




BRAIN-FRIENDLY ASSESSMENTS

are those designed by one who understands how the brain acquires, evaluates and stores information, as well as the variables that affect human learning, recall and performance.






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Remember: Assessment is a *process* whereby the teacher is continually monitoring the student's progress and providing corrective feedback and support as appropriate. Testing, on the other hand, is an *event* to show what a student knows at a given moment. Assessments come in three forms depending on *when* they are used.












-  **Pre-assessments** are given *before* beginning a new lesson topic or unit of study.
-  **Formative assessments** are given as students are *progressing* through the new learning.
-  **Summative assessments** are given at the *end* of the lesson or unit of study.

PRE-ASSESSMENTS: Remember to ask students to complete or answer the pre-assessment as soon as it is given to ensure that the information is coming from their long-term memories and not from any other source.









Questions When Preparing Pre-assessments:

-  How long should it take to complete the pre-assessment?
-  What form should the pre-assessment take?
-  How soon before I start the unit of study should I administer the pre-assessment?
-  Will I have enough time after I see the results of the pre-assessment to prepare and/or modify my instructional plan?
-  Should I give the students choices of what method they will use to provide their answers to the pre-assessment?

Types of Brain-Friendly Pre-assessments:

-  Entrance or exit cards
-  Student interviews
-  Short survey about what students already know
-  Interest survey
-  Open-ended questions
-  Student demonstration of knowledge or skill
-  Concept maps
-  Artwork related to the topic
-  Traditional written test
-  Games related to the topic
-  Teacher observations

Results of Pre-assessments Allow You to:

-  Decide when to use whole-group or small-group instruction
-  Determine what students know that can *help* them acquire the new learning
-  Determine what students know that can *interfere* with acquiring the new learning
-  Determine how to differentiate instruction
-  Avoid teaching material the students already know
-  Plan more interesting, engaging and brain-friendly strategies
-  Use your planning time more efficiently
-  Look for ways to challenge students appropriately