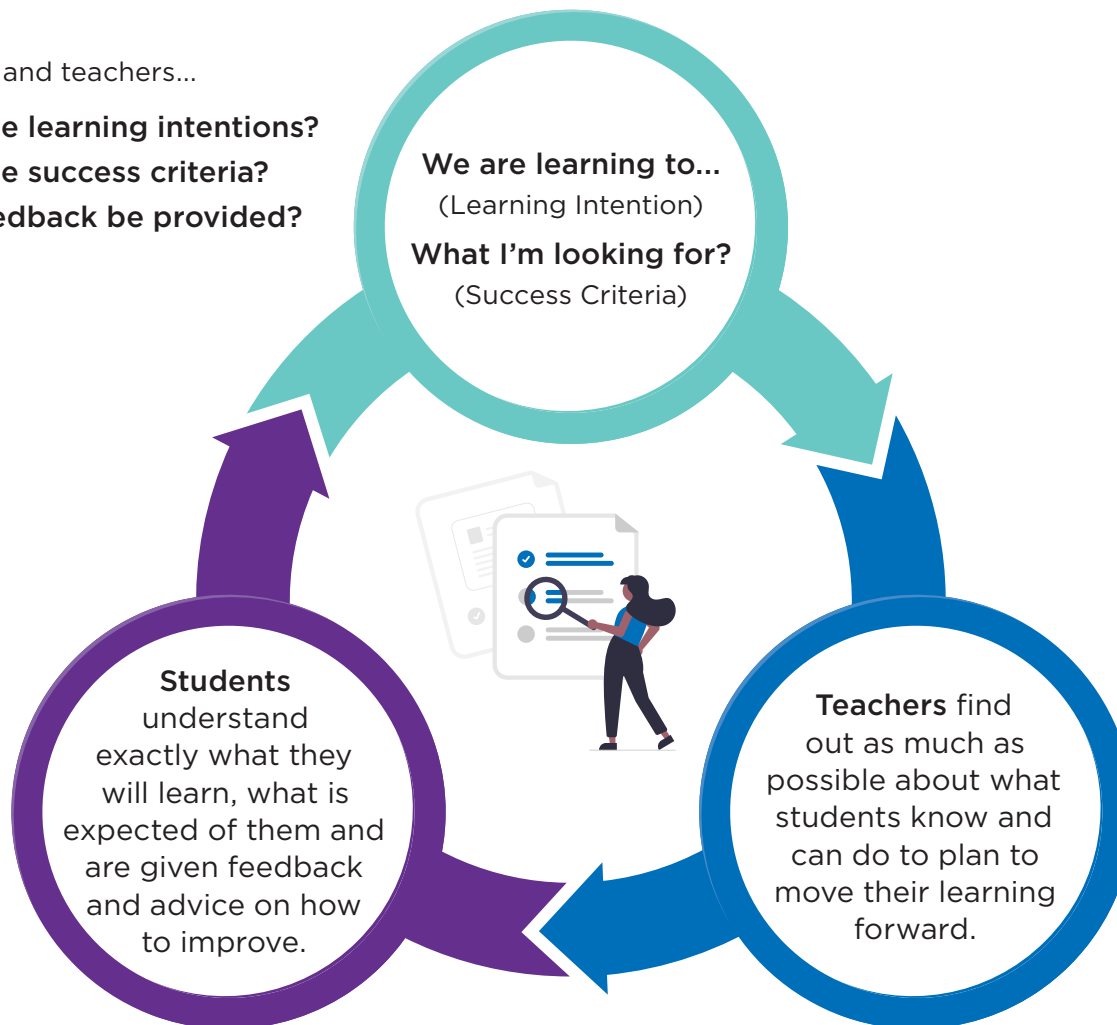# Assessment FOR Learning

Formative   Ongoing   Regular
Continuous Improvement

For students and teachers...

What are the learning intentions?
What are the success criteria?
How will feedback be provided?

We are learning to...
(Learning Intention)

What I'm looking for?
(Success Criteria)

Students understand exactly what they will learn, what is expected of them and are given feedback and advice on how to improve.

Teachers find out as much as possible about what students know and can do to plan to move their learning forward.

3-2-1 Exit Card

Using algebraic techniques to solve quadratic equations (MA4-10NA)

3 things I think I know
-
-
-

2 questions I have
-
-

1 thing I want to learn
-

It's not the tool, it's how you use it...

This task can be used as 'assessment for learning' by using the students' exit card responses to ascertain what they already know in relation to X and to inform learning from this point.

Assessment AS Learning

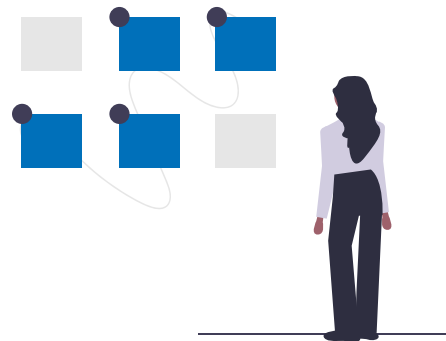## **A**ssess   **S**elf
Continuous Improvement

Students learn about themselves as learners and become aware of how they learn (meta-cognition).

Self and peer assessment allows students to regularly reflect on their learning

Assessment as learning encourages students to take greater responsibility for their current and future learning.

I don't understand
I need a little help
I can do this

Where am I going?
How am I going?
Where to next?

Cultivate growth mindset

Challenges help me grow.
Feedback helps me improve.
I can learn to do things I set my mind to.
We went well. Even better if...

I own my learning!

3-2-1 Exit Card
Using algebraic techniques to solve quadratic equations (MA4-10NA)

3 things I think I know
-
-
-

2 questions I have
-
-

1 thing I want to learn
-

It's not the tool, it's how you use it...

An exit card can be used for 'assessment as learning' when students work in pairs to read statements about things they think they know and determine their own, or another's accuracy.

Assessment OF Learning

Outcome-based **F**uture learning
Continuous Improvement

We collect evidence of student learning

The content describes in more detail how the outcomes can interpreted.

How much progress did I make in relation to the syllabus outcomes?

LEARNING GOALS

Provides evidence of achievement in relation to syllabus outcomes to students, parents, and the wider community.

Generates feedback to teachers and students, which is the used to plan future goals and pathways.

Requires teachers to make judgments in relation to syllabus outcomes and standards.

3-2-1 Exit Card

Using algebraic techniques to solve quadratic equations (MA4-10NA)

3 things I think I know
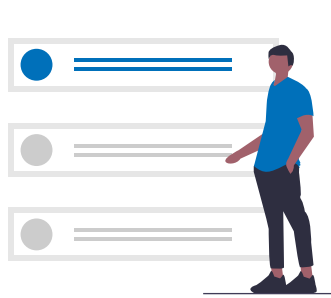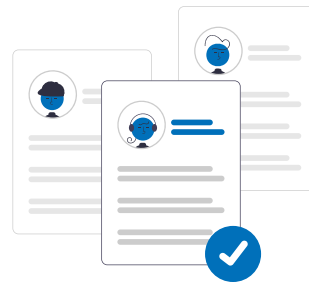-
-
-

2 questions I have
-
-

1 thing I want to learn
-

It's not the tool, it's how you use it...

An exit card can be used as 'assessment of learning' to see how students' ideas and understanding about X have progressed as a result of learning over time.

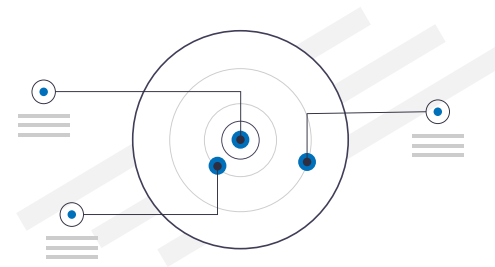# Assessment FOR AS OF Learning

Assessment activities should...
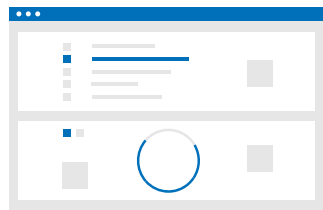
be based on
syllabus outcomes

be inclusive of and accessible
for all students

be valid, reliable and
free from bias

be part of an ongoing
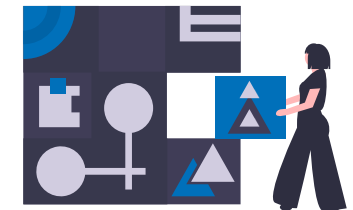process where progress is
monitored over time

provide evidence that
accurately represents a students'
knowledge, understanding
and skills

enable students and
teachers to use feedback
effectively and reflect on the
learning process

include criteria
clarifying aspects of learning
being assessed

enable students to
demonstrate their learning
in a range of difference
contexts