

Assessment - A Brief Overview for School Leaders

Growing Success (2010) describes an assessment process that benefits all learners. This process includes Assessment *for*, *of* and *as* learning. We invite you to click on the links below to learn more about each one.

Assessment *for* Learning

Assessment for learning is when teachers gather information about student learning from a variety of sources to determine how well a student is achieving the curriculum expectations which are expressed through the use of learning goals and success criteria. Teachers use assessment information to provide students with descriptive feedback and coaching to improve their learning.

Assessment *as* Learning

When students themselves engage in gathering information about their learning, and, through the use of self- and peer assessment, check in and see how they are progressing towards the learning goals that reflect curriculum expectations, we call this "assessment AS learning". Teachers facilitate opportunities for students to apply success criteria to evidence of their own learning (or to their peers' learning) to give and receive descriptive feedback in order to improve.

Assessment *of* Learning

Assessment of learning happens when teachers gather information about a student's learning at the end of a cycle of practice and feedback, and make judgments about the quality of that learning using criteria and the achievement chart. Assessment of learning information can become part of the evaluation process, or feed back into assessment *for* and *as* learning, if the student requires more time to learn and improve.

A Word about Validity and Reliability

When educators plan learning that focuses on the achievement of curriculum expectations, and then make judgments about that learning, validity and reliability become the central feature of the assessment and evaluation process. How so?

Validity

Validity denotes a process whereby you measure what you intended to measure. Let's break this down a bit more. *What* you intend to measure is student learning in relation to the curriculum expectations, which are outcomes. The learning that we structure, and the assessment methods we use, elicit evidence of learning that we can analyse to draw valid conclusions about where student learning is in relation to the outcomes articulated in the curriculum expectations. This is why assessment, descriptive feedback and instruction matter so much!

Reliability

If you see consistent demonstrations of a learning performance several times, then you can be more confident about that student's learning than if you only saw it once. When your assessment and instruction is planned and responsive with validity in mind, and then you see the same learning of concepts and skills demonstrated over time, or in multiple and differentiated ways, such as through conversations, observations or products, then the conclusions you draw about where the student's learning is in relation to the curriculum expectations is more *reliable*.

Interested in learning more about various Assessment-related terminology? Please visit our [glossary](#), under the Classroom Educator tab.

<http://www.edugains.ca/newsite/aer/glossary.html>