Global Learning Assessment Module

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**Overview/Purpose of the Module**

This module is designed to engage pre-service teacher education candidates into an active and personal review of international assessment practices. It provides an opportunity for students to examine, reflect, and critically analyze classroom assessment practices and purposes from a global perspective. In addition, students are encouraged to examine these practices based on their personal experiences as a student and as a future teacher. This module addresses the reality that classroom assessment is a global practice and essential element for meaningful instructional delivery in the classroom.

The module has the following objective:

1. Interpret and evaluate alternative views/perspectives of assessment based on teachers from other cultures and educational systems.

**Connections to Global Learning Outcomes**

The International Classroom Assessment Project provides the opportunity for students to acquire the following outcomes:

1. Demonstrate awareness and knowledge of different cultures and their educational systems.
2. Adapt and adjust assessment perspectives and practices based on individuals from different countries and cultures.
3. Use a cultural framework to critically think and solve assessment-related issues in the classroom (for middle childhood instructional domains).
4. Understand classroom assessment from more than one cultural perspective and experience.

**Classroom Project:**

The International Classroom Assessment Assignment (2 class sessions followed up with a reflection paper at the end of the next week)

**Classroom Assessment: What Can It Look Like?**

The concept of classroom assessment as an international issue and skill is introduced in class. To highlight the importance and necessity of this professional skill in the classroom, four different video interview clips (ranging from 10-25 minutes each) of teachers from four different countries (China, England, Australia, and the United States) are viewed in class. International research is also reviewed, particularly that of the Assessment Reform Group (ARG) conducted to England and Scotland as well as Europe. Each teacher has been asked to respond to the following set of interview questions – *1) Define classroom assessment and what does it look like in your classroom? 2) What kind of assessment is involved in your class? 3) How are instruction, student learning, and assessment connected in your classroom? 4) Describe the student learning evidence or data that is generated in your classroom? 5) How is self-assessment (for students and yourself) practiced in your classroom?*

After viewing the videos, students are arranged in groups to examine the similarities and differences regarding the teachers’ responses. After those discussions, the entire classroom examines the group findings. For each student, a three-page reflection paper is required and completed a week after the viewing of the videos. In the reflection paper, each student must answer the following questions:

1. Why is classroom assessment part of an “international conversation” for teachers in the 21st century?
2. In your opinion, what were the key assessment issues that emerged from these interviews?
3. What assessment practices will you now consider using based on the teachers’ responses?

**Resources**

Assessment Reform Group ([www.assessment-reform-group.org/](http://www.assessment-reform-group.org/))

Nuffield Foundation (http://www.nuffieldfoundation.org/assessment-reform-group)

Classroom Assessment Resource Center (<http://assess.raywitte.com/>)

Classroom Assessment for Teachers (McGraw-Hill)