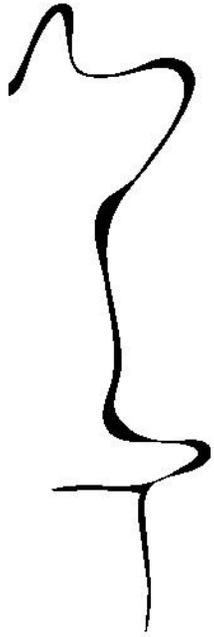


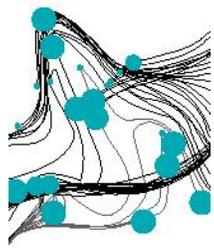
## Purposes of assessment

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

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

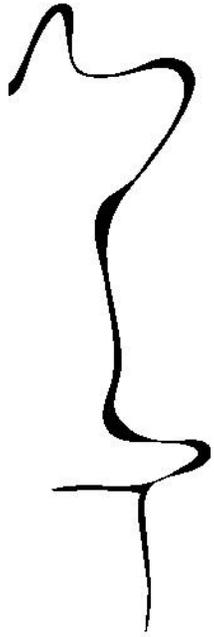




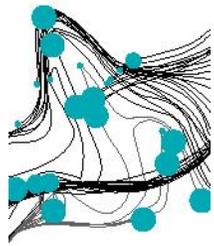
# Purposes of assessment

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## Assessment *of* learning / **summative**



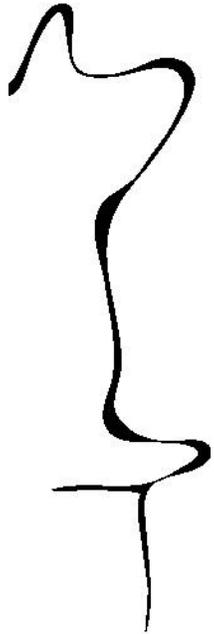
- Purpose: to measure and show competency; for managerial / accountability towards society / employers / keep up standards in academic world / show grade-level, degrees
- It's about: selection, grading, certification, progression, professional recognition, maintaining standards
- When: at the end of 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



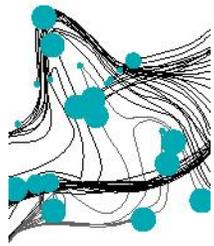
# Purposes of assessment

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## 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

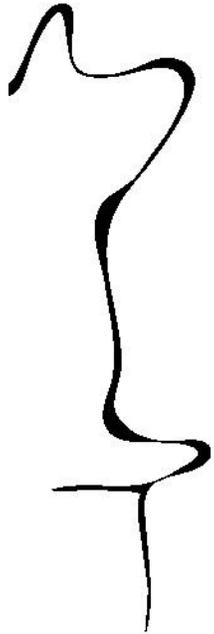


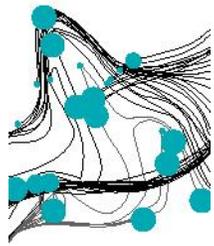
# Purposes of assessment

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## 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

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*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?](#)

