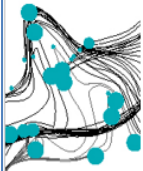


Read the handout. Think about your own assessment strategy:  
What is the purpose? How would you like to use your assessments? Do you use assessment for different purposes?

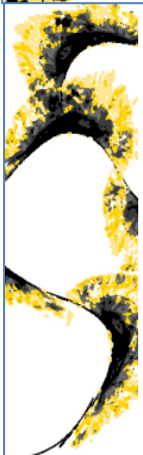


## **PURPOSES OF ASSESSMENT**

### **ASSESSMENT *OF* LEARNING / *SUMMATIVE***



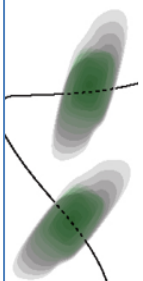
- Purpose: *managerial / accountability towards society / employers / keep up standards in academic world / students themselves*
- It's about: selection, grading, certification, progression, professional recognition, maintaining standards
- When: at the end of a task, unit, program. Interim and final 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, helping students to learn and improve*
- 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**

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- Purpose: *learning to learn, learning to monitor own learning process, 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

