PRINCIPLES OF ASSESSMENT THAT ASSIST LEARNING AND INFORM INSTRUCTION

(Information taken from <u>Curriculum Framework for English and an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, June 2011 Draft – Section 7: Assessment of EAL and LAL Learners</u>. Available at www.edu.gov.mb.ca)

1. **An Integral Part of Instruction and Learning**

    Assessment:

    - Is meaningful to students
    - Leads to goal setting
    - Fosters transfer/integration with other curricular areas and application to daily life
    - Reflects instructional strategies used
    - Uses a wide variety of strategies and tools
    - Reflects a definite purpose

2. **Continuous and Ongoing**

    Assessment:

    - Occurs through all instructional activities (observations, responses, logs)
    - Occurs systematically over a period of time
    - Demonstrates progress towards achievement of learning outcomes

3. **Authentic and Meaningful Language Learning Processes and Contexts**

    Assessment:

    - Focuses on connecting prior knowledge and new knowledge (integration of information)
    - Focuses on authentic literacy contexts and tasks
    - Focuses on application of strategies for constructing meaning in new contexts

4. **Collaborative and Reflective Process**

    Assessment:

    - Encourages meaningful student involvement and reflection
    - Involves parents as partners
    - Reaches out to the community
    - Focuses on collaborative review of products and processes to draw conclusions
    - Involves a team approach

5. **Multidimensional – Incorporating a Variety of Tasks**

    Assessment:

    - Uses a variety of authentic strategies, tasks and tools
    - Is completed for a variety of purposes and audiences
    - Reflects instructional tasks

6. **Developmentally and Culturally Appropriate**

   Assessment:

   - Is suited to students' developmental levels
   - Is sensitive to diverse social, cultural and linguistic backgrounds
   - Is unbiased

7. **Focused on Students' Strengths**

   Assessment:

   - Identifies what students can do and are learning to do
   - Identifies competencies in the development of knowledge, skills and strategies, and attitudes
   - Considers preferred learning styles
   - Focuses on celebrations of progress and success
   - Provides for differentiation
   - Provides information to compare a student's performance with his/her other performances

8. **Based on How Students Learn**

   Assessment:

   - Uses sound educational practice based on current learning theory and brain research
   - Fosters development of metacognition
   - Considers multiple intelligences and learning styles
   - Uses collaborative and co-operative strategies
   - Considers research on the role of memory in learning
   - Reflects current models of language learning

9. **Offer Clear Performance Targets**

   Assessment:

   - Encourages student involvement (setting criteria, measuring progress, working towards outcomes and standards)
   - Encourages application beyond the classroom
   - Provides a basis for goal setting
   - Provides students with a sense of achievement
   - Provides information that compares a student's performance to predetermined criteria or standards