

TRADITIONAL ASSESSMENT

Feedback is often focused on a specific task and/or assignment. Often the goal of the assessment is to provide a number that can be turned into a percentage.

Feedback may be accompanied with a rubric that describes the ways in which the student has and has not met the criteria of the task.

Assessments are tracked in a gradebook and often broken down into assignments/quiz/projects/tests, etc.

Students may only have one opportunity to demonstrate learning for that particular task.

Marks are generally an average of all the learning. This may mean averaging students' early struggles with the material together with their improved understanding.

Teachers use letter grades and percentages that measure a single goal of whether a student passed or failed
Students pass or fail based on the percentage/grades they get in their overall assessments.

STANDARDS-BASED ASSESSMENT

Feedback is focused on specific learning standards/goals that are being developed.

Feedback is also based on the learning progression/scale for a specific learning standard/goal, so that students understand how to continue to grow and develop.

Assessments are tracked in a gradebook that is broken down by learning standards/goals.

Students have multiple opportunities to demonstrate their learning for the variety of learning standards/goals. A learning standard may be assessed multiple times over a semester/year.

As they improve, they progress along the proficiency scale and earlier mistakes are no longer factored into their overall mark. Marks are based on the most recent demonstrations of learning.

Students develop their skills, knowledge and competencies based on the multiple assessment criteria given to them throughout the academic year.
Students continue to develop from where they are in each learning standard/goal for an area of learning.