Planning Decisions:
Assessment OF Learning

Purpose:
To plan assessment when the purpose is assessment of learning.

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

What you need:
- 1 copy of pages 1 and 2 (back-to-back) per small team of teachers (3-6 people)
- 1 copy of page 3 (enlarged 140% to A3 size) per small team.

Step 1:
- In teaching teams COMPLETE the blank worksheet, “Assessment Planning #2” (page 3). CHOOSE an example of assessment of learning that you will soon be conducting to make judgments about students’ progress using the Victorian Essential Learning Standards. The first box has already been completed because that is our purpose here.

Step 2:
- CHECK that you have made decisions that focus on students’ deep understanding of big ideas - and across more than one domain.

Step 3:
- SWAP your completed worksheet with another group.
- COMPARE and CONTRAST the responses and see how even though the purpose is the same (assessment OF learning) teacher decisions can lead to various planning pathways.
- Are there patterns that emerge across planning groups? What are they? Why have they emerged here?
Key Questions for Assessment Planning Decisions

1. **WHY** is this assessment being done?
   What is its main PURPOSE?
   Is it assessment OF learning?
   Assessment FOR learning?
   Assessment AS learning?
   Do I want feedback?
   Is it for motivation? For revision?

2. **WHEN** is the best time to conduct this assessment?
   Before learning begins (diagnostic),
   during learning? after learning?
   Regularly? Continuously? Rarely? When
   during the day? Week? Term? During
   class time? At home?

3. **WHAT** learning goals and/or
   standards am I assessing?
   What learning goals are assessed?
   What Strands? Domains? Dimensions?
   Am I integrating the domains?
   What **don’t** I need to assess?

4. **WHO** is the assessor?
   And WHO else is a stakeholder?
   The assessor can be the student, a
   peer, you (the teacher), an external
   authority (e.g. VCAA). Stakeholders
   could be other students, teachers,
   parents, community members …

5. **HOW** should I design the assessment?
   What processes or tools do I need to use?
   Does it need to be formal or can it be informal?
   How do I create multi-domain integrated task? A
   portfolio? A performance? An oral presentation?
   A checklist? Open-ended questions? A speed
   and accuracy test? A formal test? A rich problem?

6. **HOW** do I make consistent
   judgements on student learning?
   Do I use criteria? Are they negotiated
   with students? Do I use a rubric? (How
do I do that?). A marking scheme? Do I
   compare my assessments with other
   teachers? Do I moderate? Cross-mark?

7. **HOW** do I communicate the
   judgements?
   To whom? When? What?
   How much information does the student
   need now? The parents? Other
   teachers? How do I record this
   information? How do I share it (in writing,
orally, email)? When is best to share?

8. **HOW** can I use this information to
   improve learning?
   Where can I use the information to shape
   my teaching program? For all students or
   just this one/group? Where can I change
   the curriculum? My assessment
   practices? The learning activities?
Assessment Planning Decisions #2

1. **WHY** is this assessment being done? What is its main PURPOSE?
   
   *We want to assess what students have achieved against the Standards - and across domains.*

2. **WHEN** is the best time to conduct this assessment? (e.g. before, during, after learning; timing? frequency?)

3. **WHAT** learning goals and/or standards (strands, domains or dimensions) am I assessing?

4. **WHO** is the assessor? (self, peer, teacher, other?) and WHO else is a stakeholder?

5. **HOW** should I design the assessment? What processes or tools? Formal or informal?

6. **HOW** do I make consistent judgements? (e.g. moderation? rubrics?)

7. **HOW** do I communicate the judgements? To whom? When? What?

8. **HOW** can I use this information to improve students’ learning?

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