# 

USE THIS SHEET TO: Understand assessment.

# ASSESSMENT ‘AS’ AND ‘FOR’ LEARNING—WHAT IS IT?

The primary purpose of all assessment is to improve student learning.

## ASSESSMENT *FOR* LEARNING AND AS LEARNING

ASSESSMENT FRAMEWORK: Processes and Strategies in a Collaborative Relationship[[1]](#footnote-1)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Where the Learner is going | Where the Learner is now  IE: “FOR” LEARNING | What the learner needs to get there  IE: “AS” LEARNING |
| Teacher | Identifying and clarifying learning goals and success criteria | Engineering effective classroom discussions and other learning tasks that elicit information about student learning | * Providing descriptive feedback that moves learners forward (i.e., outlining what was done well, what needs improvement, and how to improve) * Engaging students as learning resources for one another * Empowering students to become owners of their own learning |
| Peer | Understanding and sharing learning goals and success criteria | Engaging in peer assessment and feedback | |
| Learner | Understanding learning goals and success criteria | Engaging in self-assessment and goal setting | |

## GATHERING EVIDENCE OF LEARNING

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be ***triangulated*** to include: ***observation, student-teacher conversations***, and ***student products***.

Teachers can gather information about learning by:

* Designing tasks that provide students with a variety of ways to demonstrate their learning;
* Observing students as they perform tasks;
* Posing questions to help students make their thinking explicit; and
* Engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback.

Homework tasks designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.[[2]](#footnote-2)

# TEACHER-STUDENT CONVERSATIONS

* Conferences
* Interviews
* Group discussions
* Whole class discussions
* Class meetings

**STUDENT PRODUCTS**

* Performances
* Presentations
* Tests
* Portfolios
* Artwork
* Critiques/reviews
* Self and peer reflections

**OBSERVATIONS**

* Group discussions
* Independent work
* Rehearsals
* Daily work

1. Adapted from Black & Wiliam, p. 8. Quoted in *GROWING SUCCESS.* 2010:32, Table 4.2. [↑](#footnote-ref-1)
2. [*GROWING SUCCESS: ASSESSMENT, EVALUATION AND REPORTING IN ONTARIO SCHOOLS*](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)*.* FIRST EDITION, COVERING GRADES 1 TO 12. ONTARIO MINISTRY OF EDUCATION, 2010:34. [↑](#footnote-ref-2)