Assessment for learning – or for life?

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Lifelong learning means lifelong assessment
Lifelong learning means lifelong assessment

TRUE   _______________ FALSE
<table>
<thead>
<tr>
<th>Measurement Model</th>
<th>Judgement Model</th>
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</thead>
<tbody>
<tr>
<td>Detached</td>
<td>Authentic</td>
</tr>
<tr>
<td>Answers</td>
<td>Complex</td>
</tr>
<tr>
<td>Precision, accuracy</td>
<td>Participative</td>
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<tr>
<td>Controlled</td>
<td>Formative</td>
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</tbody>
</table>
Assessment for Learning

- Develops students' abilities to evaluate own progress, direct own learning
- Emphasises authentic & complex assessment tasks
- Is rich in informal feedback (e.g. peer review of draft writing, collaborative project work)
- Is rich in formal feedback (e.g. tutor comment, self-review logs)
- Uses high stakes summative assessment rigorously but sparingly
- Offers extensive 'low stakes' confidence building opportunities and practice
Emphasises authentic & complex assessment tasks

Develops students’ abilities to direct own learning

Is rich in informal feedback

Uses summative assessment rigorously but sparingly

Offers confidence building opportunities and practice

Virtual Gallery

Oral exam

Group work

Portfolio

Staged reports

Developing criteria