

Assessment Types

1. *Formal Assessments*: Evaluating student learning based on their performance on a standardized test. Formal assessment implies that a test will be administered, and afterward students will receive a mark or grade.
2. *Informal Assessments*: Monitoring student learning based on their performance and general intake of information, based on descriptive criteria.
3. *Formative Assessments*: Asking open-ended questions in order to check students' understanding of the task. Such as giving anonymous written tests, quizzes, and discussion questions.
4. *Summative Assessments*: Test given at the end of distinct periods of time and is meant to evaluate what students know.
5. *Subjective Assessments*: Assessment results are based on the review of all students' and they are graded based on comparison.
6. *Objective Assessments*: Assessment results are based on the Common Core Standards expectations when graded.
7. *Authentic Assessments*: Assessing student responses to real-world scenarios or tasks.

How Assessments, Feedback & the Learning Cycle Effect Student Motivation for Learning

Feedback needs to be positive and needs to ask questions geared towards student's correcting their own mistakes. When this is done in a gentle & positive manner, the student's are able to retain the information better. They will be more readily able to learn from their mistakes. When a teacher corrects too harshly, then the student may begin to feel ashamed and this negative feedback will become a detriment and stumbling block to his/her recitation of the information.

Students' need assessments to be clearly written and ordered so that they know what is expected of them. When you provide a rubric for grading, then grading needs to be more objective, because the works will be more creative and student-directed. Avoid critical phrases and instead encapsulate a positive, uplifting and cohesive grading system that student's will be happy with and encouraged by!

When this is done effectively, then students will care more about learning the information, and less about worrying.