

Assessment and Evaluation in Education

Introduction to the module



Learning Outcomes

- To be aware of the content of the module
- To develop an initial awareness of the role of assessment in education.
- To develop an understanding of the different types of assessment in education.

Principal aim of all education contexts?

- Promoting learning is a principal aim of all education contexts.
- Assessment lies at the heart of this process.
- It can provide a framework in which educational objectives may be set and progress charted and expressed.
- It should be an integral part of the educational process, providing feed back and feed forwards.



TASK

- What is assessment?
- What is it for?
- What forms does assessment take?

What is Assessment?

- The **Assessment Process** measures **changes** in **skills** and/or **attitude** and/or **knowledge** (i.e. learning)

Assessment:

- Is the **judgement of evidence**
- Confirms that a **learning outcome**, or part of a learning outcome, **has been achieved**
- Involves **establishing how much** an individual learner or group has **learnt**.

What is Assessment?

- It refers to all information gathered about pupils in the classroom by their teachers
- The associated term evaluation refers to the process of judging, valuing and ranking pupils
- In practice, giving a test is assessment while assigning a grade or mark is evaluation. (Muijs & Reynolds 2011)

What is assessment for?

- Assessment to aid learning
- Assessment to maintain standards

Why Assess?

Assessment can be a very positive experience for learners, because it:

- confirms that they are on the **appropriate course**;
- **motivates and encourages** further learning;
- helps learners recognise how they are **changing**;
- allows learners to **chart their progress**;
- allows learners to **gain credits/qualifications** and therefore have their **achievement recognised**; and
- gives learners a **sense of achievement**.

Main Concepts associated with Assessment-

- Assessment Of Learning
- Assessment As Learning
- Assessment For Learning

Assessment OF Learning(summative assessment)

- It involves working with a range of evidence allowing a check on learners' progress
- Judgements need to be dependable i.e. (Valid, Reliable and Comparable)
- Drawbacks of summative assessment?



Drawbacks...

- Danger of teaching to the test.
- Some opt out – put no effort into the tests – Reay & Williams 1999. Evidence that some form negative views of learning because of the amount of summative assessment. Caxton 1999 Dweck 1999.
- Reinforces low self image of low achieving pupils

Standardised tests

- Norm referenced
- Criterion referenced

Assessment AS Learning

- This aspect of assessment has developed from the personalised learning agenda, it features increased awareness of the learners' role in their own assessment and the application of different learning styles to the teaching process.



Assessment AS Learning

- This aspect does focus upon reflection on evidence of learning-this is part of the cycle of assessment-
 - set learning goals
 - share learning intentions and criteria
 - evaluate learning through self/peer assessment



Assessment AS Learning

Through this assessment learners become aware of:

- What they learn;
- How they learn;
- What helps them learn.

Learners are metacognitive
(aware of how they learn)

KEY Features: Self/Peer Assessment/Target
setting/Reflection on learning

Assessment FOR Learning

- More common name now for formative assessment.
- The assessment completed to inform the planning of future learning and teaching.
- It involves the teacher/tutor and student/child in a process of continual review.
- Feedback is a key part of AfL to help them learn more effectively.

Assessment FOR Learning

- Important research in 1998 by Paul Black & Dylan Wiliam which we will be exploring.
- Key point was that formative evaluation has a positive effect on achievement.
- AfL includes assessment as learning.
- Why can formative assessment be more effective than summative assessment?

What do you already know?

- MARRA:
Monitoring
Assessment
Recording
Reporting
Accountability

What do you already know?

- Benchmarking
- Diagnostic
- Differentiation
- Peer assessment
- Reliability
- Summative assessment
- Target setting
- Validity
- Formative assessment

8 principles of assessment (early years)

- It needs to be accurate & authentic.
- It needs to reflect knowledge & understanding of child development & the way children learn.
- It needs to fully reflect the values of the practitioner.
- It needs to be driven by the professional
- It must have a clear purpose to support provision & pedagogy
- It must be manageable
- It must incorporate a means for accountability
- It must take account of ethical considerations (Dubiel 2014)

Prime objective - to support learning.

- How children feel about learning is a key factor in their success.
- Motivation and self esteem can be greatly affected by assessment.
- Both can be enhanced but are often, maybe unintentionally damaged.
- Teachers need to constantly reflect upon purposes and principles as well as the impact of these on learners

- <http://www.reading.ac.uk/engageinassessment/videos/eia-video-clare-furneaux-what-assessment-means.aspx>

- What are key points?

Jerome (2010 in Arthur & Davies 2010)

- Particular issues with validity & reliability (we will be looking at this in much more detail another time)
- Range of audiences for assessment information – issues
- Problems with streaming and testing

Further reading and references

- Briggs M et al (2008) *Assessment for Teaching and Learning*. Exeter: Learning Matters
- Curtis W, Ward S, Sharp J & Hankin L (2014) 3rd Ed Education Studies. An Issue Based Approach. London: Sage
- Dubiel J ((2014) *Effective Assessment in the Early Years Foundation Stage*. London: Sage
- Muijis, D. & Reynolds, D. (2011) *Effective Teaching*. 3rd edn. London: Sage
- Pollard A (2008) *Reflective Teaching*. London: Continuum.
- Pollard A Ed (2014) *Readings for Reflective Teaching*. London: Continuum.
