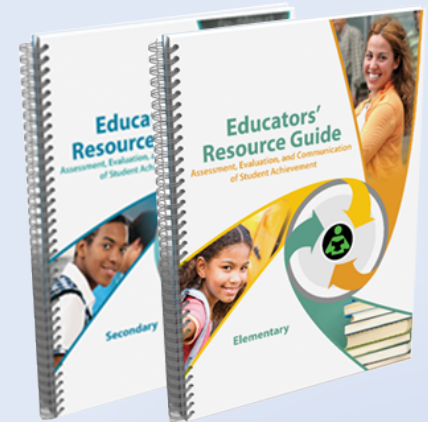


# Educators Resource Guide Assessment AS learning (Chapter 5)

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# Assessment AS Learning

*Assessment AS Learning refers to the student's role in the assessment process with respect to improving his or her own learning.*

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*It requires students to reflect upon, monitor, and adjust what they say, do, and produce to improve the quality of their learning.*

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*Assessment AS Learning requires students to set goals for their own improvement.*

*“Assessment AS learning is the ultimate goal,  
where students are their own best assessors.”*

*Lorna Earl, 2003*

# Assessment AS Learning

## Why Assess?

### **FOR**

to enable teachers to determine next steps in advancing student learning

### **AS**

to guide and provide opportunities for each student to monitor and critically reflect on his/her learning and identify next steps

### **OF**

to certify or inform parents or others of each student's proficiency in relation to the curriculum expectations

# Assessment AS Learning

## Assess What?

### **FOR**

each student's progress and learning needs in relation to the curriculum expectations

### **AS**

each student's thinking about his/her learning, what strategies he/she uses to support or challenge that learning, and the mechanisms he/she uses to adjust and advance his/her learning

### **OF**

the extent to which each student can apply the key concepts, knowledge, skills, and attitudes related to the curriculum expectations

# Assessment For Learning

## What Methods?

### **FOR**

a range of methods in different modes that make each student's skills and understanding visible

### **AS**

a range of methods in different modes that elicit each student's learning and metacognitive processes

### **OF**

a range of methods in different modes that assess both product and process

# Ensuring Quality

## FOR

- accuracy and consistency of observation and interpretations of student learning
- clear, detailed learning expectations
- accurate, detailed notes for descriptive feedback to each student

## AS

- accuracy and consistency of each student's self-reflection, self-monitoring, and self-adjustment
- engagement of the student in considering and challenging his/her thinking
- student records his/her own learning

## OF

- accuracy, consistency, and fairness of judgments based on high quality information
- clear, detailed learning expectations
- fair and accurate summative reporting

# Using the Information

## FOR

- provide each student with accurate descriptive feedback to further his/her learning
- differentiate instruction by continually checking where each student is in relation to the curriculum expectations
- provide parents or guardians with descriptive feedback about student learning and ideas for support

## AS

- provide each student with accurate, descriptive feedback that will help him/her develop independent learning habits
- have each student focus on the task and his/her learning (not on getting the right answer)
- provide each student with ideas for adjusting, rethinking, and articulating his/her learning
- provide the conditions for the teacher and student to discuss alternatives
- each student reports about his/her learning

## OF

- 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



# Self-assessment helps students...

- “ reflect on their own learning;
- “ identify their strengths and areas where they need to improve;
- “ set goals and identify next steps;
- “ develop skills in metacognition;
- “ become independent, self-directed learners and;
- “ select work for their portfolios that represent their progress and best efforts over time.

# Peer-assessment helps students...

- “ consolidate their learning through dialogue and interaction with their peers;
- “ learn how to give and receive constructive, explicit feedback based on clear criteria (e.g., rubric) and;
- “ practise the concepts and skills explicitly modeled and taught through activities/tasks.

# Peer and Self-Assessment Strategies

Learning Logs

Journals

Conferences

Rubrics

Checklists

Group Work

Peer Work

# Facilitating Assessment AS Learning

STRATEGY	EXAMPLES
Provide Clear and understandable learning target.	Post the learning goal.
Use samples of student work to develop an understanding of quality.	Engage students in defining the criteria for producing quality work.
Provide opportunities for students to offer descriptive feedback.	Give a sample of work and a rubric to students and have them provide feedback on the quality of that sample.

# Facilitating Assessment AS Learning

STRATEGY	EXAMPLES
Model and provide opportunities for students to self-assess and set goals.	Have students identify something that they have learned to do and provide evidence from their work.
Engage students in focusing on one aspect of quality at a time.	Select one criterion to focus on.
Have students use descriptive feedback to revise their work	Give students time to take the feedback and apply it to their work to improve quality.
Engage students in self-reflection and let them document and share their learning.	Have students produce a reflective piece focusing on what they have learned and how they are going to use it in future learning experiences.

# Frequently Asked Questions

- “ **Where does Assessment AS Learning (AAL) fit with the rest of my assessment practice?**
  - Provides a variety of opportunities for students to reflect on their learning through the process of metacognition.
  - Process can be facilitated through conferencing, self-and peer-assessment.

# Frequently Asked Questions

- “ **Can self-assessment and peer-assessment be used as part of evaluation?**
  - No, only the teacher should evaluate student achievement based on the established criteria and their professional judgement.
  - Exemplars may be used to determine levels of achievement, as well as to show students what is expected from them.

# Frequently Asked Questions

- “ **I have students who self-assess their work as being better or worse than it is. How do I help my students effectively assess their work for improvement?**
- Self-assessment is a skill that needs to be taught; this takes time.
- Provide students with the criteria and examples of what quality work looks like (i.e., exemplars).
- Students need to see their teacher modeling self-assessment and have many opportunities to assess their own and others' work.