

Activity for Grade Groups: Assessment *For*, Assessment *As*, Assessment *Of*

It is important to understand the different purposes of assessment.

Grade Group Facilitators: For this activity you will need copies of the MECY curriculum support document “Rethinking Classroom Assessment with Purpose in Mind: Assessment *for* Learning, Assessment *as* Learning, Assessment *of* Learning” -- Chapter 2. A copy may be available from your principal or it is located online at <http://www.edu.gov.mb.ca/k12/assess/wncp/index.html> . You will also need some chart paper, markers, and 3x5 Post it Notes.

Please feel free to pick do only Task one or you may want to continue with Tasks 2&3.

Chapters 3, 4 & 5 give a more in-depth explanation of Assessment for learning, Assessment as learning and Assessment of Learning and may provide some answers that questions that arise during your discussions.

Task One: Give the group member three Post-It Notes sheets and have them label them, Assessment For Learning; Assessment As Learning and Assessment Of Learning.

Before reading or looking at Chapter 2 have each of your group members write down on a sheet of paper what they believe what assessment for learning means; what assessment as learning means; and what assessment of learning means.

Label three sheets of chart paper Assessment For Learning; Assessment As Learning and Assessment Of Learning. Select one person to be the recorder.

Share what group members have written around your group, writing down the key terms on a piece of chart paper under the three topics.

Now turn to Page 13-14 in Chapter 2 of “Rethinking Classroom Assessment with Purpose in Mind: Assessment *for* Learning, Assessment *as* Learning, Assessment *of* Learning” . Read the definitions that are provided. Now look at your key ideas on the chart. Is there something you want to add? Is there something you want to delete?

This will provide your group with a clearer understanding of the three purposes of assessment.

Task 2: Have your group members share:

What is an example from your teaching practice of assessment **for** learning?
assessment **as** learning? assessment **of** learning?

Task 3: Balance

“Assessment for learning, assessment as learning and assessment of learning all serve valuable and different purposes. It is not easy, however, getting the balance right. If we want to enhance learning for all students, the role of assessment for learning and assessment as learning takes on a much higher profile than assessment of learning.”

In a discussion or a sharing format, talk about what is the ratio of assessment for learning & assessment as learning to assessment **of** learning in your classroom. What do you need to do to achieve an appropriate balance so all students can be successful?