

	Assessment for Learning	Assessment as Learning	Assessment of Learning
<b>Why Assess?</b>	To enable instructors to determine next steps in advancing student learning	To guide, and provide, opportunities for each student to monitor and critically reflect on their learning and identify the next steps	To certify or inform others of student's proficiency in relation to curriculum learning outcomes
<b>Assess What?</b>	Each student's progress, and learning needs, in relation to the curricular outcomes	Each student's thinking about their learning such as: what strategies they use to support or challenge their learning; and what mechanisms they use to adjust and advance their learning	The extent to which student's can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
<b>What Methods?</b>	A range of methods in different modes that make students' skills and understanding visible	A range of methods in different modes that that elicit students' learning and metacognitive processes	A range of methods in different modes that assess both product and process
<b>Ensuring Quality</b>	<ul style="list-style-type: none"> <li>• Accuracy and consistency of observations and interpretations of student learning</li> <li>• Clear, detailed learning expectations</li> <li>• Accurate, detailed notes for descriptive feedback to each student</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment</li> <li>• Engagement of the student in considering, and challenging, their own thinking</li> <li>• Students record their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy, consistency, and fairness of judgments based on high-quality information</li> <li>• Clear, detailed learning expectations</li> <li>• Fair and accurate summative reporting</li> </ul>
<b>Use of the Information</b>	<ul style="list-style-type: none"> <li>• Provide each student with descriptive feedback to further their learning</li> <li>• Differentiate instruction by continually checking and where each student is in relation to the curricular outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide each student with accurate, descriptive feedback that will help them develop independent learning habits</li> <li>• Have each student focus on the task and their learning (not on getting the "right" answer)</li> <li>• Provide each student with ideas for adjusting, rethinking, and articulating their learning</li> <li>• Provide the structural conditions for the instructor and student to discuss alternatives</li> <li>• Students report about their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate each student's level of learning</li> <li>• Provide the foundation for discussions on placement or promotion</li> <li>• Report fair, accurate, and detailed information that can be used to decide the next step's in a student's learning</li> </ul>