

## Assessment for learning in the classroom: A typology of possibilities

	<b>In-class contingent formative assessment-while-teaching</b>	<b>More planned integrated formative assessment</b>	<b>More formal mock or trial assessments modeled on summative assessments but used for formative purposes</b>	<b>Prescribed summative assessments, but results also used formatively to guide future teaching /learning</b>
Definition	An integral but very informal part of every teacher's daily practice	An integral part of the learning and teaching cycle, i.e. part of effective teaching and planning for the future	A time for taking stock, assessing how individuals are performing compared with whole group.	A distinctive stage at the end of a unit of learning and teaching.
Degree of pre-planning	Often spontaneous and contingent when the need arises	An informal planned process during the course of the year tailored to the needs of the individual students and class	Usually pre-designed, sensitive to needs of students but also to the demands of external requirements	Pre-determined, relatively formal and set at beginning of unit of learning and teaching
Focus	Learner-referenced; focus on the learning process	Criterion-referenced, but in relation to learner's starting point; focus on the learning process and student progress	Criterion-referenced, but in relation to system-level norms; focus on student progress and gap between what should be and is.	Criterion-referenced, but in relation to system-level norms; Focus mainly on the product of learning , and what student needs to do next
Typical kinds of feedback	Indirect or implied feedback, co-constructed by students and teacher	Direct qualitative feedback, may involve multiple and varied sources eg. self, peers, teacher etc.	Direct qualitative feedback, may indicate profiles or grades, but still extensive student involvement	Report in profiles, levels, and marks by teacher, but preceded and/or followed by formative self and peer evaluation and extensive teacher feedback

Types of assessments: Observe	Informal observation of learner behaviour/ language use			
Inquiry		Structured peer conferencing		
Analysis				Portfolio assessment
Test			Dynamic computer-based assessments adjusted to student level	