Teacher's role in ASSESSMENT AS LEARNING is to:
- have a thorough knowledge of plan and effectively use assessment as learning in my classroom
- assist students to set and monitor their own
- Personal Learning goals
- design and use a range of strategies to promote student reflection, metacognitive thinking, and self and peer assessment
- assist students to understand the standards expected of them


Assessment AS Learning

Assessment of students:
- included in the learning process
- students progress to inform their future learning goals

Assessment OP learning
- includes student self assessment
- learning to make adjustments on student progress to inform their future learning goals

Metacognitive questions:
- what am I doing?
- how am I doing it?
- how well am I going?

Strategies for Assessment AS Learning

- ICE:
  - ideas - details, facts, terms
  - connections - patterns, relationships
  - extensions - transfer, hypotheses
  (Young & Wilson 2000)

- Graphic organisers:
  - venn diagram
  - pmi table
  - kwhl table
  - traffic lights

- Emotions:
  - encourage students to identify how they feel about their learning

- Collating a portfolio:
  - arrange work from most to least effective
  - reflect on two best works
  - consider what makes these two more effective than the rest

Learning logs/journals:
- eg. this week I have learned...
- my goal for this task is...
- I will measure my improvement by...

60 second think:
- frequent quiet thinking time

Concept circle:
- recall key concepts
- highlight problem areas

Learning goals:
- SPECIFIC GOALS
  - short term
  - directly relate to learning outcomes
- GENERIC GOALS
  - longer term
  - across subject areas
- skills-based rather than content driven

Goals need to be recorded and progress tracked

![Image of SWOT analysis diagram](image)

- SWOT analysis:
  - strengths
  - weaknesses
  - opportunities
  - threats

Learning ASSESSMENT LEARNING occurs when students reflect on and monitor their progress to inform their future learning goals.

Edward D. De Bono (1997): 

"The ability to reflect upon the thinking process to creatively propose more efficient thinking processes" 

(education.com, 2006)

Student reflection
- peer assessment
- self assessment

Student owned assessment

Metacognitive thought processes

SWOT Analysis

External

Opportunities

Threats

Internal

Strengths

Weaknesses

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