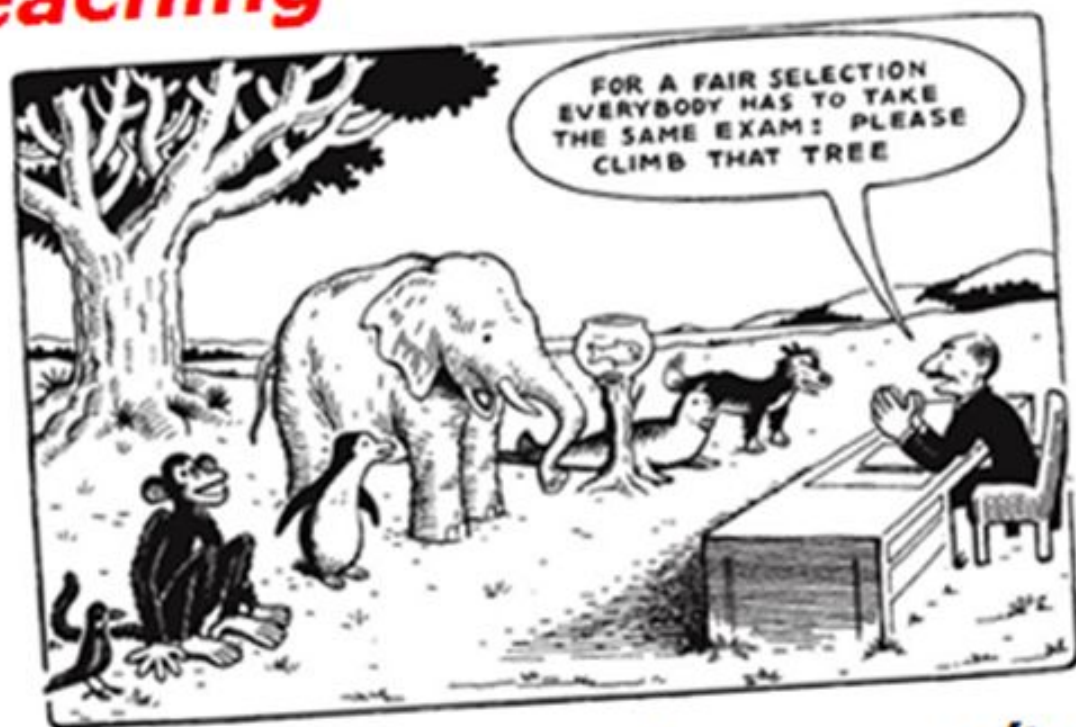


Tests as tools for assessment and as tools for helping students learning.

Assessment **of** learning, assessment **for** learning and assessment **as** learning

Students *can* escape
bad teaching



...but they can't escape
bad assessment

(David Boud)

Assessment in education is both necessary and useful for student success

When applied properly, student assessment serves as one of the most powerful tools at a teacher's disposal. The first step to effective assessment is knowing the different types of assessments, and when each assessment is the optimal choice.



Assessment is an essential component of the teaching and learning cycle

- Assessment for Learning

Sometimes referred to as 'formative assessment' and is to clarify student learning and understanding

- Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

- Assessment of Learning

Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

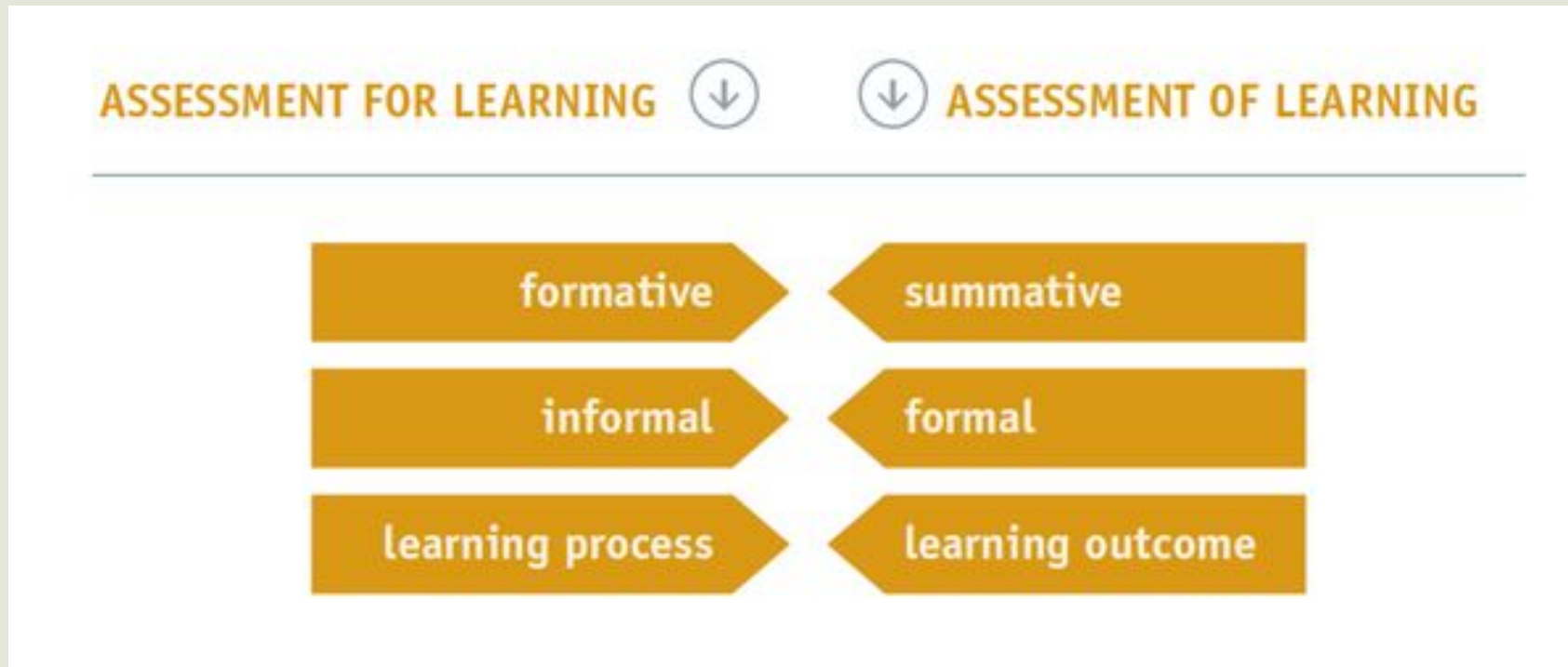
Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

The approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

Assessment FOR and OF



Tasks that help students learn are **formative** (e.g. submitting a draft for feedback) and tasks that evaluate student learning are **summative** (e.g. sitting an exam)

When, Why, How

Formative

Help students to learn and practice

When

Throughout the course

Why

Identify gaps and improve learning

How

Via approaches that support specific student needs

Summative

Assess student performance

When

At the end of the instructional period

Why

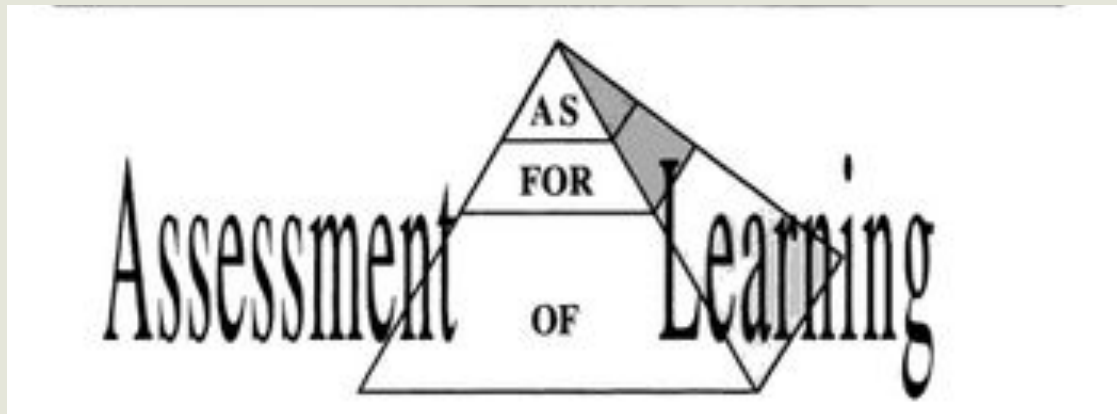
Collect evidence of student knowledge, skill or proficiency

How

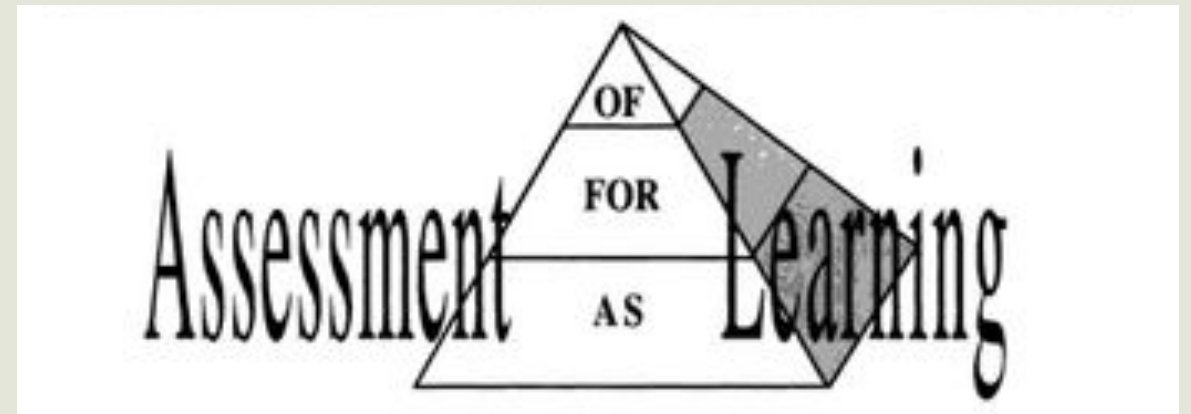
Via exit learning products or a cumulative assessment

The right assessment design can orient students towards deep and meaningful learning

Traditional assessment pyramid



Reconfigured assessment pyramid



Don't Over-Assess Your Students

The conclusion

