

ASSESSMENT FOR LEARNING (AFL) ✨

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DEFINITION

Ongoing assessment that focuses on providing feedback to improve learning and student achievement.

3 MAIN PURPOSE

To inform learners of their progress so they can take action to improve their performance.

WHAT LEARNERS NEED TO KNOW BEFORE LEARNING

Learners should understand what the aim of the learning is, why they need to learn the content, where they currently stand in relation to achieving the aim, and how they can work toward meeting it.

STEPS TO PROMOTE EFFECTIVE ASSESSMENT

Educators explain learning aims to learners and verify their understanding. They demonstrate the standards required and help learners recognise when those standards have been met. Effective feedback is provided on assessment decisions, high expectations are communicated alongside the belief that all students can improve, regular opportunities are given to reflect on and review progress, and students' self-assessment skills are developed.

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DIFFERENCE FROM OTHER ASSESSMENTS:

- Formative: Takes place during the learning process, aimed at improvement.
- Summative: Conducted after learning is complete, aimed at final assessment/qualification.

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TEACHER SELF-EVALUATION TOOL

A self-assessment table covers key areas including questioning technique, question distribution strategies, using marking to facilitate dialogue with learners, quality of feedback provided, and promoting self-assessment and peer assessment.

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USING AFL IN CLASSROOM PRACTICE

1. Planning for Learning
2. Establishing Learning Goals
3. Sharing Learning Goals
4. Communicating Assessment Criteria
5. Creating Effective Session Learning Plans

ASSESSING LEARNING: THE EFFECTIVE USE OF QUESTIONING

This section focuses on the importance of learners' reactions as an indicator of whether a session has been successful. Questioning is used to check understanding and encourage critical thinking among students.

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