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# Assessment For Learning: The Missing Element For Identifying High Potential

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A major controversy facing the field of gifted education is the exclusive use of test scores to identify students for special programs and services. Assessment for learning (as opposed to traditional test-based assessment of learning) examines other important strength-based traits that contribute to high levels of creative productivity. This type of assessment for learning examines traits such as interests, instructional preference styles, preferred modes of expression, and executive function skills. Although sometimes referred as the “soft skills,” they have gained much more attention on the parts of college admission officers and employers, especially for positions requiring higher levels of creative and investigative productivity and leadership skills. Instruments that assess these traits are completed by the students themselves; and technology and artificial intelligence now allow us to administer and analyze them with the same ease used for traditional standardized tests. This approach is considered to be an example of formative assessment which, with appropriate feedback, is the most powerful moderator in the enhancement of achievement and well-rounded development.

## Schlagworte/Keywords

## Schulstufe - Zielgruppe / Educational Stage - Target group

## Personenbeschreibung/Bio-Note

**Vortragende:** Prof. RENZULLI, Joseph S.; Prof. REIS, Sally