



Why Do We Assess? The Two Big Reasons

Measurement and Evaluation, Cihan University, Suli

Week 1

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What is Assessment?

- Is it just a test? Or is it something more?
- For many, it means a test or an exam (pass/fail).
- But the most important idea in this course is... **Assessment is a tool to HELP students learn.**



A Simple Story: The Cook and the Customer

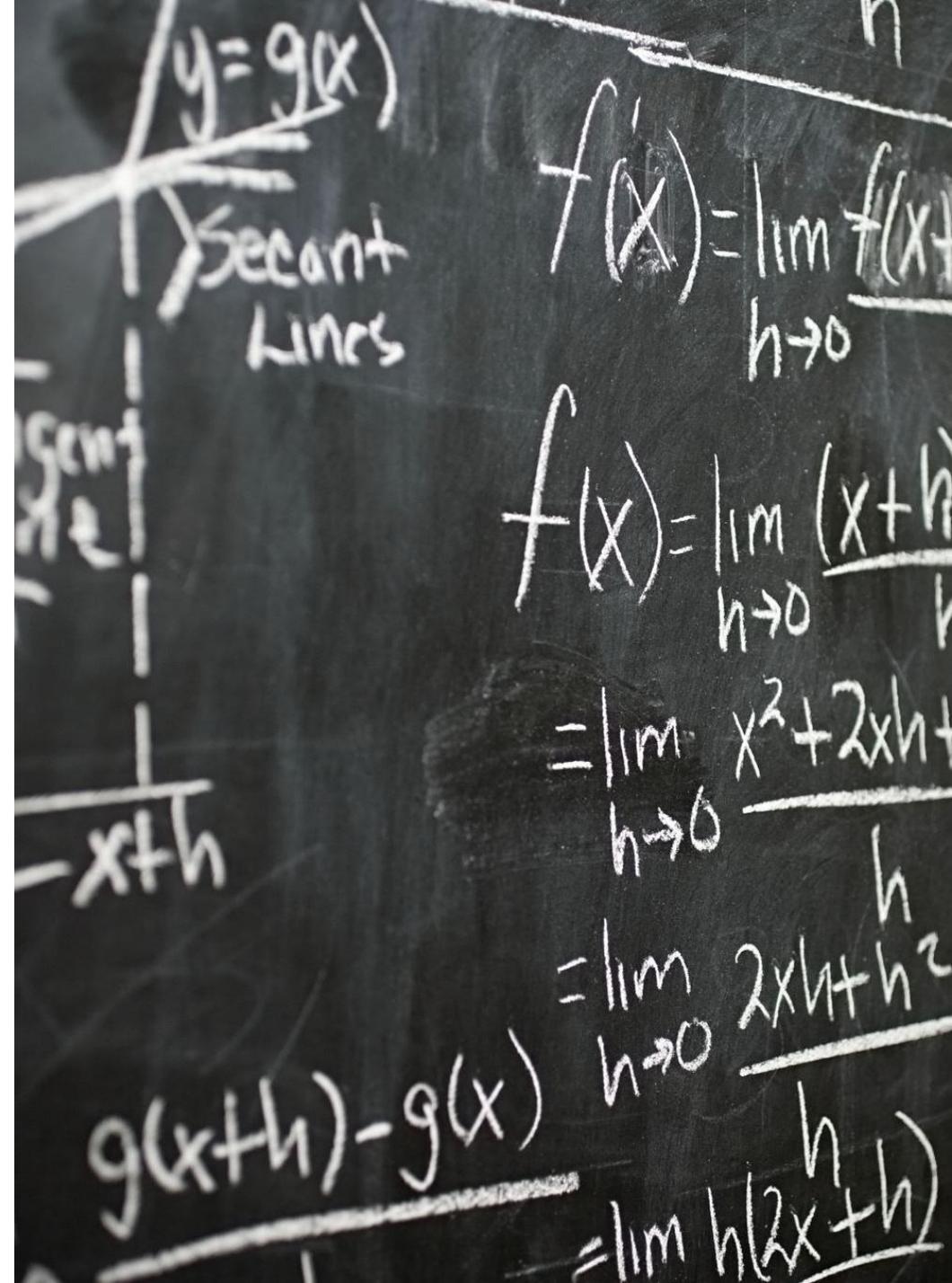
- **The Cook (Improving the Soup)**
- Tastes the soup while it is cooking.
- Adds salt, tastes again to make it better.
- This is Assessment FOR Learning.

- **The Customer (Judging the Soup)**
- Eats the final soup after it is finished.
- Gives a final opinion: 'It is good' or 'It is bad.'
- This is Assessment OF Learning.



1. Assessment FOR Learning (The Cook)

- **Also called: Formative Assessment**
- Purpose: To IMPROVE learning, not to give a grade.
- Key Question for the Teacher: 'What do I need to teach differently?'
- When: Happens all the time, DURING the learning process.



Examples: Assessment FOR Learning

- A teacher asking questions during a lesson.
- Watching students work in groups.
- 'Exit tickets' at the end of class.
- Looking at homework for common mistakes.
- Students giving feedback to each other.



2. Assessment OF Learning (The Customer)

- ***Also called: Summative Assessment***
 - Purpose: To JUDGE learning and give a grade.
 - Key Question: 'How much did the student learn at the end?'
 - When: Happens at the END of a unit, chapter, or semester.
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Examples: Assessment OF Learning

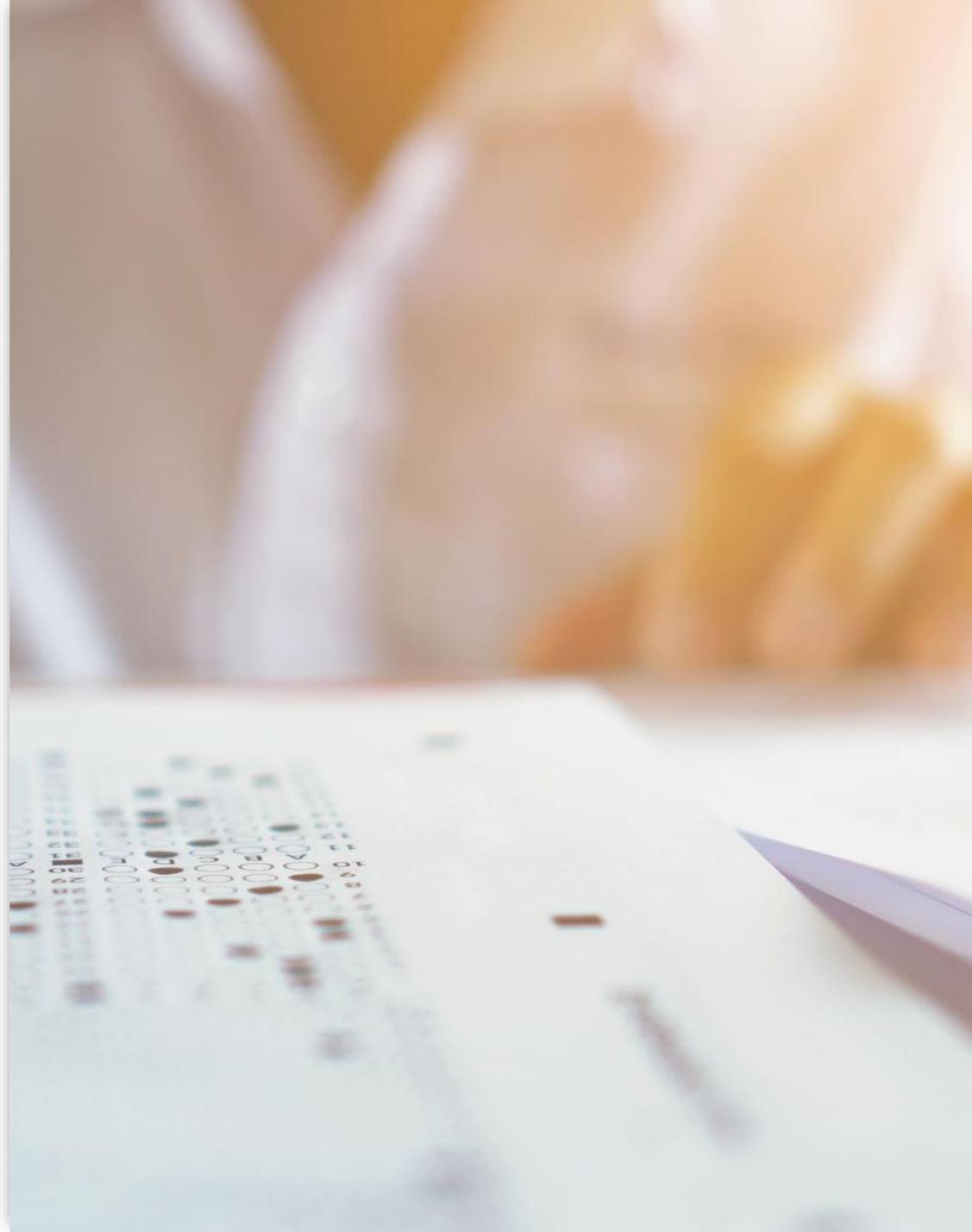
- Final exams
- Midterm exams
- A big project at the end of a unit
- A final presentation that receives a grade

FOR Learning vs. OF Learning: A Summary

Feature	Assessment FOR Learning (Formative)	Assessment OF Learning (Summative)
Purpose	To improve	To judge/grade
When	During learning	At the end of learning
Analogy	The Cook	The Customer

Key Vocabulary for Week 1

- **Assessment:** Gathering information about what a student knows and can do.
- **Formative Assessment:** Assessment FOR learning (to help).
- **Summative Assessment:** Assessment OF learning (to judge).
- **Feedback:** Information to help a student improve.





This Week in Our Workshop

We Do: We will look at scenarios together.

You Do: You will sort scenarios into FOR and OF learning groups.

Question to think about: Which type of assessment is more common in your experience?

Part 1: Scenarios for the "We Do" Activity (Whole-Class Guided Practice)

- **Instructions:** Analyse these four scenarios together as a class. Ask yourself:

- "When is this happening? During the lesson or at the end?"
- "What is the purpose? To help the student improve or to give a final grade?"
- "Is this more like the cook tasting the soup, or the customer eating the final meal?"

Scenario A

A teacher gives a final exam at the end of the school year. This exam will decide if the students pass to the next grade.

Scenario B

During a math lesson, a teacher asks, "Can someone explain how you got that answer?" She listens carefully to the student's explanation.

Scenario C

Students in a science class must present their final project on the solar system. This project is 30% of their total grade for the course.

Scenario D

Before students' hand in their English writing, the teacher gives them a checklist. The students use the checklist to check their own work for spelling mistakes and punctuation.

Part 2: Printed scenarios for the "You Do" Activity (Group Work)

In your small groups, read each scenario and sort them into two piles:

Assessment FOR Learning
(Formative)

Assessment OF Learning
(Summative)

