

Jefferson Educator: Domain of Assessment for Learning

The Jefferson Educator defines learner success, evaluates learning outcomes, and provides timely, consistent feedback to improve learning.

Many types of assessment may play an indispensable role in the classroom. Tests administered at the conclusion of a learning experience (such as at the end of a course or program of study) may help determine a grade, a class ranking, or whether a license has been qualified for. In contrast, assessments used diagnostically during a period of ongoing instruction can reflect learning-in-progress and inform feedback an educator gives learners to further their progress.

Assessment for Learning assesses a learner's developing abilities during the learning process. The goal is to increase learning, not to determine a grade or rank. This approach is distinguished more by how an assessment's results are used (i.e., formative intent) than by the particular type of assessment (multiple choice, short answer, practical, etc.) the educator employs.

In keeping with this approach, assessments are designed to provide rich data about learner performance so that the instructor—adopting the role of facilitator and coach—can provide more personalized, effective feedback.

When might I use Assessment for Learning?

- To identify where learners are struggling so I can address the problems immediately rather than at exam time.
- To determine what feedback or other support a learner requires to progress to the next level of proficiency.
- To better promote and support self-directed learning.

Key Principles of Evidence-Based Teaching

Evidence-Based Teaching is:

- An integration of individual teaching expertise with best available external evidence.
- Based on peer-reviewed data.
- Measured objectively with controls.

How can I get started?

- Attend a [Talking Teaching](#) session or suggest a relevant teaching topic for discussion. Talking Teaching is an informal gathering of educators to discuss issues of interest. Hour-long weekly meetings are prompted with short readings as conversation starters. Educators across Thomas Jefferson University are invited to participate.
- Attend a Professional Development workshop
- Read literature in your relevant field
- Share ideas with colleagues

Research some [well-documented approaches](#), such as project-based learning, frequent recall, scaffolding, or interleaving.

Selected Resources

Best Evidence Encyclopedia. Best Evidence. <https://bestevidence.org/>

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools*. New York: Guilford Press.

Kuromiya, H., Majumdar, R., & Ogata, H. (2020). [Fostering Evidence-Based Education with Learning Analytics: Capturing Teaching-Learning Cases from Log Data](#). *Educational Technology & Society*, 23(4), 14-29. [https://doi.org/10.30191/ETS.202010_23\(4\).0002](https://doi.org/10.30191/ETS.202010_23(4).0002)

Major, Harris, M. S., & Zakrajsek, T. (2016). [Teaching for learning 101 intentionally designed education activities to put students on the path to success](#). Routledge, is an imprint of the Taylor & Francis Group, an Informa business.

Doyle, T. (2011). [Learner-centered teaching putting the research on learning into practice](#) (1st ed.). Stylus Pub.

Resources have been linked to University Library holdings or the original source. You may be prompted to enter your Thomas Jefferson University credentials for access.

[Center for Faculty Development and Nexus Learning](#)

