

# Assessment AS Learning:

*(Transformative Assessment-2 ?)*

## EDS 113 - Principles and Methods of Assessment

### *Overview*

*So far, we have explored assessment that appraised the extent of learning, either summative or formative in nature. In this module, we explore assessment intended AS a facilitator of learning.*

### *Objectives*

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

- *describe assessment intended AS a learning experience*
- *discuss the role of teacher when assessment is used AS learning*
- *describe how good assessment AS learning is planned and create corresponding examples*

# Assessment AS Learning

(*Transformative* Assessment)

EDS 113 - Principles and Methods of  
Assessment

## **Study Questions**

*How may assessment be used AS learning? How different is that from assessment OF and assessment FOR learning?*

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

*Compare the nature of validity between the three purposes of assessment: FOR, OF, and AS learning.*

*What are the considerations that must be taken when planning an assessment FOR learning?*

## **Primary Resource**

Earl, L. & Katz, S. (2006). Chapter 4, "Assessment AS Learning"  
In *Rethinking classroom assessment with purpose in mind.*  
Western & Northern Canadian Protocol for Collaboration on  
Education. pp. 41-54.

**Assessment**

**AS learning**

requires

**reconceptualizing**

not just

assessment,

but

**teaching**

and

learning

as well.

## 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. 50-53) to create an **Assessment AS Learning**.
- ❖ **Compare** your planning exercises in this and the previous modules.
- ❖ Review and learn from the output of others. Pay attention to validity and how well the assessment is a learning process rather than a mere yardstick of achievement. Feel free to post comments or suggestions.

### Forum Discussion

- ✚ What is the **main proposition** behind “assessment AS learning”? How different is that from the other views about the purpose(s) of assessment?
- ✚ What **guiding principles** must be kept in mind to be able to use “assessments AS learning”?
- ✚ What **benefits** might be gained from practicing “assessment AS learning”?
- ✚ Do you perceive “assessment AS learning” a doable endeavor? Will it be productive to implement in a wide scale? What **challenges** or **obstacles** do you foresee (or already observe)? More importantly, propose plans on how the anticipated challenges can be **positively overcome**.

### In aid of reflective learning

*What fresh insights and realizations have you acquired so far?*

*What new practices would you want to try and promulgate in your classroom? From what you have learned so far, what will you ask your teacher-peers and/or superiors to do, or at least reconsider, about assessment?*