

‘Assessment as Learning’ revisited – A focus on peer and self-assessment

* This table appears in Phase 2 *Aspects of assessment* and is also included here to show ‘assessment as learning’ (peer and self-assessment) in the broader context of other forms of assessment.

	Assessment <i>For</i> learning	Assessment <i>As</i> Learning	Assessment <i>Of</i> Learning
Purpose	For teachers to: <ul style="list-style-type: none"> gather evidence to determine what students know and can do decide where students need to go next determine how best to get them there. 	For students to: <ul style="list-style-type: none"> gather evidence to monitor their learning use a range of strategies to decide what they know and can do identify next steps in their learning. 	For teachers to: <ul style="list-style-type: none"> gather evidence of student learning to assess achievement against outcomes and standards at defined key points.
Timing	Prior to, and frequently in an ongoing manner during instruction while students gain knowledge and practise skills.	Prior to, and frequently in an ongoing manner during instruction with teacher support, modelling and guidance.	At or near the end of a period of learning and to inform further instruction.
Strategies	A range of strategies in different modes that make students’ skills and understandings visible.	A range of strategies in different modes that elicit students’ learning and metacognitive processing.	A range of strategies in different modes that assess both product and process.
Use of information	<ul style="list-style-type: none"> Plan differentiated and personalised instruction and assessment. Work with students to set appropriate learning goals. Monitor students’ progress towards achieving overall and specific expectations. Provide timely, specific, descriptive feedback to students (what students are doing well, what needs improvement, how to improve). Scaffold next steps. Differentiate instruction and assessment in response to student needs. Provide parents/carers with descriptive feedback about student learning and ideas for support. 	<ul style="list-style-type: none"> Provide descriptive feedback to other students (peer assessment). Monitor their own progress towards achieving their learning goals (self-assessment). Make adjustments in their learning approaches. Reflect on their learning. Set individual goals for learning. Report about their learning. 	<ul style="list-style-type: none"> Summarise learning at a given point in time. Make judgements about the quality of student learning on the basis of established criteria. Assign a value to represent that quality. Communicate information about achievement to students, parents and others.

(Earl & Katz, 2006), (Ontario Ministry of Education, 2010), (Arter, Chappuis, & Chappius, 2006)