

Using assessment and feedback

[Education](#)



Using Assessment and Feedback Using Assessment and Feedback This paper addresses the aspect of assessment and feedback strategies for differentiated instruction in a gifted classroom. The paper will adopt the position of a teacher in a gifted classroom with students who exhibit multiple intelligences. The paper will then select and discuss a pre-assessment and post-assessment that would differentiate instruction to the students' multiple intelligences. In this context, the paper will explain how I would use feedback from these assessments to reflect upon and modify instruction within the gifted class. Ultimately, the paper will make a recommendation on how differentiated instruction would help in teaching and improving the student's academic performance.

Assessment and Feedback Strategies for Differentiated Instruction in a Gifted Classroom The modern education system recognizes the differences in cognitive abilities, talent, language, interest, and skills among the students. This necessitates the use of differentiated instruction in teaching to ensure the readiness and effective learning of all students. The teachers experience gifted classrooms where students have high achievement capability in various aspects which requires the teachers to provide extra ordinary educational services to ensure full development of those capabilities. As such, teachers face the challenge of keeping the gifted students challenged in class. Notably, differentiating instruction considers all the capabilities of the gifted students thus addressing the challenge. The teachers use various assessment methods in differentiated instruction to ascertain the unique strengths and weaknesses of the gifted students as they give feedback at their own levels (Ibabe & Jauregizar, 2010). Ideally, the assessment reveals the student's learning needs and help the teachers to address these needs after the students give

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a feedback (Ibabe & Jauregizar, 2010). Actually, teaching a gifted classroom may involve planning, pre-assessment, differentiation. Pre-Assessment and Post-Assessment In Differentiating Instruction for Multiple Intelligences A pre-assessment seeks to establish what a student already knows and what they do not know as well as determining the student's level of readiness to proceed with the new unit of study (Brighton, 2009). For a class with multiple intelligences students may be gifted and talented but have different intelligences. A pre-assessment will effectively define the intelligence of every student. I would therefore do a pre-assessment for each unit or for an entire course. Notably, there are different pre-assessment methods which include charts, graphic organizers, maps, interest surveys, and exit cards (Brighton, 2009). Pre-assessments will motivate my students and enable me to serve students more effectively. In seeking to use pre-assessments for Multiple Intelligences I will have to consult teachers with experience on the same. Assuredly, after a pre-assessment, I will strive to match the differentiated instruction with the ability of the student. On the other hand, post-assessment will ensure that I make a formal and informal assessment of the learning process (Callahan & Tomlinson, 2002). This will involve the use of open ended questions at the end of a lesson or unit where students take control of the answer and tackle the problem in the way that they see fit. Post-assessment is a learning process that will allow my students to reflect on the learning process at the end of the day or at the end of any activity. It demonstrates what the student learned and evaluates the student's success in attaining the knowledge, concepts, and skills as well as applying the intended goals of the differentiated instruction (Callahan & Tomlinson, 2002). Feedback from Assessments to Reflect Upon and Modify Instruction within <https://assignbuster.com/using-assessment-and-feedback-essay-samples/>

the Gifted Class Ideally, teachers and students should learn from assessments in differentiated instruction. The information derived from the assessments (feedback) influences or modifies future learning and teaching activities. Indeed, I will use the feedback by referring to the aggregate reports on student activities and performance through the learning materials. Indeed, the aggregate reports will help me to analyze the students' performance in relation to certain metrics like level of student engagement, success levels, and resultant queries. This information will be fundamental in informing me on whether to give more explanations or practices before moving on, modify the instructions, or change the content of the next study. More so, timely feedback will equally improve the student's learning and enhance their understanding. Significance of Differentiated Instruction in Teaching and Improving Academic Performance I would recommend the use of differentiated instruction for both teachers and gifted students. Indeed, differentiated instruction enhance teaching by enabling teachers to devise specific and effective match between the students' abilities, learning needs, and interests with the curriculum for purposes of accommodating all students in the learning process (Pham, 2012). Actually, differentiated instruction enables instructors to devise a strategic plan that will address the diverse needs of the students with a view of attaining the overall goals (Valli & Buese, 2007). Moreover, since differentiated instruction demands total involvement from the teacher, then it leads to more professional and experience teachers. It also helps the instructors to establish more challenging and advanced content for the gifted students thus keeping their participation (Pham, 2012). On the other hand, differentiated instruction derives better challenges for the students thus

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enhancing their engagement and improving their performance. It equally establishes a classroom that satisfies the emotional, social, and academic needs for all students. With this, differentiated instruction enables all students to get equal learning opportunity by considering all the variances between gifted students (Pham, 2012). Furthermore, it exposes the students to new reading materials and tools thus stimulating their curiosity, engagement, and creativity which boost their overall academic success.

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