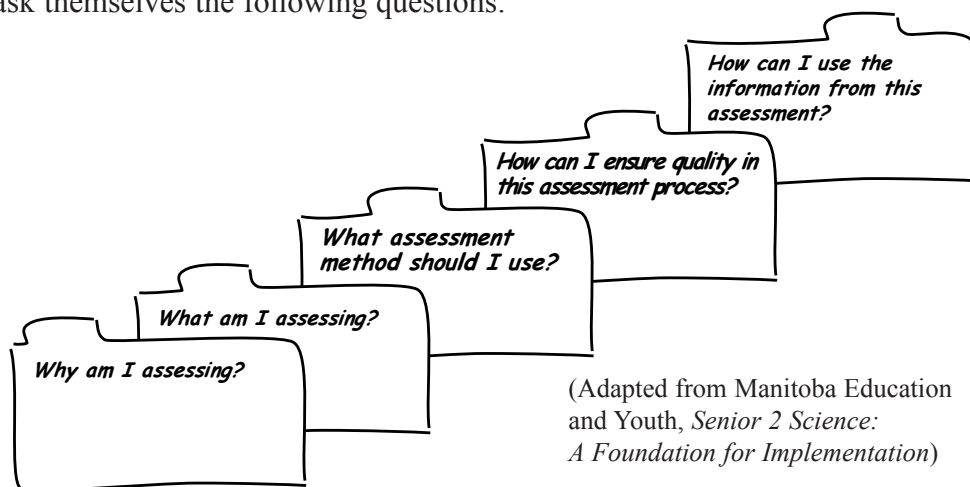


Three Purposes of Assessment

Thinking about assessment from the perspective of purpose rather than method puts the emphasis on the intended end result. The chapters in this section describe in detail three different assessment purposes: assessment *for* learning (Chapter 3); assessment *as* learning (Chapter 4); and assessment *of* learning (Chapter 5). The order (*for*, *as*, *of*) is intentional, indicating the importance of assessment *for* learning and assessment *as* learning in enhancing student learning. Assessment *of* learning should be reserved for circumstances when it is necessary to make summative decisions.

In planning, developing, and using assessment methods that are “fit for purpose,” teachers think about curriculum and about their students as they ask themselves the following questions:



These questions are used throughout Section II to show the key planning considerations in designing assessment.

Key Ideas in Section II

- Classroom assessment is used for various purposes: assessment *for* learning, assessment *as* learning, and assessment *of* learning.
- Each of these purposes requires a different role for teachers, different planning, and raises different quality issues.
- The most important part of assessment is the interpretation and use of the information that is gleaned for its intended purpose.

Section II

