

# Assessment for Learning:

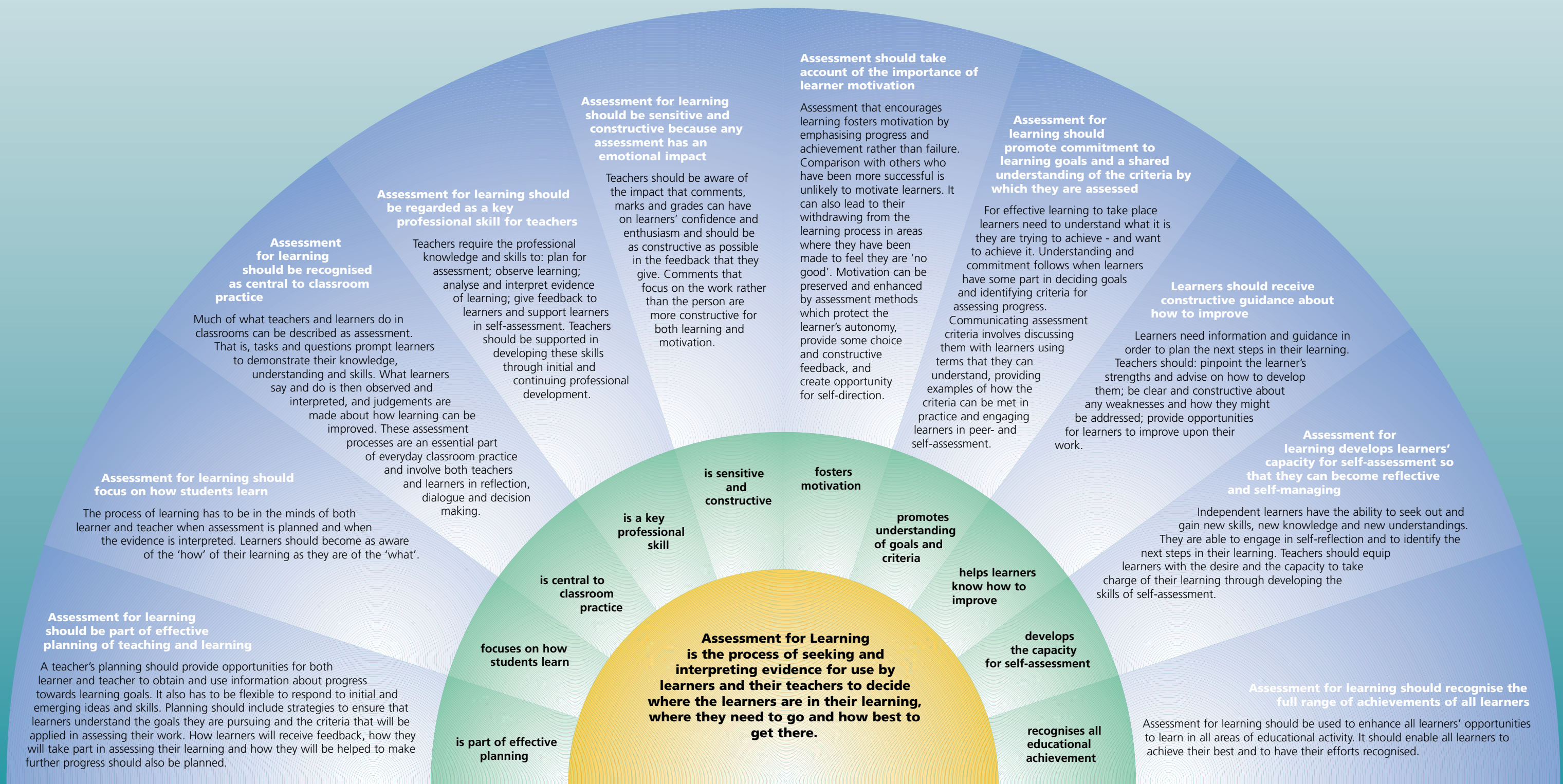
---

## 10 principles

Research-based  
principles to guide  
classroom practice

Assessment Reform Group

2002



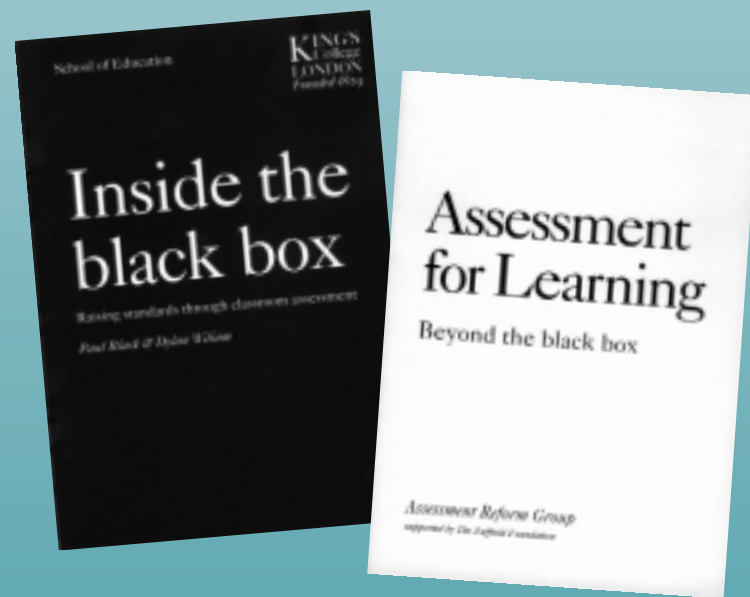
Research-based principles of assessment for learning to guide classroom practice

# Assessment for Learning

Assessment *for* learning is one of the most important purposes of assessment. It is not the only purpose and is to be distinguished from assessment *of* learning, which is carried out for the purposes of grading and reporting (ARG, 1999). A review of research into classroom assessment (Black and Wiliam, 1998) has shown that assessment for learning is one of the most powerful ways of improving learning and raising standards. Current research is adding further evidence in support of this claim and the empirical evidence is underpinned by theory from the psychology of learning and studies of learning motivation.

While assessment of learning has well established procedures, assessment for learning requires some theoretical ideas to be put into practice if the potential benefits are to be gained. In doing this, it is important to follow certain guiding principles which reflect the essential features of assessment for learning.

The *Principles of assessment for learning* presented here have benefited from comments from a wide variety of individuals and associations, whose help is gratefully acknowledged. This leaflet/poster is a further step towards changing assessment practice to safeguard the necessary quality of learning experiences needed for achieving the goals of education.



The Assessment Reform Group (ARG) has played a key role in bringing the research evidence about assessment for learning to the attention of the education community through the commissioned Black and Wiliam work, *Inside the Black Box*, and the follow-up, *Assessment for Learning: beyond the black box*. In continuing its endeavour to improve practice in assessment it has developed the *Principles of assessment for learning*.

#### The ARG members who produced these principles are

<b>Professor Patricia Broadfoot</b>	University of Bristol
<b>Professor Richard Daugherty</b>	University of Wales, Aberystwyth
<b>Professor John Gardner</b>	Queen's University, Belfast
<b>Professor Wynne Harlen</b>	University of Bristol
<b>Dr Mary James</b>	University of Cambridge
<b>Dr Gordon Stobart</b>	Institute of Education, University of London

This leaflet/poster was produced with support from the Nuffield Foundation

For further information about the work of the Assessment Reform Group, and to download copies of this leaflet/poster, please see <http://www.assessment-reform-group.org.uk>