

Assessment FOR Learning: (*Transformative Assessment*)

EDS 113 - Principles and Methods of Assessment

Overview

*Traditionally, and still persistently common to date, assessment is used for the purpose of making final judgments about learning outcomes, i.e., for the assessment OF learning. Earlier, we have mentioned that another purpose of assessment is to inform teaching. Though less attended to, such an assessment can potentially guide future activities towards more effective learning. In other words, it may be regarded as a tool that facilitates the process of learning – **assessment FOR learning**. In this perspective, assessment becomes transformative and facilitating rather than judgmental and threatening.*

Objectives

After studying and doing the activities for this module, you should be able to

- *describe more meaningful purposes and approaches to assessment besides that of obtaining judgments about learning*
- *discuss the role of teacher for the effective assessment FOR learning*
- *describe how good assessment FOR learning is planned and create corresponding examples*

Assessment FOR Learning

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Study Questions

What does it mean to assess FOR learning? How different is that from assessment OF learning?

How does the teacher's role in doing assessment FOR learning differ from doing assessment OF learning?

Compare the nature of validity between assessment FOR vs assessment OF learning.

What steps (or set of questions) must be considered when planning an assessment FOR learning?

Primary Resources

Earl, L. & Katz, S. (2006). Chapter 3, "Assessment for Learning" In [Rethinking classroom assessment with purpose in mind](#). Western & Northern Canadian Protocol for Collaboration on Education. pp. 29-39

Earl, L. (2006) [Viewing and Discussion Guide \(VDG\) for the webcast on "Rethinking Classroom Instruction with Purpose in Mind."](#) Curriculum Services Canada.

Earl, L. (2006) [Webcast on "Rethinking classroom assessment with purpose in mind."](#) Curriculum Services Canada.

Other References

Moss, C.M. & Brookhart, S.M. (2009.) *Advancing formative assessment in every classroom: a guide for instructional leaders*. VA: ASCD.

Stiggins, et al. (2007). "Assessment for Learning and of Learning". Chapter 2. In *Classroom Assessment for Student Learning*. NJ: Pearson.

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Assessment
~~OF~~
FOR
Learning

Activity 1

1. Download the *Viewing and Discussion Guide (VDG)*.
2. Read Chapter 3, pp- 29-39, "Assessment for Learning" In *Rethinking Classroom Assessment with Purpose in Mind*.
3. Fill out the appropriate sections of 'Before Viewing the Webcast' portion of the *Viewing and Discussion Guide (VDG)* for the webcast.
4. View the webcast.
As you watch, do the "During the Webcast" activities suggested in the VDG. You can use the assessment placemat (page 5 of VDG) for your notes.
5. After watching the webcast, do the "Following the Webcast" activities suggested in the VDG.
6. Select articles to read from the reading list below to enrich your understanding about formative assessment or assessment FOR learning. Jot down important ideas that you can add to what you have gathered from Dr. Earl's webcast and article. Don't forget to indicate appropriate citations.

Further Readings

- [From Formative Assessment to Assessment FOR Learning](#) by R. Stiggins
- [The Best Value in Formative Assessment](#) by Chappuis and Chappuis
- ❖ **Formative Assessment Improving Learning in Secondary Classrooms**
- ❖ **Alternative Forms of Formative & Summative Assessment**
- ❖ Assessment for Learning: The Case for Formative Assessment. OECD/CERI International Conference.
- ❖ Wilson, M. (2010). Assessment for Learning and for Accountability.

Practice Exercise

Write these references in APA format.

Moodle Forums

Activity 2. Exercise via moodle forum

Collaborative Exercise

- ❖ Work with a partner on *the same topic* that you used in the previous module. Write your thoughts (“think aloud”) as you simulate the steps outlined in the book *Rethinking Assessment* (Earl & Katz, pp. 29-39) to create an *Assessment FOR Learning*.
- ❖ *Compare* your planning exercises in this and the previous module.
- ❖ Review and learn from the output of others. Pay attention to validity and how well the assessment is *FORMATIVE* rather than summative. Feel free to post comments or suggestions.

Toolkit for this exercise

- ❖ *Formative Assessment Strategies.pdf*
- ❖ *Formative Assessment Strategies 2.pdf*
- ❖ *Improve-learning-through-formative-assessment.pdf*
- ❖ *Types of Formative Assessment*

Forum Discussion

- ✚ What is the *main proposition* behind “assessment for learning”? How different is that from the older views about assessment?
- ✚ What *principles and important ideas* are essential to generate “assessments for learning”?
- ✚ What *benefits* might be gained from practicing “assessment for learning” that is not derived from traditional modes of assessment? Elaborate on the subtitle of this module, “*Transformative* assessment”.
- ✚ What *challenges* or *obstacles* do you foresee (or already observe) as a consequence if your (past, present, or future) school setting decides to do a school-wide implementation of assessment for learning?. More importantly, propose plans on how the anticipated challenges can be *positively overcome*.

In aid of reflection

Have you ever imagined crafting assessment FOR learning purposes? How do you perceive the idea of activating transformative assessment on a national scale--daunting, unnerving, and threatening, or inspiring, positively challenging, and promising?