

ASSESSMENT UPDATE

January, 2010

The Essentials

Over the past few years the field of education has seen a shift in assessment practices. In the past students wrote quizzes and tests, scores were recorded, and summary grades were reported. Nowadays, teachers are using assessment for a variety of purposes and students are afforded the opportunity to track their learning and better understand what specifically needs to be done to advance their learning.

Research shows that classroom assessment can have a powerful effect on learning (Black and Wiliam, 1998). With this in mind, teachers are using assessment to help move learning forward. Current assessment practices include elements that serve to guide teachers to the 'next steps' in instruction and lesson planning. As well, students are able to monitor their own progress and are encouraged to reflect on their own learning experiences. Below is a chart that summarizes the different types of assessment.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Formative assessment is <i>ongoing in the classroom</i></p> <ul style="list-style-type: none">• teacher assessment, student self-assessment, and/or student peer assessment• criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task• involves both teacher and student in a process of continual reflection and review about progress• teachers adjust their plans and engage in corrective teaching in response to formative assessment	<p>Formative assessment is <i>ongoing in the classroom</i></p> <ul style="list-style-type: none">• self-assessment• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning• student-determined criteria based on previous learning and personal learning goals• students use assessment information to make adaptations to their learning process and to develop new understandings	<p>Summative assessment occurs <i>at end of year or at key stages</i></p> <ul style="list-style-type: none">• teacher assessment• may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others)• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)• used to make judgments about students' performance in relation to provincial standards

Chart from the BC Ministry of Education http://www.bced.gov.bc.ca/irp/ela_7_irp.pdf