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## The Heart of AFL:

Maximizing the Power of Assessment  
to Increase Student Learning

Join the network: <http://salemafl.ning.com>

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## Assessment FOR Learning

Sharing assessment strategies that help students learn

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Hot Topics **Edit** Welcome to AFL **Edit** Scott Habeeb

Below are some of the most popular topics/resources on Assessment FOR Learning:

- Practical Examples of AFL
- The Philosophy of AFL
- Interactive AFL Faculty Meetings
- Communicating AFL to Students and Parents

This site has grown out of the City of Salem Schools' (VA) attempts to incorporate AFL practices into its schools. It is open for any educators who are interested in sharing strategies and ideas for using assessment data to maximize student learning. We hope you will join and become an active member. We learn best when we get to share with one another.

Take a moment to introduce yourself to the other members by replying to the Introductions forum discussion.

Blog Posts **Edit**

AFL Online Resource **Edit**

The Pre-Test: A simple but EFFECTIVE AFL strategy  
Posted by me on May 13, 2011 at 7:47am  
1 Comment 1 Like

Awaiting Approval  
1 New Member

Birthdays **Edit**

Birthdays Today

Social Network dedicated to Assessment, Grading, & Excellence in Teaching  
Blog Posts, Collaboration, Forum Discussions, Video, Resource Links

<http://salemafl.ning.com>

## Think & Discuss



What is the purpose of ASSESSING students?

Why do you ASSESS them?

What are you trying to accomplish with your ASSESSMENTS?



## Formative Assessment = Assessment FOR Learning



## Multiple Choice



What do you do with the results you receive from assessing students?

- Study them and use them to guide my upcoming instructional practices
- Put them in my grade book and average them to determine the student's grade in the class
- Give them to the students so that they can use them to guide their learning
- Use them to berate and belittle my students about how they will never amount to anything in life

## Assessment FOR Learning

### Definition:

...is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.

- W. James Popham

## Assessment FOR Learning

What does it look like in the classroom?

Frankly, everything students do has potential value as formative assessment. Assessments may range from:

- oral responses to written responses
- physical performances to inactivity
- completing practice worksheets to engaging in peer conferences
- taking conventional quizzes to creating graphic representations of a concept
- computing math problems on personal dry-erase boards to indicating the level of understanding with a simple thumbs-up or thumbs-down

It takes myriad forms in the classroom and is as unique to individual teachers as are instructional styles.

Training and Technical Assistance Center at The College of William and Mary  
<http://web.wm.edu/ttac/corner/2006febmar.html?&=svr=www>

## Assessment FOR Learning

It's about how the results of the assessments will be used – not what the assessments are.



## Assessment FOR Learning

AFL usually doesn't represent something radically new.

AFL usually explains why your best is your best.

When we understand WHY something works well, the odds of it occurring more frequently increase.



## AFL v. Summative



Autopsy

v.

Check-up

## Assessment FOR Learning

A teacher's daily reflection:

- Did I leave class today with the assessment data/info I need to know for sure how well my students - as a group and/or individually - understood the lesson I just taught them?
- Did my students leave class today with the assessment data/info they need to know for sure how well they understood the lesson I taught them?

## The Heart of AFL



- Frequent (daily) assessments for the purpose of helping students learn – as opposed to Assessment FOR Grading only
- Teacher using feedback to guide instruction – that day as well as in the future
- Students using feedback to guide their own learning – that day as well as in the future
- Grading systems that allow for assessments to be used as practice – to help learning

## Assessment FOR Learning

Assessment FOR LEARNING

v.

Assessment FOR GRADING

### Experiential knowledge:

- After lecturing for a week, your teacher gave you a test and then moved on to the next topic.
- You had a big test scheduled for the following day but you were not positive what information you needed to know for it.



### Experiential knowledge:

- Your teacher gave you a study guide that consisted of two columns worth of information and definitions, and as you studied you ended up having to relearn the majority of the material.
- You earned an A on the large unit test but received a B on your report card because you did not do as well on the class work and quizzes that led to the test.



### On the other hand:

- Your teacher lectured for a week and assessed you daily to make sure you understood the content.
- You had a big test scheduled for the following day and knew exactly what you needed to know for it because you had already been assessed many times on the same material.



### On the other hand:

- Your teacher taught your class how to use feedback from assessments to create personalized study guides that only included the information you had not yet mastered completely.
- You earned an "A" on a large unit test and received an "A" on your report card. While you had not done as well on the class work and quizzes that led up to the test, those assessments were not averaged into your grade but instead were used by you to guide your learning.



## Analyzing "AFL-ishness"

### The Heart of AFL:



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Based on the Heart of AFL, what is "AFL-ish" about this next teaching strategy...

**Consigner vos progrès** Leçon B p 164-178

This lesson will last for 5 days. At the end of each class period you will place a check in the box next to the words/phrase you are positive that you know well. You will put an X in the box next to the words you don't know well. Put a circle in the box next to the words that you aren't completely sure about. On the day before the test you will assess your ability to translate, conjugate, and use the words/phrases in a sentence. This will become your study guide for your test. Alors, consigner le progrès parce que c'est vos progrès!

Vocabulaire	Day 1	Day 2	Day 3	Day 4	Day 5	Test Tomorrow		
						Can I translate?	Can I conjugate?	Can I use in sentence?
une plante								
une machine à laver								
un fer à repasser								
un aspirateur								
un sèche-linge								
un lave-vaisselle								
une tondeuse								
ranger la chambre								
changer les draps								
faire la lessive								
faire sécher le linge								
repasse la chemise								
arroser les plantes								
tondre la pelouse								
sortir la poubelle								
passer l'aspirateur								
enlever la poussière								
faire la vaisselle								

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## An example of Assessment FOR Learning

A teacher uses whiteboards to assess her students and then provides feedback based on the assessment results.

The students keep track of her feedback and their assessment results to help them prepare for a quiz the next day.

## Application Activity

*Teacher using assessment data to guide instructional practices*

Choose an assessment that you already use in your classroom.

How could you use or apply it differently so that it would become an AFL tool?



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