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

Assess  Self
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

- I don’t understand
- I need a little help
- I can do this

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

- 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!

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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 Future learning Continuous Improvement

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

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.

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

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.
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