

Foreword

Classroom-based assessment has tremendous potential to enhance student learning. When assessment is designed with purpose in mind, learning for all students can improve. Manitoba Education, Citizenship and Youth is proud to have collaborated with its partners in the Western and Northern Canadian Protocol for Collaboration in Education (WNCP) in developing this classroom-based assessment document.

As implied in the title, *Rethinking Classroom Assessment with Purpose in Mind*, identifying the purpose of any assessment is critical for its effective use. This document identifies three purposes of classroom assessment: assessment *for* learning, assessment *as* learning, and assessment *of* learning.

Some readers may be more familiar with frameworks that use only two categories: assessment *for* learning and assessment *of* learning. In those frameworks, the category of assessment *for* learning would include ideas related to both the assessment *for* and assessment *as* learning categories described in this document. The category of assessment *as* learning is included in *Rethinking Classroom Assessment with Purpose in Mind* to highlight the importance of the self-monitoring processes students use during learning, which have great potential to empower learners and foster ongoing learning.

Rethinking Classroom Assessment with Purpose in Mind is intended to provide a framework for extending thinking, to confirm and to guide changes in effective assessment practices, and to foster professional learning. While this resource offers some common vocabulary for assessment, its focus is on ideas, rather than labels, that teachers can reflect on, discuss, and try out in classrooms. The document contains highlights from current research, descriptions of assessment processes that enhance learning, case studies from classrooms, and suggestions for professional dialogue and collaboration.

Readers are invited to consider *Rethinking Classroom Assessment with Purpose in Mind* in relation to their personal practice, as well as to engage with colleagues, students, and the community in planning for assessment that best promotes student learning.