

## Assessment Belief Statements

Assessment is ongoing and fundamental to the process of student learning. Assessment enables teachers to gather data to determine the needs of their students and to address those needs adequately in subsequent learning experiences. It involves assessment FOR learning, assessment OF learning, and reporting.

### Overview of Characteristics\*

	Assessment <b>OF</b> Learning	Assessment <b>FOR</b> Learning
<i>Reasons for Assessment</i>	Measure and document achievement status at a point in time for purposes of reporting	Promote increases in achievement to meet standards and support ongoing student growth
<i>Timing of Assessment</i>	Conducted at the <b>end</b> of teaching to gather evidence of learning	Conducted <b>during</b> teaching to influence learning
<i>Administration of Assessment</i>	Standard for all students, administered periodically throughout the year to inform students and others of achievement	Variable in method, continuous throughout the year to inform students of their own learning and progress
<i>Typical Uses of Assessment</i>	Report competence for grading, advancement or graduation	Provide students with insight to improve achievement; help teachers identify and respond to student needs; inform parents of progress over time
<i>Student's Role in Assessment</i>	Study to meet requirements; take the test; strive for the highest possible score	Involved in identifying goals; learn to self and peer assess; act on classroom assessment results to be able to do better next time
<i>Teacher's Role in Assessment</i>	Administer the test; use the results to help students meet requirements; interpret results for parents; create reports	Transform outcomes into learning targets; inform students of targets; assess students; involve students in assessment; provide feedback to students; adjust instruction based on assessment results

\* Adapted from Richard Stiggins,

- 1.) Assessment involves goals.
  - The goals need to be consistent with provincial outcomes and standards.
  - Teachers need to plan with the end in mind. This means planning for assessment should take place prior to the teaching of new material.
  - Clear learning targets, criteria for success, and models need to be provided so students know the expectations for their work.
  - Students need to be involved in identifying goals.
  - Goals must be realistic and obtainable.
- 2.) Assessment requires student involvement.
  - Students need to understand the learning targets so they are involved in reaching them.
  - Self assessment creates student ownership for learning.
  - Peer assessment is an important tool which encourages student involvement.
  - The processes of self and peer assessment need to be taught and modeled.
  - Students need time to reflect on the learning process and their progress towards the learning targets.
- 3.) Assessment provides specific and descriptive feedback.
  - Feedback is used by teachers to refine teaching practice to enable students to attain the learning targets.
  - Feedback needs to be specific and directive in order for students and parents to understand student strengths and areas for improvement as well as their progress to meeting the goals.
- 4.) Assessment promotes and encourages student success.
  - There is a clear link between student success and motivation.
  - Assessment activities must provide opportunity for student success. This means that students will be able to use assessment information positively to improve their own performance.
- 5.) Assessment must be purposeful.
  - There is a wide variety of assessment strategies, both current and established, which need to be analyzed.
  - Teachers choose assessment methods and design assessment tools that match the intended learning targets and serve the intended purposes.
- 6.) Assessment considers the varied needs of the learner.
  - Assessment recognizes achievement of the whole child: social, emotional, physical and intellectual.
  - Assessment involves a variety of strategies to meet different learning styles.
  - Assessment identifies a baseline of prior knowledge.
  - Assessment recognizes the need for accommodations, adaptations, and modifications.
- 7.) Assessment is an ongoing process.