Assessment
FOR
Teaching and Learning

The Gordon Commission Colloquium
at UCLA

Norma Silva
Principal
UCLA Lab School
The Gordon Commission recognizes differences between:

a) assessment *OF* educational outcomes, and

b) assessment *FOR* teaching and learning

(page 18)
The report of The Gordon Commission on the Future of Assessment in Education asserts that good assessments provide **timely, constructive information** that **help students** accelerate their learning and teachers **personalize instruction**.

(ETS, 2013 p. 1)
Timely

- proximate to the student learning
- while learning is developing
- teacher gathers evidence or data on learning at the moment
- The data informs immediate or near immediate teacher decisions
Teacher-Student Conferencing
Constructive information

- Related to specific learning goal
- Evidence provides substantive insights into student thinking, fine grained
- Enables feedback tailored for the individual
Brainstorming and Teacher Feedback

Leslie, what is the connection between the three solutions you circled? What can your argument be?

- Global Warming
- Hybrid Cars
- Energy saving light bulbs
- Planting trees
- Recycling
- Reducing paper use

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Helping students

- Support students in self- and peer assessment
- Feedback that enables them to take action
Peer Feedback

- We love feedback!
- Love the art! It's so really feel its...
- Please read...
  1. Some projects are very delicate.
  2. Do not touch.
  3. Please give feedback.
  4. Have a good time!
Personalize learning

- Tailoring instruction to individual needs
- Actionable individual feedback
- Assisting reflective learning
Vygotsky’s Zone of Proximal Development

Student’s Current Learning Status

Gap

Learning Goal