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Spinelli is a Professor
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Special Education
Department at Saint
Joseph's University in
Philadelphia, PA. She
has extensive
experience as a
certified school
administrator and
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When planning
instructional strategies,

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- teachers need to
- Keep learning goals in mind
- Consider assessment strategies
- Determine what would constitute evidence that students have reached the learning goals

All of this needs to be considered within the context of instruction, rather than as an isolated step in the instruction cycle.

Linking Classroom

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Assessment

Teachers may elect to have students self-correct. The teacher collects assessment results to monitor individual student progress and to inform future instruction. Both student and teacher can quickly assess whether the student acquired the intended knowledge and skills. This is a formative assessment, so a grade is not the intended

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purpose.

Instructional

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Authentic, curriculum-embedded assessments, like Teaching Strategies GOLD®, which occur within typical classroom activities, have several advantages: teachers' instructional practices can be improved,

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opportunities to individualize instruction can be increased, and state and agency standards can be met through curriculum-assessment links (Grisham-Brown, Hallam, & Brookshire, 2006).

Linking Curriculum and Assessment - Teaching Strategies

"One of the most powerful research-based strategies for

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linking assessment to improved instructional practice is teacher moderation. This process involves educators in a collaborative discussion of student work based on predetermined assessment criteria. 1

Assessment DEFINING MODERATION FOR AND OF ASSESSMENT ...

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Linking goals,
assessment and
teaching strategies to
promote effective
learning Context
specific: content, skills
April 10, 2012

(Tuesday): Setting
goals for effective and
innovative courses

Leader: Barbara
Tewksbury, Our focus:

- What the student
does.
- How to assess
student learning.

Examples: class size,
student motivation

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Linking goals, assessment and teaching strategies to ...

If assessments are misaligned with learning objectives or instructional strategies, it can undermine both student motivation and learning. Consider these two scenarios: Your objective is for students to learn to apply analytical skills, but your assessment

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measures only factual
Instructional
recall.

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Instructional **Linking Assessment to Instruction in Multi-Tiered Models**

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Four strategies illustrate the strong connection between formative assessment and research on learning: eliciting prior knowledge, providing effective feedback, teaching for transfer of knowledge, and encouraging student self-assessment.

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