



## Assessment of, for and as Learning

	Assessment...		
Types	of Learning	for Learning	as Learning
<b>Main Purpose</b>	<p>summative - graded (certify proficiency – demonstrate achievement) Usually high stakes for students, staff and institutions</p>	<p>formative - usually not graded (make students' skills and understanding visible, provide feedback and determine next steps in advancing each student's learning) Students and teachers are learners in a dialogue to improve their learning and teaching</p>	<p>usually formative and ungraded* (elicit students' learning and metacognitive processes = create opportunities for students to monitor and critically reflect on their learning and identify next steps) Empower students to self-regulate (metacognition) <i>*exceptions include graded self-assessment exercises, and authentic assessment tasks which can promote the development of reflection and criticality and therefore, the ability to self-assess/ regulate and get involved in effective opportunities for peer assessment.</i></p>
<b>When</b>	Mostly at the end of a task/ unit of work/ course	During learning (often more than once, rather than at the end)	During the learning process - students learn about themselves as learners and become aware of how they learn
<b>How?</b>	<ul style="list-style-type: none"> <li>- Producing reports (grades) about student learning based on evidence obtained from a variety of contexts and applications (measurement, standards, regulations, criteria)</li> </ul>	<ul style="list-style-type: none"> <li>- Setting clear expectations and monitoring progress- Identifying particular needs of students or groups</li> <li>- Selecting and adapting materials and resources</li> <li>- Creating differentiated teaching strategies and learning opportunities</li> <li>- Providing immediate feedback and direction</li> <li>- Helping individual students move forward</li> <li>- Contributing to engagement and motivation</li> </ul> <p>Note: Low-weighted assessments (also described as 'low stakes' assessment), such as in-class participation, the purpose of which is primarily for feedback, is an example of the overlap between Assessment of and Assessment for Learning.</p>	<ul style="list-style-type: none"> <li>- Modelling and teaching the skills of self-assessment</li> <li>- Guiding students in setting their own goals and monitoring progress</li> <li>- Providing exemplars and models of good practice and quality work that reflect curriculum outcomes</li> <li>- Working with students to develop clear criteria of good practice</li> <li>- Guiding students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking (becoming comfortable with ambiguity and uncertainty)</li> <li>- Providing regular and challenging opportunities to practise, so that students can become confident, competent self-assessors</li> <li>- Monitoring students' metacognitive processes as well as their learning, and provide descriptive feedback</li> <li>- Creating an environment where it is safe for students to take chances and where support is readily available</li> </ul>
<b>What for?</b>	<ul style="list-style-type: none"> <li>- Indicate each student's level of learning (achievement in relation to learning outcomes)</li> <li>- Communicate students' performance to key stakeholders, either comparing them to other students (norm-referenced assessment) or to competencies (criterion-referenced assessment)</li> <li>- Contribute to pivotal decisions that will affect students' futures</li> </ul>	<ul style="list-style-type: none"> <li>- Determine what students know and can do</li> <li>- Facilitate the students' understanding of what they are to learn and what is expected of them</li> <li>- Identify confusions, preconceptions, or gaps students m</li> <li>- Identify progress and needs (learning outcomes)</li> <li>- Determine next steps in advancing learning</li> <li>- Answer students' questions and requests</li> <li>- Provide timely, and action-oriented feedback and advice to students on how to improve their work - feed forward</li> <li>- Help students understand their strengths and gaps and plan their own learning</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on learning tasks (usually through self and peer assessment and often against criteria and using exemplars)</li> <li>- Reflect on learning strategies to support and challenge learning and mechanisms to adjust and advance learning</li> <li>- Engage in and record own learning (self-reflection, self-monitoring and self-adjustment)</li> <li>- Take responsibility for own learning and monitor future directions.</li> </ul>
<b>Ideally, Assessment for and as Learning (formative) should be combined with summative assessment (Assessment of Learning)</b>			

**References:**

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