Key similarities and differences between the three aspects of classroom assessment

Compiled using information from Ontario Ministry of Education (2014)*, Stiggins, Arter, Chappuis, & Chappius* (2007) *and Earl & Katz* (2006)*.

	Assessment *For* learning	Assessment *As* Learning	Assessment *Of* Learning
Purpose	For teachers to: • 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: • 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: • 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 are still gaining knowledge and practising skills.	Prior to, and frequently in an ongoing manner during instruction with support, modelling and guidance from the teacher.	At or near the end of a period of learning. May be used 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 processes.	A range of strategies in different modes that assess both product and process.
Use of information	• plan instruction and assessment that are differentiated and personalised • work with students to set appropriate learning goals • monitor students' progress towards achieving overall and specific expectations • provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and 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.	• 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.	• 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.

References

Earl, L., & Katz, S. (2006). *Rethinking Classroom Assessment with Purpose in Mind.* Retrieved June 1, 2014, from www.wncp.ca/media/40539/rethink.pdf

Ontario Ministry of Education. (2014). *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools.* Retrieved from Ontario Ministry of Education: http://www.edu.gov.on.ca/eng/policyfunding/success.html

Stiggins, R. J., Arter, J. A., Chappuis, S., & Chappius, S. (2007). *Classroom assessment for student learning - Doing it right. Doing it well.* New Jersey: Pearson Education Inc.