Planning Decisions:
Assessment AS Learning

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

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

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

Step 1:
• In teaching teams COMPLETE the blank worksheet, “Assessment Planning Decisions #4” (page 3). Choose an opportunity for assessment as learning that you will soon be providing to students. The first box has already been completed because that is our purpose here. You need to organise this, but students need to be the active participants in this process.

Step 2:
• CHECK that you have made decisions that focus on students monitoring their own performance levels and understandings so that they can shape their own future learning.

Step 3:
• SWAP your completed worksheet with another group.
• COMPARE and CONTRAST the responses and note that even though the purpose is the same (assessment AS 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 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 (formative), after learning (summative)?
   - 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 #4

1. **WHY** is this assessment being done? What is its main PURPOSE?
   
   We want students to understand the Standards and monitor their progress towards achieving their own related learning goals.

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?