

# Characteristics of Assessments "FOR" Learning

## **Provides immediate feedback to the teacher and the learner**

- ◆ Screen shows the RIT score at the conclusion of the test
- ◆ Visit the NWEA web site for next day reports
- ◆ PUSD Web site of helps to translate the RIT score into descriptive feedback

## **Actively involves the student in the process**

- ◆ Individual growth chart
- ◆ Student input helps interpret the RIT score. Student understands the feedback and can explain what needs to happen next in his or her learning.
- ◆ Teacher and student collaborate to establish personal growth goals. (this allows for corrective, non-judgmental feedback)

## **Provides the teacher with information he/she can use to plan instruction and feedback**

- ◆ Interpreting the score report
- ◆ Using the PUSD tools to access the continuum for RIT scores
- ◆ Developing a general class profile
- ◆ Targeting Instruction
- ◆ Using Lexiles

## **Motivates Students**

- ◆ Establishes short-term targets and uses MAPs to check
- ◆ Provides opportunities for success that reinforce student efforts
- ◆ Students begin to see the correlation between their focused effort and progress, producing hope for "closing the gap" (unravels the mystery of the misconceptions about "smart kids")
- ◆ Lower achievers generally make more gains than higher achievers...motivates and encourages them with hope for success