

## **Assessment for Learning**

*Unless otherwise indicated, all the media clips are 1-15 minutes in length with the majority being between 3-7 minutes. [The following was created for a group of teachers, most of whom served in elementary education. However, principles and practices can be adapted.]*

### **Brief History of Assessment**

<https://www.youtube.com/watch?v=7lBhMSaFNhY>

### **Using Assessment to Improve Learning**

<https://www.youtube.com/watch?v=BZ3USs16l3Y>

### **Background information for classroom assessment techniques:**

<https://www.youtube.com/watch?v=g4ogt0yI8xA>

### **Link to Surveys**

[http://www.stanford.edu/group/ncpi/unspecified/assessment\\_states/instruments.html#institutionalEffectiveness](http://www.stanford.edu/group/ncpi/unspecified/assessment_states/instruments.html#institutionalEffectiveness)

### **Resources from Carnegie Mellon**

<http://www.cmu.edu/teaching/assessment/index.html>

### **Dylan William: Research on effective assessment/feedback:**

*Conditions for effective feedback and assessment*

<https://www.youtube.com/watch?v=n4vA2quoYio>

<https://www.youtube.com/watch?v=hiu-jY-xaPg>

*Students “own” and manage and assess their own learning (metacognition—learning about learning, thinking about thinking, etc)*

<https://www.youtube.com/watch?v=bojaoVYrBmE>

### **Classroom Assessment Techniques (CATs)**

Muddiest Point: <https://www.youtube.com/watch?v=SvT6RmuZigw>

Concept Mapping: <https://www.youtube.com/watch?v=Gm1owf0uGFM>

See a child’s example of a concept map:

<https://www.youtube.com/watch?v=ZWVLrmfYYMw>

One Sentence Summary: <https://www.youtube.com/watch?v=ScLoLLMfyQ4>

### **Formative and Summative Assessment**

Comparison of formative and summative assessment (Popham):

[https://www.youtube.com/watch?v=2K8qbl\\_FzGE](https://www.youtube.com/watch?v=2K8qbl_FzGE)

Monitoring student progress through formative and summative assessment:

[https://www.youtube.com/watch?v=2MbXbK\\_SXl0](https://www.youtube.com/watch?v=2MbXbK_SXl0)

What is formative assessment:

<https://www.youtube.com/watch?v=W0oB82s2QPM>

2013 Understanding formative assessment:

<https://www.youtube.com/watch?v=ab4hbIsOonU>

Formative Assessment Techniques:

<https://www.youtube.com/watch?v=Zc67rq8XmtA>

Five key strategies for formative assessment (graphics-based presentation):

<https://www.youtube.com/watch?v=HcLMIY6R7RM>

Assessing for Learning: “Hot” Research (U.K. context):

<https://www.youtube.com/watch?v=Ech4DBEKMNg>

Giving constructive feedback:

[https://www.youtube.com/watch?v=TnLNI2fXt\\_M](https://www.youtube.com/watch?v=TnLNI2fXt_M)

A helpful student presentation on assessment:

<https://www.youtube.com/watch?v=tnkE0zx5AqI>

Authentic assessment—focus is on early childhood

<https://www.youtube.com/watch?v=v8TIEPuRwrg>

### **One hour presentation-Elementary**

This one hour presentation is not technically assessment but it illustrates an elementary aged classroom designed in such a way that assessment is embedded (obviously and not so obviously): <https://www.youtube.com/watch?v=n2i-Uz95SRs>

### **Classroom or Audience Response Systems**

iClicker

<https://www.youtube.com/watch?v=btzHwNqypPw>

<https://www.youtube.com/watch?v=n-TVRsbsbdo>

<https://www.youtube.com/watch?v=SUIy1TzHSNQ>

Quizdom

<https://www.youtube.com/watch?v=ox9cGQHzG5A>

### **Howard Gardner: Multiple Intelligences**

There are hundreds of video clips on MI. Also note that he keeps adding to the list. I selected this YouTube video because of its value in suggesting *criteria* for assessment. You and/or your team could use the characteristics that are portrayed, first for intellect (opening segment), and then for each “intelligence” as a discussion device for such questions as How will we know that this characteristic has been achieved? At what level of satisfaction? and With what means?

<https://www.youtube.com/watch?v=NtLXvLMkbc>

### **A Further Take on Benjamin Bloom**

Krathwohl and Marzano are referenced in the clips that follow. Each is a good representation of the more thoughtful efforts to revise Bloom's schema. They are close enough to Bloom's original intent to be familiar—but Bloom was famously “testy” about any effort to modify his “theory.” The application to assessment is obvious.

Vygotsky and Bloom (including a reference to Krathwohl)

<https://www.youtube.com/watch?v=NjUOHhFvR4k>

Robert Marzano (“New” taxonomy)

<https://www.youtube.com/watch?v=Y5R2puQK5fl>