# Assessment OF/FOR Learning

*"The key is to use assessment to help the student believe that the target is within reach" by Richard Stiggins*

| | **Assessment OF Learning**<br>**"Autopsy"** | **Assessment FOR Learning**<br>**"Physical or Check Up"** |
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| **Purpose** | • To check the status of students and programs<br>• To inform others about students<br>• To gather evidence after learning | • To improve and influence learning while in progress<br>• To inform students about their learning |
| **Primary Users** | • Policy makers<br>• Administrators<br>• Teachers | • Students<br>• Teachers |
| **Focus** | • Accountability of expected standards and benchmarks for schools and teachers | • Achievement targets that enable students to build and improve toward standards |
| **Place in Time** | • Event after learning | • Process during learning |
| **Teacher's Role** | • Administer the test<br>• Interpret and use results to help students meet standards<br>• Interpret results for parents<br>• Assign grades | • Transform standards into classroom targets<br>• Inform students of targets<br>• Build classroom assessments<br>• Adjust instruction based on results<br>• Involve students in the assessment process |
| **Student's Role** | • Strive for the highest score and avoid failure | • Use results in their learning to do better the next time |
| **Examples** | • Tier 3 Assessments (Yearly)<br>• WKCE<br>• ACT<br>• SAT | • Tier 1 (Continuous) and 2 (Periodic) Assessments<br>• Classroom<br>• NWEA MAP<br>• Common Assessments<br>• Guided Reading/Lexile<br>• Everyday Math Unit Progress Checks |