What is the difference between grades and assessment?

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Grades include learning, but may also include things like participation, attendance, effort, punctuality, completion of assignments, etc.</td>
<td>Assessment seeks to know only how well students have learned (knowledge, skills, attitudes/values)</td>
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<tr>
<td>Students may have great abilities, but not much motivation. Grades for these students will likely be lower than their skill level, particularly if students don’t complete assignments.</td>
<td>Assessment looks at how well students have mastered or achieved the learning outcomes, regardless of grades</td>
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<td>Some students have very poor skills, but work hard. Grades generally reflect this effort, in spite of lack of skill.</td>
<td>Hard working students may have good grades, but be unable to demonstrate mastery of the intended learning outcome</td>
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<td>Grades often include scores on formative assessments as well as summative assessments.</td>
<td>Formative assessments are important to gauge progress and provide feedback for students to improve. Summative assessments are the final evidence of learning and outcome achievement</td>
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<tr>
<td>Grades generally include student work at the beginning of the course as well as at the end.</td>
<td>Assessment uses the final, summative measures of knowledge, skills and values or beliefs as evidence of how well students have achieved the learning outcomes</td>
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<tr>
<td>Scores are tallied across the whole semester for each student.</td>
<td>Scores on particular aspects or sections of rubrics, papers or tests are tallied for the whole class to ascertain achievement of each learning outcome</td>
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<tr>
<td>Grades do not provide sufficient detail to determine where improvements need to be made.</td>
<td>Assessment results are used to inform changes in curriculum, sequencing of content, learning resources, teaching methodology, or learning activities in order to improve learning</td>
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