

Defining assessment for our school

The purpose of this tool is to develop a common understanding of assessment in the school.

When you hear the word 'assessment' what do you think about? Write down these ideas on post-it notes. Consider the following:

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Assessment for learning occurs when teachers use inferences about student progress to inform their teaching.

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

1. Place your post-it notes under the three headings **Assessment for learning**, **Assessment as learning** and **Assessment of learning**
(Note: your post-it notes may be placed under one, two or all three purposes).
2. In small groups think of a time or an example of each of the three types of assessment, Assessment for learning, Assessment as learning and Assessment of learning and explain why that example belongs in that particular category.
3. Use the responses from question four and the construct outlined in the box to develop or review a whole school assessment approach for your school.
4. How will your whole school approach support assessment of students against the standards in the Victorian Essential Learning Standards?