



Assessment Philosophy Worksheet

1. Consider how you value the following statements:

Your Value		Assessment Component
Weak	Strong	
1	2 3 4 5	Convincing evidence that students can use their new knowledge and skills effectively and creatively.
1	2 3 4 5	Simulations or real-life challenges where new academic knowledge or skill is required.
1	2 3 4 5	Tasks where a multifaceted repertoire of knowledge and skills must be applied with good judgment. Simple recall is insufficient for performing well.
1	2 3 4 5	A chance to produce a quality product or performance.
1	2 3 4 5	Demystifying criteria and standards that allow students to thoroughly prepare, self-assess, and self-adjust with the resources that are available.
1	2 3 4 5	Opportunities for students to learn from the experience itself and to improve before the course has ended.
1	2 3 4 5	Reasonable chances to learn from mistakes without any penalty.
1	2 3 4 5	Opportunities for students to justify their answers choices, or plans.
1	2 3 4 5	Evidence of the pattern and consistency of student's work.
1	2 3 4 5	Opportunities for teachers to learn new things from their students.

2. Consider your current practices

Your Value		Assessment Component	Your Practice	
Weak	Strong		Weak	Strong
1	2 3 4 5	Convincing evidence that students can use their new knowledge and skills effectively and creatively.	1	2 3 4 5
1	2 3 4 5	Simulations or real-life challenges where new academic knowledge or skill is required.	1	2 3 4 5
1	2 3 4 5	Tasks where a multifaceted repertoire of knowledge and skills must be applied with good judgment. Simple recall is insufficient for performing well.	1	2 3 4 5
1	2 3 4 5	A chance to produce a quality product or performance.	1	2 3 4 5
1	2 3 4 5	Demystifying criteria and standards that allow students to thoroughly prepare, self-assess, and self-adjust with the resources that are available.	1	2 3 4 5
1	2 3 4 5	Opportunities for students to learn from the experience itself and to improve before the course has ended.	1	2 3 4 5
1	2 3 4 5	Reasonable chances to learn from mistakes without any penalty.	1	2 3 4 5
1	2 3 4 5	Opportunities for students to justify their answers choices, or plans.	1	2 3 4 5
1	2 3 4 5	Evidence of the pattern and consistency of student's work.	1	2 3 4 5
1	2 3 4 5	Opportunities for teachers to learn new things from their students.	1	2 3 4 5

These questions taken from *From Diversity and Motivation*, Ginsberg and Wlodkowski, Second edition, (2009) Jossey-Bass, San Francisco, CA