

Assessment for learning, online tasks, and the new Assessment Resource Banks

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The main purpose for assessment should always be to improve learning (Ministry of Education, 2007). The New Zealand Curriculum (NZC) acknowledges that evidence for assessment for learning is often gathered informally, and “analysis and interpretation, and use of information often take place in the mind of the teacher” (p. 39). At the same time an increasing body of research suggests that assessment for learning isn’t easy for teachers (see, for example, Mansell, James, and the Assessment Reform Group (2009)). In this short news article we discuss the changing face of a long-standing resource that helps teachers to use assessment data to improve learning.

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Published on *Assessment Resource Banks* (<https://arbs.nzcer.org.nz>)