

Assessment as Learning Activity

There are many different reasons to perform an assessment of learners. Assessment can be used to determine if learners are ready for a course or lesson. It can help determine if learners are learning what you hoped, and whether you might need to adjust your teaching. It can also be used, of course, to measure students against some standard, to assign them a grade or certificate. But these are all ways that assessment primarily serves teachers.

Assessment can also serve learners by guiding them to the content and practice they need most, providing feedback on how well they are learning, and helping them consolidate their learning by providing an opportunity for reflection and analysis of what they have learned.

1. Do you like being assessed?
 - a) Yes
 - b) No

2. Assessment is performed _____ training.
 - a) before
 - b) during
 - c) after
 - d) *never in my X*

3. Why might you want to assess BEFORE training?
 - a) to place students in the right course
 - b) to remind students what they already know
 - c) to gauge the entry level of students
 - d) to demonstrate what students need to learn
 - e) to let students know what they will learn
 - f) to raise curiosity about the topics
 - g) to help the teacher decide what to focus on
 - h) to compare knowledge before and after training
 - i) *to make students afraid and show who is boss X*

4. Why might you want to assess AFTER training?
 - a) to determine if students can apply learning on the job
 - b) to decide if a student passed a course
 - c) to compare students
 - d) to reward students for good work
 - e) to review what students have learned
 - f) to certify that students have learned
 - g) to find out how well you have taught
 - h) to provide an opportunity to apply learning
 - i) to grant access to more advance training
 - j) to evaluate gaps in the course content
 - k) to include results in my quality management report

5. Why might you want to assess DURING training?
 - a) to compare student performance to expectations
 - b) to correct misconceptions
 - c) to find out how well you are teaching
 - d) to motivate students to work harder
 - e) to give opportunities to apply what is learned
 - f) to reward students for good work
 - g) to provide a review of learning
 - h) to teach students new content or skills
 - i) to reinforce learning
 - j) *to give the teacher time to prepare the next lecture X*
 - k) *to frighten students into studying harder X*
 - l) *to see who is paying attention X*

6. Who **cannot** perform FORMATIVE assessment?
 - a) teachers
 - b) peers
 - c) computers
 - d) managers
 - e) supervisors
 - f) quality assessors
 - g) ourselves

7. Which of the following can be used for formative assessment?
 - a) quiz
 - b) simulation
 - c) *reading a textbook X*
 - d) case study
 - e) discussion
 - f) game
 - g) *watching a video X*
 - h) *attendance X*
 - i) collaborating on a project
 - j) making a presentation
 - k) writing a paper
 - l) *lecture X*

8. What qualities are required for something to be called “formative assessment”?
 - a) learners see the results of their performance
 - b) learners see correct (or good) answers
 - c) learners have guidelines for good performance
 - d) learners know WHY they were right or wrong (good or bad)
 - e) learners can reflect on how to adjust their performance
 - f) *learners receive an objective score*
 - g) *learners must perform an individual task X*

9. Can learning occur without assessment?
 - a) yes
 - b) no

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