

## **Assessment and Evaluation: Guiding Instruction To Enhance Student Growth And Learning**

### **Assessment**

The primary purpose of assessment for and as learning is to inform students and teachers about students' progress in various stages of acquiring new skills and knowledge. The information gathered is descriptive rather than evaluative, and serves as feedback so that as students practice they can extend what they have learned. This information also helps teachers plan where to go next with instruction based on student understandings of the material.

### **Evaluation**

The primary purpose of evaluation is to make informed judgments about what students have learned based on assessment of learning evidence. These judgments are made by comparing valid evidence of student learning to standards of performance as related to prescribed curricular learning outcomes. Students as well as teachers should be clear on the standard of performance used to make these judgments.

There are three types of classroom assessment described by the Ministry of Education:

**Assessment for learning** refers to formative assessment by which teachers collect information about student development. Assessment for learning is ongoing and provides the basis for determining what the teacher should do next to move student learning forward.

**Assessment as learning** refers to the active involvement of students in being critical assessors who work with the teacher to become more aware of their own learning goals and how to effectively address them. The goal is for students to become aware of what helps them learn better and achieve better results, thus increasing their role in contributing to their own improvement.

**Assessment of learning** refers to summative assessment whereby teachers collect data from a variety of sources to evaluate student performance in relation to curricular learning outcomes. This informs students, parents and others about student achievement.

Assessment and evaluation are related, but serve different purposes and have distinct meanings.

Assessment and Evaluation practices should:

1. Use a range of methods that assess both the process and products of students' knowledge, skills and understandings.
2. Be focused on the clearly identified curriculum outcomes and criteria used to evaluate performance.
3. Inform teachers as they plan for instruction and enable them to determine next steps in advancing student learning.
4. Include a clear description of learning intentions and standards for students and parents.
5. Be ongoing and offer many opportunities for students to receive descriptive feedback on their learning.
6. Engage students in monitoring and critically reflecting on their learning in a variety of ways.
7. Provide students with opportunities for adjusting, rethinking and talking about their learning.

8. Respect the developmental differences of the learner by differentiating instruction and recognizing that students learn at different rates and in a variety of ways.
9. Provide opportunities for students to demonstrate the full range of their learning.
10. Inform teacher judgment about student learning.
11. Be based on work present, not work absent

**Related Resources:**

[http://www.bced.gov.bc.ca/classroom\\_assessment/](http://www.bced.gov.bc.ca/classroom_assessment/)

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