Planning: Assessment FOR Learning

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

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

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 CHOOSE an example of assessment for learning that you will soon be conducting
- COMPLETE the blank worksheet, “Assessment Planning #3” (page 3).
The first box has already been completed because that is our purpose here.

Step 2:
- CHECK that you have made decisions that focus on improving students’ learning and that you have provided opportunities for students to demonstrate their understanding against the Standards.

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 FOR 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 on my teaching?
   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?

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 #3

1. **WHY** is this assessment being done? What is its main PURPOSE?

   *We want to assess in order to gain evidence to inform our teaching and to give feedback to help students improve their learning.*

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? (e.g. 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?

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

Office of Learning and Teaching, DE&T