

# **Assessment for Learning:**

## **an introduction**

**Leonard Grech**

# **Assessment for Learning**

**Not Summative.**  
**(Assessment of Learning)**

**The main objective of  
Assessment for Learning is to  
improve learning.**

**So feedback is a fundamental  
ingredient.**

**‘Assessment for Learning’**

**and**

**‘Formative Assessment’**

# **Assessment Is For Learning**

**(Scotland)**

# **What is Assessment for Learning?**

**Basically it is a form of pedagogy.**

# **Assessment for Learning in the US**

**In Malta ...**

**What do we mean by  
Assessment for  
Learning?**

# **Confusion of Assessment for Learning with:**

- \* Continuous Assessment**
- \* Teacher Assessment**
- \* Coursework.**

# **Assessment for Learning / Formative Assessment**

# **Promoters of Assessment for Learning**

**Paul Black**

**Dylan Wiliam**

**Gordon Stobart**

**Shirley Clarke and others.**

**Why do they favour this type of assessment?**



**Effective way of daily teaching.**

**Brings about students'  
progress.**

**All students benefit but mostly  
low achievers.**

**Various publications**

**Classroom ..... Black Box**

**“...there was a strong body of evidence to support the claim that formative assessment practices can raise standards”  
(Paul Black, 2004).**

# **Assessment for Learning:**

- \* student-centred**
- \* adopts practices that involve students during lessons**
- \* respects self-esteem of students**
- \* empowers students to take charge of their own learning.**

**What are the characteristics of  
Assessment for Learning?**

**A list of of good  
practices?**

**A culture and an attitude.**

**A strong belief that  
assessment is an effective  
tool to enhance learning.**

**12**

**Characteristics  
of Assessment for  
Learning**

**(Write down six effective  
classroom practices.)**

(1)

**The teacher having  
clear and specific  
learning intentions.**

**(2)**

**Sharing Learning  
Intention with learners.**

**(3)**

**Teacher having clear  
and specific success  
criteria.**

**(4)**

**Sharing success criteria  
with learners.**

**(5)**

**Resorting to  
different types of  
questions in  
class.**

**(6)**

**Developing techniques  
such as brainstorming,  
mind webs and concept  
maps.**

**(7)**

**Giving feedback to learners, oral or written, which helps them to make an improvement on their own work.**

**(8)**

**Teacher reflects on her  
own practices.**

**(9)**

**Peer-assessment  
and  
self-assessment**

**“Peer and self-assessment make unique contributions to the development of pupils’ learning – they secure aims that cannot be achieved in any other way” (Black, 2004).**

**(10)**

**Focusing on learner who  
is fully involved in the  
teaching and learning  
process.**

**(11)**

**Self-esteem of  
learners.**

**(12)**

**The plenary, always vis-  
à-vis the learning  
intention/s.**

**Which of the above  
characteristics are  
you implementing?**

**Assessment for Learning has to be implemented one step at a time.**

**We need to believe in this type of teaching.**

**Parents have to be involved particularly because of the marking policy.**

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