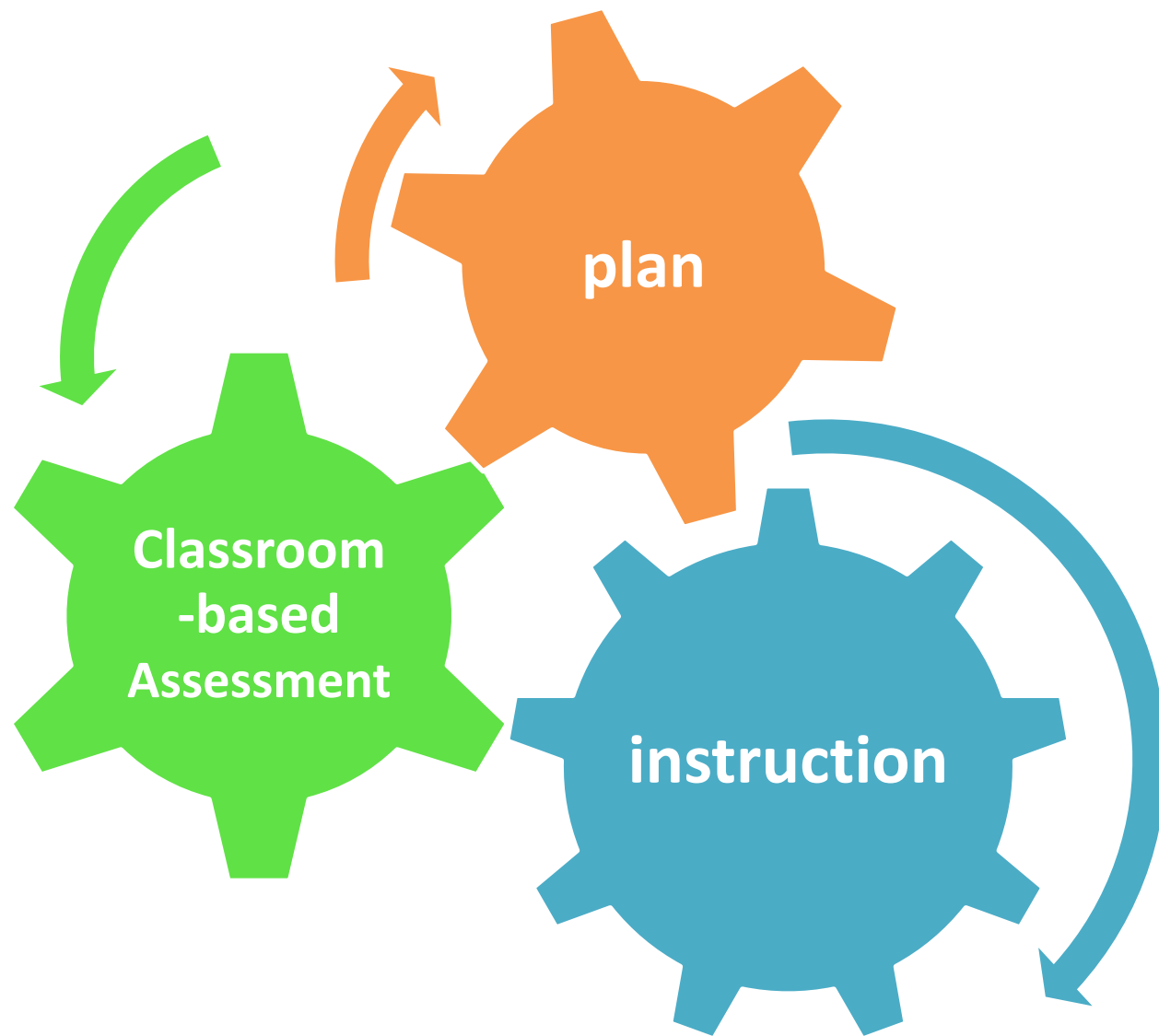
- discuss and respond to content of a reading or listening passage
- use communication strategies to participate in group and class discussions
- select, compile, and synthesize information for an oral presentation
- use search tools to locate appropriate sources
- evaluate and select sources for relevance
- paraphrase and cite sources
- use vocabulary appropriately
- use grammatical structures appropriately
- deliver an effective oral presentation

How can we plan the classroom-based assessment?

To apply classroom-based assessment learning objectives should be specific and clear.

To apply classroom-based assessment teachers need to share the objectives with the students.

The purpose of classroom- based assessment is to make learning more effective, therefore, it should be integrated when teachers plan the lesson.



William, 2014

Unpacking classroom formative assessment

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	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

William, 2014

And one big idea

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	Where the learner is going	Where the learner is	How to get there
Teacher	<p>Using evidence of achievement to adapt what happens in classrooms to meet learner needs</p>		
Peer			
Learner			

The goal of assessment for learning or classroom-based assessments

It improves learning because:

- It is embedded in a view of teaching and learning;
- The learning goals are shared with students;
- It helps students know and recognize the goals they are aiming for;
- It is used to monitor students on an ongoing basis: quizzes, teacher observation, homework, class participation, etc.
- The students are involved in self-assessment and peer assessment;

The goal of assessment for learning or classroom-based assessments

It improves learning because:

- It provides feedback and helps students recognize their next step;
- It is underpinned by confidence that every student can improve;
- Feedback is important for both teachers and students
- Both teacher and student review and reflect on assessment data.

(The Assessment Reform Group, n.d., p. 7 in Abeywickrama)

Assessment: Meeting Objectives

Effective assessment for learning encourages students to ask three fundamental questions about their learning process:

“Where am I going?”

“How can I close the gap?”

“Where am I now?”

Assessment: Meeting Objectives

- Assessment gives students more control of their own learning
- Assessment helps teachers monitor and revise their teaching plans