

Assessment as a main tool to evaluate knowledge of students

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Abstract

The term assessment has various definitions depending on its context. In training settings, an assessment is insightful detective work, a diagnostic journey that uncovers the unique landscape of knowledge, skills, and progress. It is the art of understanding where learners stand, illuminating their growth areas, and paving the way for tailored training journeys. Evaluations go beyond mere measurement; they involve a thorough exploration to understand the true value of training materials. The term 'evaluation' originates from 'value', so it's not a quick look; it's a step-by-step process of measuring and observing, akin to giving really good advice. This organized method, governed by specific rules and criteria, acts like a report card for individuals, finished projects, processes, or products

Key words: exploration, value, illumination, measurement, progress, landscape, diagnostic test, insightful, growth, evaluations

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Термин «оценка» имеет различные определения в зависимости от контекста. В условиях обучения оценка представляет собой глубокую детективную работу, диагностическое путешествие, раскрывающее уникальный ландшафт знаний, навыков и прогресса. Это искусство понять, где находятся учащиеся, выявить области их роста и проложить путь для индивидуального обучения. Оценки выходят за рамки простого измерения; они предполагают тщательное исследование, чтобы понять истинную ценность учебных материалов. Термин «оценка» происходит от слова «ценность», так что это не быстрый взгляд; это пошаговый процесс измерения и наблюдения, сродни даже действительно

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хорошего совета. Этот организованный метод, регулируемый конкретными правилами и критериями, действует как табель успеваемости для отдельных лиц, завершённых проектов, процессов или продуктов.

Ключевые слова: исследование, ценность, освещение, измерение, прогресс, ландшафт, диагностический тест, проницательность, рост, оценки

Assessments have become integral to today's teaching, learning, and data-driven decision-making efforts. Within the world of assessments, there are two paramount ideologies at work: assessments for learning and assessments of learning.

Both forms of assessments serve a distinct and powerful purpose, and it's important to understand how they play off one another and ultimately enhance instruction, intervention, and student achievement.

Assessments of Learning

Assessments of learning are typically administered at the end of a unit or grading period and evaluate a student's understanding by comparing his or her achievement against a class-, district-, or nationwide benchmark or standard,¹ as noted by the Eberly Center for Teaching Excellence & Educational Innovation at Carnegie Mellon University.

Benchmark assessments are examples of assessments of learning, where students are assessed three times per year for universal screening (early identification).

Assessments for Learning

Assessments for learning – also described as assessments as learning – assess a student's comprehension and understanding of a skill or lesson during the learning and teaching process.

According to the Eberly Center at Carnegie Mellon, this provides educators with ongoing feedback and allows them to:

Identify at-risk students early

Adjust instruction accordingly and immediately

Monitor student progress¹

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Frequent progress monitoring is an example of assessments for learning, where a student’s academic performance is regularly assessed between benchmarks to determine if the current instruction and intervention is positively impacting student achievement or if adjustments need to be implemented.

Can a teaching strategy utilize both assessments for and assessments of learning?

Certainly. Assessments for and of learning both have a place within instructional and intervention plans. When the two are balanced and administered properly, a comprehensive assessment strategy develops that details:

How a student is progressing with key foundational skills and measures

Where a student’s achievement level is compared to state standards and end-of-year targets

Catherine Garrison and Michael Ehringhaus, PhD, authors of *Formative and Summative Assessments in the Classroom*, point out that the more information we can gather about students as they engage and advance in the learning process, the more equipped educators are with vital insight and data to adjust instruction and intervention plans. This will help every student continue to move forward in their education.²

How Data-Driven Assessments Fuel Student Success

“If assessment is to be a positive force in education, it must be implemented properly. It cannot be used to merely sort students or to criticize education. Its goals must be to improve education. Rather than 'teach to the test,' we must 'test what we teach.’”

-Lockwood and McLean, authors of *Why We Assess Students -- And How: The Competing Measures of Student Performance*³

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When discussing how assessments for learning and assessments of learning help you and your team of educators evaluate the impact of teaching and learning, it's beneficial to ask yourselves if you're administering the right assessments and measures via the right technology.

This crucial question can help you understand if you're truly fueling your instructional decisions and promoting student progress with effective, reliable, easy-to-understand data.

A data-driven assessment process will fuel student success by empowering all educators to:

Identify students with specific needs early

Adjust instruction and set appropriate goals to close their learning gaps

Track the effectiveness of their intervention and instruction

Monitor student progress

Report responsiveness to intervention

Predict performance on key indicators

You can drive improved learning outcomes for your students and help them make significant gains by establishing a seamless assessment for and of process.

Discover an all-in-one web-based benchmarking and progress monitoring assessment system that allows you to screen all of your students with short, accurate assessments that:

Evaluate a student's understanding by comparing his or her achievement against a class-, district- or nation-wide benchmark or standard, and

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Assess a student’s comprehension and understanding of a skill or lesson during the learning and teaching process.

measure a student’s academic achievement and competency development

promote timely and specific feedback to students so they can evaluate their progress

identify students with academic difficulty to support and provide remediation as needed and identify and recognize outstanding students.

These goals are achieved by the following objectives:

Objective 1: Student evaluations must be based upon learning objectives that are competency-based and criterion-referenced when possible.

Objective 2: Performance-based assessment must be a component of course and clerkship evaluation plans.

Objective 3: Formative evaluations and feedback must be incorporated into the evaluation process.

Objective 4: Summative evaluations of students’ learning must be based upon competency-based objectives.

Objective 5: Evaluation by individuals, other than teaching faculty [e.g., students (self and peer), patients, nurses], when possible, will be incorporated into the evaluation process.

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