

PLANNING ASSESSMENT

| | Assessment for Learning | Assessment as Learning | Assessment of Learning |
|-----------------------|---|--|--|
| Why Assess? | to enable teachers to determine next steps in advancing student learning | to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps | to certify or inform parents or others of student's proficiency in relation to curriculum learning expectations |
| Assess What? | each student's progress and learning needs in relation to the curricular expectations | each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning | the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum expectations |
| What Methods? | a range of methods in different modes that make students' skills and understanding visible | a range of methods in different modes that elicit students' learning and metacognitive processes | a range of methods in different modes that assess both product and process |
| Ensuring Quality | <ul style="list-style-type: none"> • accuracy and consistency of observations and interpretations of student learning • clear, detailed learning expectations • accurate, detailed notes for descriptive feedback to each student | <ul style="list-style-type: none"> • accuracy and consistency of student's self-reflection, self-monitoring, and self adjustment • engagement of the student in considering and challenging his or her thinking • students record their own learning | <ul style="list-style-type: none"> • accuracy, consistency, and fairness of judgements based on high-quality information • clear, detailed learning expectations • fair and accurate summative reporting |
| Using the Information | <ul style="list-style-type: none"> • provide each student with accurate descriptive feedback to further his or her learning • differentiate instruction by continually checking where each student is in relation to the curricular expectations • provide parents or guardians with descriptive feedback about student learning and ideas for support | <ul style="list-style-type: none"> • provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits • have each student focus on the task and his or her learning (not on getting the right answer) • provide each student with ideas for adjusting, rethinking, and articulating his or her learning • provide the conditions for the teacher and student to discuss alternatives • students report about their learning | <ul style="list-style-type: none"> • indicate each student's level of learning • provide the foundation for discussions on placement or promotion • report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning |