RESOURCE 1.5 FOR TEACHERS AND OTHER SCHOOL LEADERS
My Personal Use of Assessment *as, for,* and *of* Learning

Reproduce this figure and put an X in the cell(s) whose features are present in your classroom, a P in those which you plan to adopt, and an O for those which you do not plan to tackle. Compare your assessment practices with those of your colleagues, and think about how you might move toward more balanced representation of students and teachers.

ASSESSMENT *AS* LEARNING…	ASSESSMENT *FOR* LEARNING…	ASSESSMENT *OF* LEARNING…
Invites multiple language use to foster students' metacognitive, metacultural, and metalinguistic awareness.	Invites multiple language use for formative purposes.	Invites multiple language use for determining growth in learning and attainment of learning goals.
Occurs on a continuous basis between and among students in multiple languages, facilitated by teachers until self-regulated by students.	Occurs on a continuous basis between teachers and students in multiple languages, as applicable.	Occurs at designated time intervals, such as at the end of a unit of learning, determined by teachers with input from students generally in one language.
Is internal to student thinking and learning in one or more languages.	Is internal to instruction and teacher/student learning in one or more languages.	Represents the culmination of an instructional cycle in one or more languages.
Is individualized for students, with consideration for multiple language use.	Is individualized for classrooms with consideration for multiple language use.	Is often standard where teachers follow the same set of directions and procedures for or across classrooms.
Encourages students to co-construct in English and their partner language.	Encourages teachers to create tasks and determine criteria for success with students with consideration for multiple languages.	Encourages classrooms, grade levels, departments, or schools to design projects with consideration for multiple languages.
Uses original student work in multiple languages as data sources.	Uses original student work in multiple languages, as applicable, as data sources.	Uses projects or end of unit testing as the primary data sources in multiple languages, as applicable.
Is intrinsically motivated by students, relying on their choice of language(s).	Is instructionally bound, with uses of multiple languages as agreed upon by teachers and students.	Is accountability driven, providing evidence for learning at the classroom, program, and school levels in multiple languages.
Relies on students as assessors and evaluators, based on jointly constructed criteria for success.	Relies on immediate descriptive feedback to students based on criteria for success.	Relies on scores or feedback related to academic content and language development standards in relation to program goals.