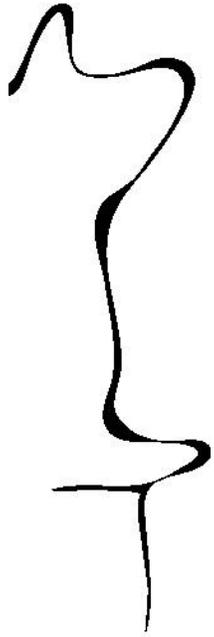
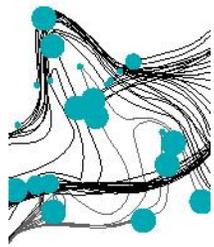


Purposes of assessment

**Why do we assess our students?
What are the purposes?**

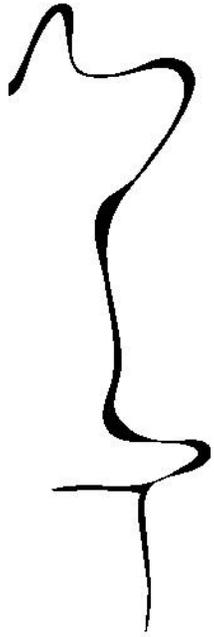
- **Assessment *of* learning / summative**
- **Assessment *for* learning / formative**
- **Assessment *as* learning / formative**



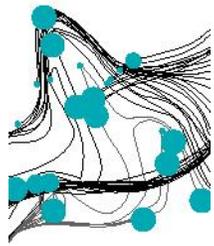


Purposes of assessment

Assessment *of* learning / **summative**

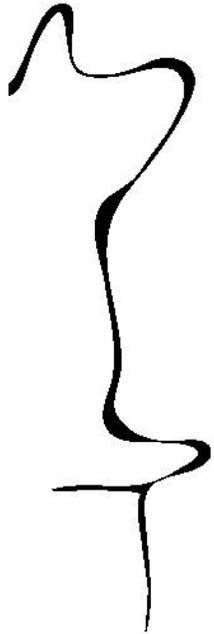


- Purpose: to measure and show competency; for managerial / accountability towards society / employers / keep up standards in academic world / show grade-level, degrees
- It's about: selection, grading, certification, progression, professional recognition, maintaining standards
- When: at the end of a task, unit, program. Interim and final exams. Grades mark transitions in a course and bring closure to it.
- Role teacher: use evidence of student learning to make judgments on student achievement against goals and standards; give grades (accurate, fair, based on valid evidence; important because of the impact)
- It needs: justification for a particular assessment at a particular moment; justification for what you assess, how and how you decide about the grades

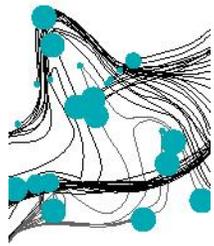


Purposes of assessment

Assessment *for* learning / **formative**



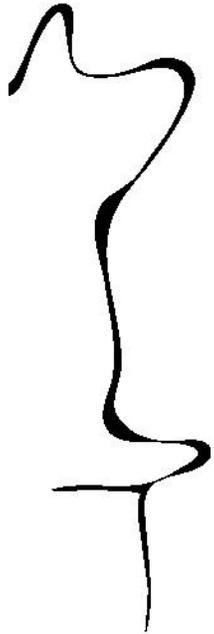
- Purpose: educational, diagnostic; helping students to learn and improve; helping students to achieve the learning goals
- It's about: feedback, diagnosis, motivation, guidance, learning support (doesn't need a mark)
- When: whenever useful; during teaching process
- Role teacher: diagnose problems and learning needs; provide feedback; clarify intended outcomes and standards; advice how to improve; enhance motivation
- It needs: tools to diagnose; clear expectation what has to be learned and standards; interaction; differentiated teaching strategies fitting the needs

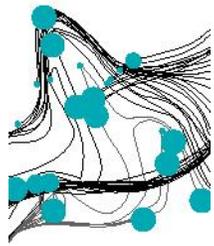


Purposes of assessment

Assessment *as* learning / formative

- Purpose: learning to learn, learning students to monitor their own learning process, to learn metacognitive skills
- It's about: self and peer assessment, reflection, students setting own goals, stimulating responsibility for learning
- When: during teaching process
- Role teacher: model and teach skills for self assessment; provide guidance for monitoring learning processes and to deal with uncertainty; help them setting goals and develop criteria for good practice
- It needs: models of good practice and quality work; interaction; safe learning environment and support system





Purposes of assessment

What makes an assessment “summative” is not the design of the test or assignment but the way it is used.

Assessment focuses on gathering information about student achievement to make instructional decisions. Grading is an end-point judgment about student achievement. (Tomlinson & McTighe, 2006)

Resource and quick overview:

PP-links: [Assessment of, for and as Learning](#). Rethinking Classroom Assessment with Purpose in Mind.

Short videos: [Assessment For Learning vs. Assessment Of Learning](#); [What is Assessment?](#)

