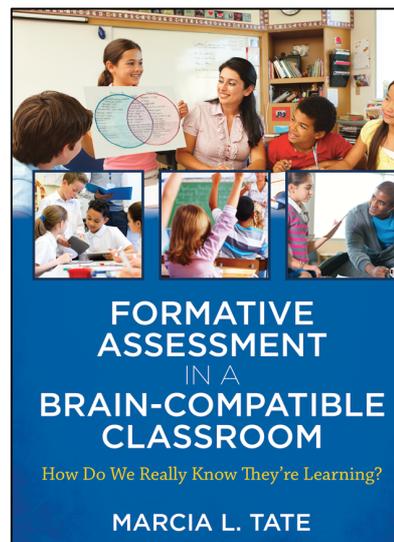


Formative Assessment in a Brain-Compatible Classroom: How Do We Really Know They're Learning?

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Summary

How can students knock the top of any test? That's one of the 14 key questions that Dr Marcia L. Tate, a highly regarded assessment authority, answers in *Formative Assessment in a Brain-Compatible Classroom: How Do We Really Know They're Learning?*

Although teachers tend to avoid types of assessments that are difficult to mark, these assessments are often the only way to know how well certain students are learning. Tate describes the theories behind various assessment types and addresses specific ways to create brain-compatible learning environments that foster high achievement. Throughout the book, she guides educators in identifying where to begin in the formative assessment process and how to proceed as they develop expertise in

- writing quality selected- and constructed-response test items
- building effective questioning that shows student learning
- understanding what students know before, during and after lessons
- using checklists and rubrics to assess student learning
- leveraging group work, peer assessment and self-assessment.

The book concludes with an explanation of four ways educators can ensure that students succeed in any assessment opportunity – a list that will have become obvious throughout the prior chapters. Educators reading it will be able to maximise the use of assessment, empowering all their students to succeed.

Other Resources

- *Worksheets Don't Grow Dendrites, Third Edition: 20 Instructional Strategies That Engage the Brain* (CO6699)
- *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders* (109031)
- *Embedding Formative Assessment Professional Development Pack* (SAT8899)
- *Embedding Formative Assessment: Practical Techniques for F-12 Classrooms* (LSM4971)