



***Assessment of, for and as
Learning***



Assessment of *Learning*

The purpose of this kind of assessment is usually **SUMMATIVE** and is mostly done at the end of a task, unit of work etc.

“It is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to outside groups (e.g., employers, other educational institutions).”



Assessment of *Learning*

“Assessment of Learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures. It is important, then, that the underlying logic and measurement of assessment of learning be credible and defensible.”



Teachers' Roles in Assessment of Learning:

“Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. Effective assessment of learning requires that teachers provide:

- a rationale for undertaking a particular assessment of learning at a particular point in time
- clear descriptions of the intended learning
- processes that make it possible for students to demonstrate their competence and skill



Teachers' Roles in Assessment of Learning:

- a range of alternative mechanisms for assessing the same outcomes
- public and defensible reference points for making judgements
- transparent approaches to interpretation
- descriptions of the assessment process
- strategies for recourse in the event of disagreement about the decisions.”

Rethinking Classroom Assessment with Purpose in Mind” Page 55 and 56

Reflection: Think about an example of assessment of learning in your own teaching. How does it match with the points listed above?



Assessment *for* Learning

The emphasis shifts from summative to **FORMATIVE** assessment in Assessment *for* Learning.

Assessment *for* Learning happens during the learning, often more than once, rather than at the end.

Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work.



Assessment *for* Learning

“In Assessment *for* Learning, teachers use assessment as an investigable tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have.

The wide variety of information that teachers collect about students’ learning processes provides the basis for determining what they need to do next to move student learning forward. It provides the basis for providing descriptive feedback for students and deciding on groupings, instructional strategies, and resources.”



Teachers' Roles in Assessment *for* Learning:

“Assessment *for* learning occurs throughout the learning process. It is interactive, with teachers:

- aligning instruction
- identifying particular learning needs of students or groups
- selecting and adapting materials and resources
- creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning
- Providing immediate feedback and direction to students



Assessment *for* Learning

“Teachers also use assessment *for* learning to enhance students’ motivation and commitment to learning. When teachers commit to learning as the focus of assessment, they change the classroom culture to one of student success.”

Rethinking Classroom Assessment with Purpose in Mind” Page 30

Reflection: Think about when you use assessment *for* learning in your classroom. Is the kind of feedback you provide to students furthering their learning? Look at the Curriculum Corporation examples of feedback and decide which ones you think are assessing *for* learning.



Assessment *as* Learning

Through this process students are able to learn about themselves as learners and become aware of how they learn – become metacognitive (knowledge of one's own thought processes).

Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be.

Assessment *as* learning helps students to take more responsibility for their own learning and monitoring future directions.



Assessment as Learning

Monitoring Metacognition

- **What is the purpose of learning these concepts and skills?**
- **What do I know about this topic?**
- **What strategies do I know that will help me learn this?**
- **Am I understanding these concepts?**
- **What are the criteria for improving my work?**
- **Have I accomplished the goals I set for myself?**

(Adapted from Schraw, “Promoting General Metacognitive Awareness)

Rethinking Classroom Assessment with Purpose in Mind” Page 42



Teachers' Roles in Assessment *as* Learning

“The teachers’ role in promoting the development of independent learners through assessment *as* learning is to:

- **model and teach the skills of self-assessment**
- **guide students in setting their own goals, and monitoring their progress toward them**
- **provide exemplars and models of good practice and quality work that reflect curriculum outcomes**
- **work with students to develop clear criteria of good practice**



Teachers' Roles in Assessment as Learning

- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with ambiguity and uncertainty that is inevitable in learning anything new
- **provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors**
- monitor students' megacognitive processes as well as their learning, and provide descriptive feedback
- **Create an environment where it is safe for students to take chances and where support is readily available."**



Assessment as Learning Feedback

“Complex skills, such as monitoring and self-regulation, become routine only when there is constant feedback and practice using the skills. Effective feedback challenges ideas, introduces additional information, offers alternative interpretations, and creates conditions for self-reflection and review of ideas...If all feedback does is provide direction for what students need to do—that is, the feedback doesn’t refer to students’ own roles in moving forward to the next learning—they will perpetually ask questions like Is this right? Is this what you want? Rather, feedback in assessment as learning encourages students to focus their attention on the task, rather than on getting the answer right. It provides them with ideas for adjusting, rethinking, and articulating their understanding, which will lead to another round of feedback and another extension of learning.”



Assessment *as* Learning

Reflection: Think about when you use assessment *as* learning in your classroom. Do you encourage students to take risks associated with making their thinking visible?

Read the Mathematics Portfolio Letter example. Page 45. Discuss.



Assessment Tool Kit

There are a variety of methods that can be used for assessment *of, for* and *as* learning.

The important thing to clarify is what is the purpose of the assessment and then select the method that best serves the purpose in the particular context.

See Page 17 for different assessment methods and a description of what they are.



A Vignette of Assessment in Action Page 18 – 26.

The Final Word

- Read the short article
- **Underline/highlight the ideas that have most affect on you**
- Explain why you chose a particular one to discuss (3 minutes)
- **Other group members respond (1 minute each)**
- Original person has the ‘final word’
- **Move to the next person in the group**