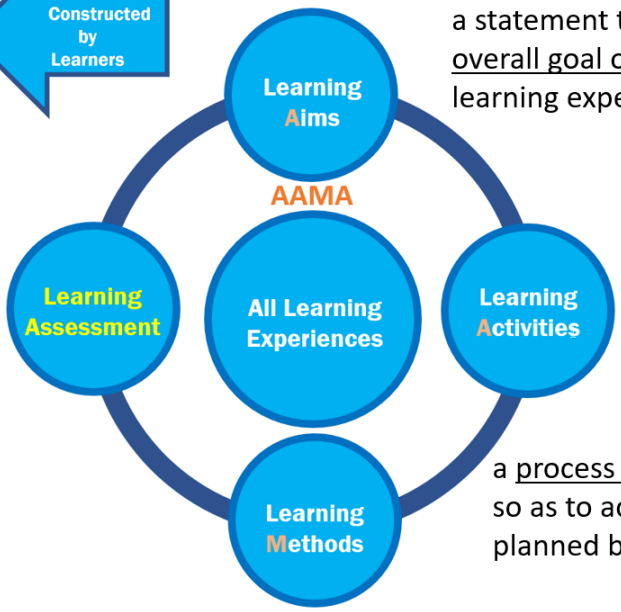
Session 4: Assessment for Teaching and Learning

Christian curriculum: all the Christ-centred learning experiences provided to and constructed by Christian learners.

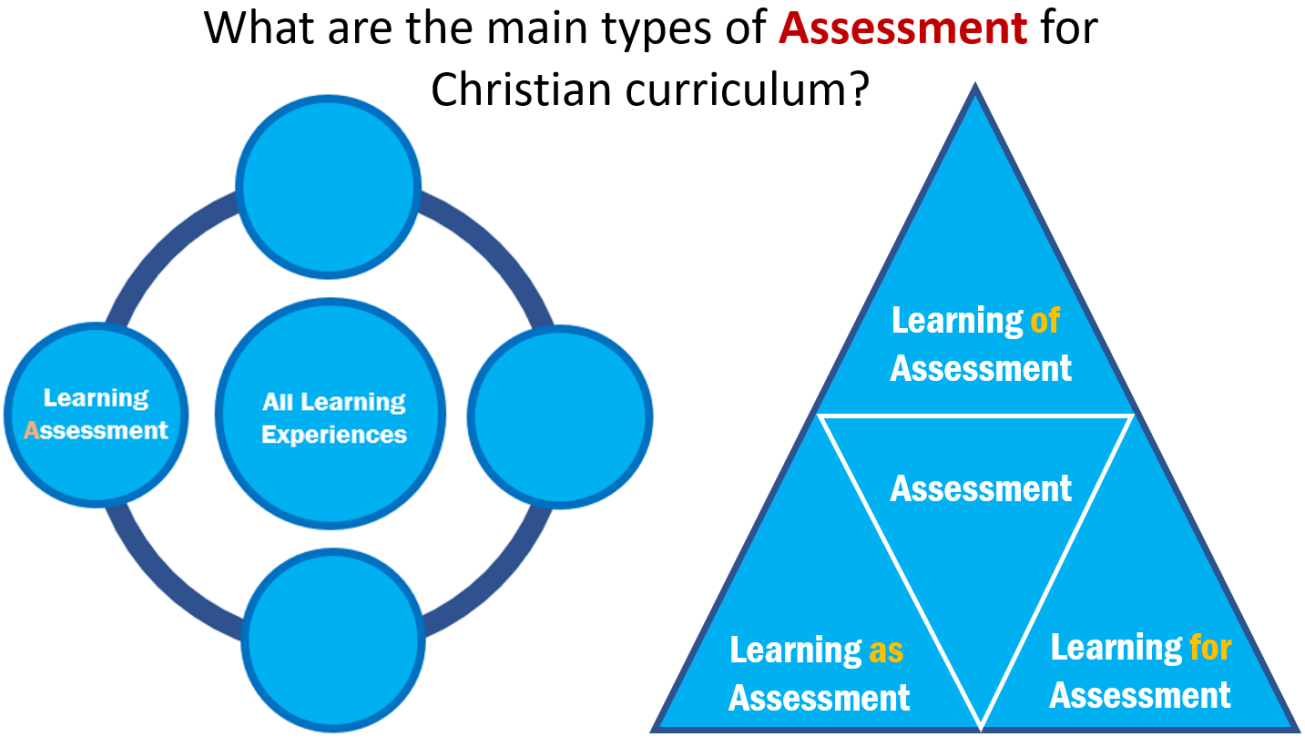


a statement that describes the overall goal or purpose of a learning experience.

enables teachers to gather evidence and make judgements about student progress and achievement.

a process of engaging the learner so as to achieve the learning aim planned by the teacher.

- **Assessment**: enables teachers to gather evidence and make judgements about student progress and achievement.
- **Assessment for Christian curriculum:** using different types of assessment to support Christ-centred learning experiences.



Note: The information on assessment in this session is taken from *Assessment for, as and of learning*. Retrieved from: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches

Assessment of Learning (summative assessment)

- Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards.
- It usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.
- The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task.
- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups.
- provides a transparent interpretation across all audiences.
- A typical example: a quiz for all students after a bible lesson

Assessment for Learning (formative assessment)

- Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching.
- It usually occurs throughout the teaching and learning process to clarify student learning and understanding.
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning.
- provides effective feedback that motivates the learner and can lead to improvement.
- reflects a belief that all students can improve.
- encourages self-assessment and peer assessment as part of the regular classroom routines.
- A typical example: class discussion and feedback during a bible lesson

Assessment of and for learning can be combined.

- For example, formal assessment such as a test:
- provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as
- informing feedback for students to improve their learning (assessment for learning).

Assessment as Learning

- Assessment as learning occurs when students are their own assessors.
- Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- encourages peer assessment, self-assessment and reflection.
- A typical example: ask students to set their goal on how they may grow in faith amidst adversity.

An example (thanks to Lilian Lee)

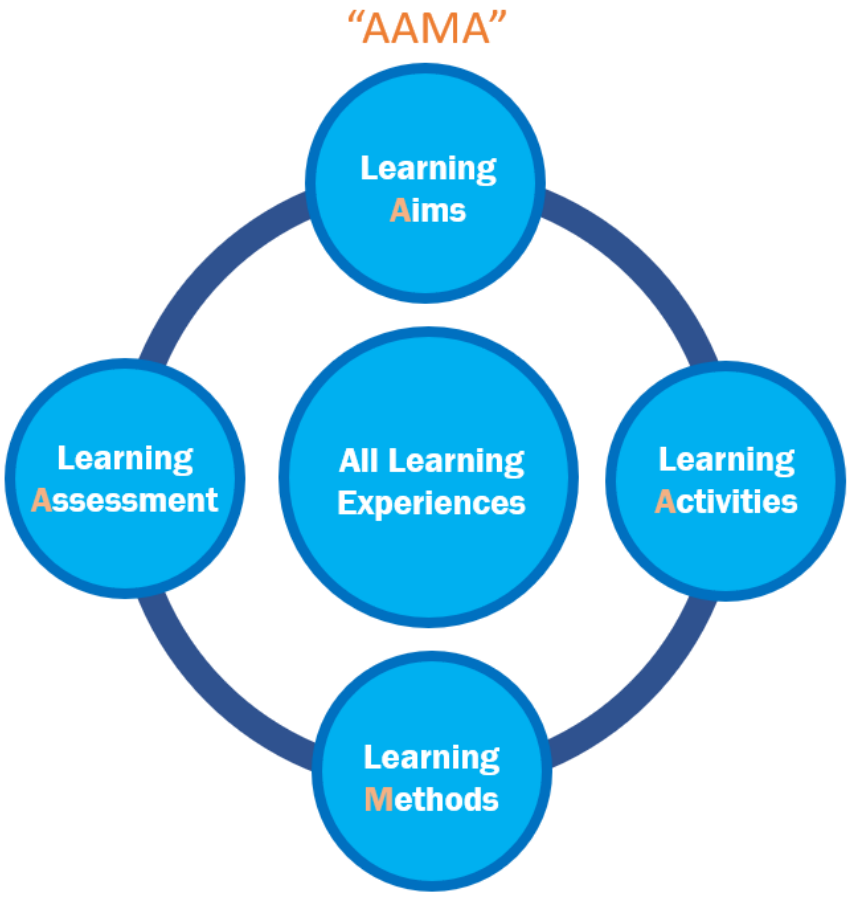
Discipling: Are we able to say to those that we are teaching: "Follow me"? Are we walking the way the Lord is walking?

Update yourself

- Read widely. A good teacher is a learner. He is curious; he wants to know.
- Be aware of things happening around you
- This is important because our lessons must come across relevantly to our students.

Recommended reading: ***Assessment for, as and of learning.*** Retrieved from: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches

What are the four key components of learning experiences?



Reflection & Application

- What are 3 things I have learnt?
- What are 2 things I will apply?
- What is 1 thing I wish to find out more?

END OF SESSION 4