

**Figure 2.3 Assessment *of* and *for* Learning: Summary of Key Differences**

	<b>Assessment <i>for</i> Learning</b>	<b>Assessment <i>of</i> Learning</b>
<b>Reasons for Assessing</b>	<ul style="list-style-type: none"> <li>▪Promote increases in achievement to help students meet more standards</li> <li>▪Support ongoing student growth and improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪Document individual or group achievement or mastery of standards</li> <li>▪Measure achievement status at a point in time for purposes of reporting or accountability</li> </ul>
<b>Audience</b>	<ul style="list-style-type: none"> <li>▪Students about themselves</li> </ul>	<ul style="list-style-type: none"> <li>▪Others about students</li> </ul>
<b>Focus of Assessment</b>	<ul style="list-style-type: none"> <li>▪Specific achievement targets selected by teachers that enable students to build toward standards</li> </ul>	<ul style="list-style-type: none"> <li>▪Achievement standards for which schools, teachers, and students are held accountable</li> </ul>
<b>Place in Time</b>	<ul style="list-style-type: none"> <li>▪A process during learning</li> </ul>	<ul style="list-style-type: none"> <li>▪An event after learning</li> </ul>
<b>Primary Users</b>	<ul style="list-style-type: none"> <li>▪Students, teachers, parents</li> </ul>	<ul style="list-style-type: none"> <li>▪Policy makers, program planners, supervisors, teachers, students, parents</li> </ul>
<b>Typical Uses</b>	<ul style="list-style-type: none"> <li>▪Provide students with insight to improve achievement</li> <li>▪Help teachers diagnose and respond to student needs</li> <li>▪Help parents see progress over time</li> <li>▪Help parents support learning</li> </ul>	<ul style="list-style-type: none"> <li>▪Grading decisions</li> <li>▪Promotion and graduation decisions</li> <li>▪Certify student competence</li> <li>▪Sort students according to achievement</li> </ul>

Source: CASL book, Figure 2.3, page 25

Adapted from Understanding School Assessment (pp 17-18, by J. Chappuis & S. Chappuis, 2002).