

# Assessment Practices

“The primary purpose of assessment and evaluation is to support student growth and to improve student learning and achievement (Newfoundland Labrador English Schools, Department of Education 2026). A significant question is, **“How will we know what each student has learned?”** This question forms the basis of the collective inquiry that drives the work of collaborative teams.

| Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Assessment is defined as the process of collecting and analyzing evidence of learning that can be used:                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>✓ to provide students with clear descriptive feedback about the progress they are making toward attaining the knowledge, skills, attitudes and behaviors to be learned or acquired;</li> <li>✓ to inform educational decisions on student learning (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development); and</li> <li>✓ to inform teacher practice and determine appropriate teaching and learning strategies.</li> </ul> |



| Assessment <i>for</i> Learning<br>(formative)                                                                                                                                                                                                                                                                                                                                                                            | Assessment <i>as</i> Learning<br>(formative)                                                                                                                                                                                                                                                                                                                                                                | Assessment <i>of</i> Learning<br>(summative)                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Assessment for learning involves frequent, interactive assessments that: <ul style="list-style-type: none"> <li>✓ enable teachers to identify learning needs and provide responsive teaching;</li> <li>✓ actively engages students in their own learning as they assess themselves and understand how to improve performance;</li> <li>✓ provide specific feedback to students and parents/families regarding</li> </ul> | Assessment as learning actively involves students’ reflection on their learning and monitoring of their own progress to: <ul style="list-style-type: none"> <li>✓ enable students to use information gathered to make adaptations to their learning processes and to develop new understandings;</li> <li>✓ prompt students to consider how they can continue to improve their own learning; and</li> </ul> | Assessment of learning involves strategies to demonstrate if students have met outcomes, and make decisions about future learning needs by: <ul style="list-style-type: none"> <li>✓ confirming what students know and can do;</li> <li>✓ occurring at the end of a learning experience using a variety of tools; and</li> <li>✓ providing opportunities to report evidence to date of student achievement in relation to learning</li> </ul> |

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| <p>the next stage of learning; and</p> <p>✓ requires the collection of data from a range of assessments to determine a student's level of understanding.</p> | <p>✓ support students in critically analyzing their own learning related to the learning outcomes.</p> | <p>outcomes, to parents/guardians and other partners.</p> |
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Adapted from: Government of Newfoundland and Labrador; Department of Education and Early Childhood Development . (n.d) *Provincial Underpinnings*. eNLighTenED Curriculum Port. *English Language Arts Grades 1-9* (Curriculum Guides).

Retrieved from: <https://enlightened.gov.nl.ca/ords/f?p=105:provincial-underpinnings>

## Reflection

The following data sources and questions can be used to guide discussion.

### Performance Measurement Framework Report:

**Outcome 3:** The education system is responsive to students' strengths and needs.

- Indicator 3.2: Teachers' Expectations - Student

### Additional Evidence:

- Internal assessments (e.g., portfolios, projects, assignments, observations, anecdotal notes etc.)
- Short term & long term assessment plans
- Gradebook 7-12

### Reference Documents

Assessment and Evaluation Policy;

7-12 Course Descriptors.



## Questions to Consider



Use evidence of current practices to support your discussion points, strengths, and opportunities for growth.

If the primary purpose of assessment is not to measure but to further learning, then;

- How are we using assessment to inform learning?
- How do we use student voice in the assessment design process?
- How are our assessment practices equitable and inclusive?
- How do we provide multiple assessment formats from which students may choose?
- How do our assessment practices promote student self-assessment and provide opportunity for students to track their own learning?
- How are we using assessment data to examine instructional practice?
- How does our assessment planning influence our instructional practice?
- How do our assessment practices build hope, efficacy, and achievement for all learners?

### References:

Government of Newfoundland and Labrador; Department of Education and Early Childhood Development . (n.d.) *Provincial Underpinnings. eNLighTenED Curriculum Port.*  
<https://enlightened.gov.nl.ca/ords/f?p=105:provincial-underpinnings>

Newfoundland Labrador English Schools; Department of Education. (2026). *Assessment, Evaluation and Reporting Policy.*