

Assessment *for* Learning and Assessment *as* Learning

Use the traffic light strategy to identify areas for ongoing professional learning.

Red light: I don't know/do this or I don't understand this.

Yellow light: I know/do this sometimes or I'm not quite sure I have some questions.

Green light: I know/do this or I've got it

Classroom Educator	Red Light	Yellow Light	Green Light
I develop the classroom assessment strategies I will use for a unit while I am developing the unit for a class/course.			
I explicitly identify what students will learn throughout a lesson.			
I show students an example of the work expected before they engage in the work.			
I use information from classroom assessments to think about what is not working in my class.			
Assessment provides me with useful evidence of my students' understanding, which I use to plan subsequent lessons.			
Students' errors are valued for the insights they reveal about how students are thinking.			
I use what students did not get right on a classroom assessment to explain what they need to do better to understand the concept(s) involved.			
Students are given opportunities to decide on their own learning goals.			
I provide guidance to help my students assess their own work.			
I provide guidance to help student to assess one another's work			

For more information on Assessment *for* and *as* Learning, see Chapter 4 of *Growing Success*.