

Transmissive model	Constructivist model
checking learning (assessment of learning)	
Ts look for mistakes (what the learner have not mastered)	
assessment of tasks, instructions, tests	
assessment perceived as a threat, causes anxiety	
follows the understanding that learners' task is to learn the prescribed curriculum – other expectations are not known to learners	
assessment used as intrinsic motivation (punishment, reward, appraisal)	
assessment takes place “in the break“ between tasks	
assessment based on “social norm“, i.e. comparison within the group	
fairness = same points-same grade	
subject-matter is important (has to be “covered“)	
aim of the assessment are grades (performance-based summative ranking lacking any description)	
self-assessment limited to grades (self-grading)	
summative assessment – result of a limited number and type of sources (tests, exams, points for initiative)	
final grade – counted as the average of grades/points over the term	

Transmissive model	Constructivist model
checking learner's learning (assessment of learning)	supporting learner's learning (assessment for learning)
Ts look for mistakes (what the learner have not mastered)	Ts look for what the learner has mastered – where s/he is now
assessment of tasks, instructions, tests	authentic assessment takes place (and authentic learning)
assessment perceived as a threat, causes anxiety	assessment is a cooperative process between Ts and Ls (and others, e.g. parents)
in line with the idea that learners' task is to learn the prescribed curriculum – other expectations are not known to learners	learners know in advance what standards are expected, are familiar with task criteria
assessment used as intrinsic motivation (punishment, reward, appraisal)	assessment encourages learners to improve and helps them to understand how
assessment takes place "in the break" between tasks	assessment takes place simultaneously with learning, immediately, as part of learning
assessment based on "social norm", i.e. comparison within the group	learners assessed against clear criteria set in advance and against the "individual norm"
fairness = same points-same grade	fairness = assessment considers context of the learner's learning
subject-matter is important (has to be "covered")	it is important that the learner masters the subject-matter (ZPD)
aim of the assessment are grades (performance-based summative ranking lacking any description)	aim of assessment – the learner's best performance – formative assessment without grades, summative assessment with a description
self-assessment limited to grades (self-grading)	self-assessment – detailed description of one's performance
summative assessment – result of a limited number and type of sources (tests, exams, points for initiative)	summative assessment – result of a number of sources of varied nature (data collected during authentic learning, portfolio, ... and grades)
final grade – counted as the average of grades/points over the term	final assessment describes how far the learner had gone – it captures his best performance

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