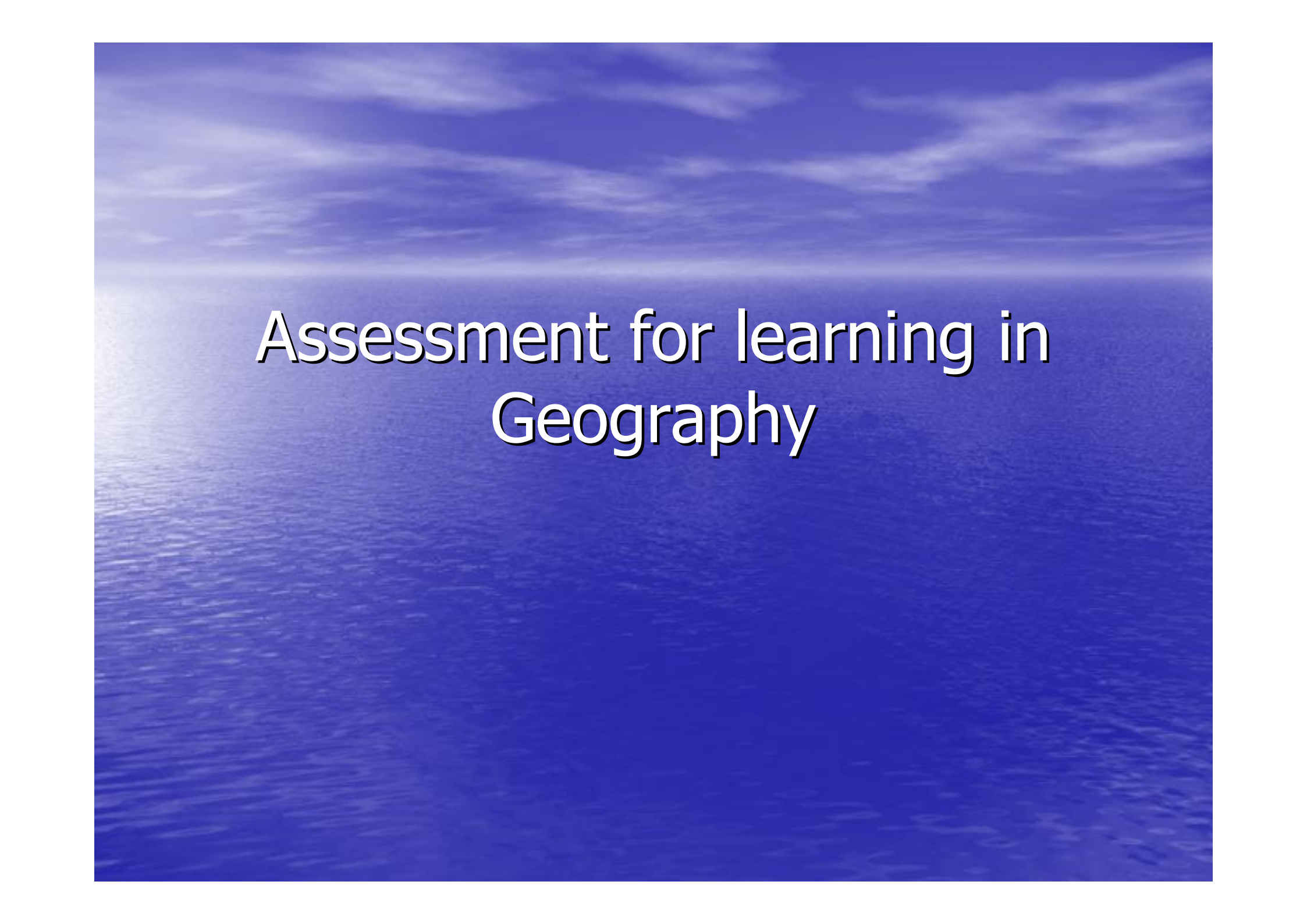




Assessment for learning in Geography

Definition of assessment

- Assessment is how we find out what pupils know and how we use that information to inform future planning.
- 'The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'(National curriculum key stage 3 strategy)

Why do we assess?



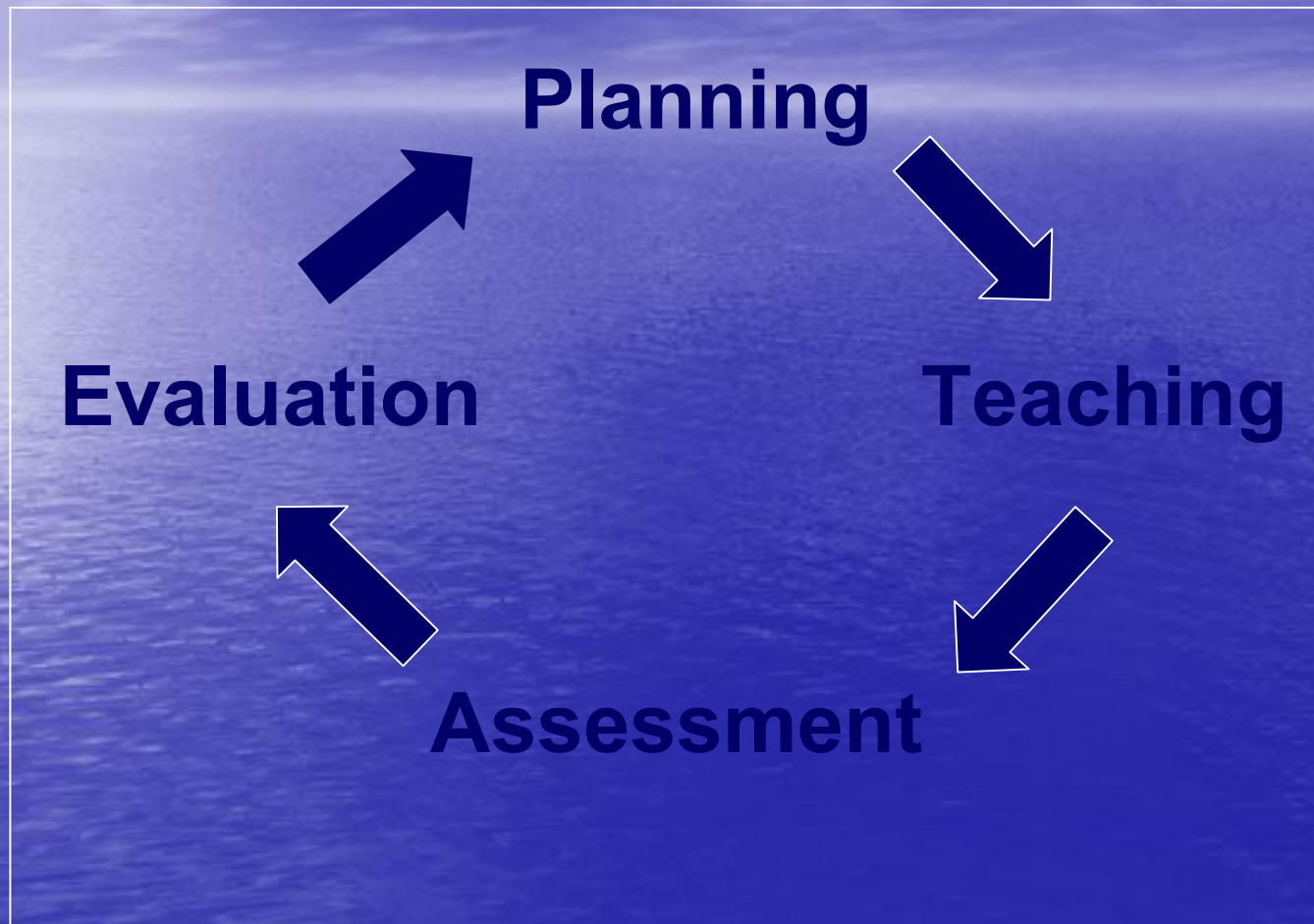
Assessment *of* Learning

- The summative act of assessment carried out periodically.
- To judge how well the pupil is performing.

Assessment *for* Learning

- Takes place all the time in the classroom.
- Uses the information gained from assessment to improve learning.

The Planning Loop



What is Assessment for Learning?

'...the process of seeking and interpreting evidence for the use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Assessment Reform Group 2002

Assessment for Learning Principles

AfL:

- Is part of effective planning
- Focuses on how pupils learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Develops the capacity for self (and peer) assessment
- Recognises all educational achievement



When should you assess?

All of the time

Every section of the lesson should include some form of assessment. A variety of techniques should be used in every lesson

What should you assess?

- Subject knowledge?
- Skills?
- Progress?
- Understanding?

Assessment for learning methods in geography

after Capel et al 1995

oral	written	graphic	products
Questioning	Questionnaires	Diagrams	Models
Listening	Diaries	Sketches	Artefacts
Discussing	Reports	Drawings	Games
Presentations	Essays	Graphs	photographs
Interviews	Notes	Printouts	
Debates	Stories		
Audio recording	Newspaper		
Video	articles		
Role play	Scripts		
Video recording	Lists		
simulation	Poems		
	Descriptions		

How To do it

Examples from Geography

- Share learning objectives at the start of the lesson
- Introduce peer and self assessment centered around the learning objectives.
- Make all written comments formative in nature
- Encourage students to reflect upon their own progress at the end of lessons and modules of work

Assessment sheet for year 7 newspaper article

- Learning objectives
 1. To describe the reasons why volcanoes erupt
 2. To use resource material to build up a picture of a volcanic eruption
 3. To produce a front page newspaper report about a volcanic eruption

Assessment guidelines

Your finished piece of work should include the following:

1. A description of what caused the volcano to erupt
2. Pictures of the eruption- labelled
3. An eye witness report – written in your own words.
4. A description of what damage the eruption caused
5. It should be set out as a proper newspaper with headlines and columns
6. A labelled map to show the location of the volcano

Year 7 Assessment task Volcano News Report

Name _____ Form _____

Mark your own work according to the descriptions given by putting a tick in the top row of boxes in the level that you think the work deserves. Use a + or – symbol to indicate if the work is in the top or lower band of this section.

Now pass your work to the person sitting next to you who will also mark it in the second row of boxes

	Level 3	Level 4	Level 5	Level 6	Teacher comment
Research (Knowledge)	Name of the volcano given and the name of the country in which it is located. A basic eye-witness account is included.	Volcano named and labeled . Facts about the number of casualties and damage included. Picture of the volcano erupting. Eyewitness report with some detail	Volcano named and location described. Eyewitness report is accurate and realistic. Some explanation of how the volcano erupts.	Name and location included. Facts about a REAL eruption including dates and figures. Factual eyewitness account. Explanation of why volcanoes erupt and the theory of plate tectonics. Information specific to this volcano	
My mark					
Friends mark					
Presentation (skills)	Headlines naming the volcano and explaining where it happened. Eyewitness account as a short piece of writing	Headlines and eyewitness account. Picture of the volcano included and a map showing the location	Headline and written information clear and concise. Picture includes labels explaining what it is showing. Detailed map with key and title showing the location. Writing or diagrams to explain why volcanoes happen.	Accurate written information. Clear labeled picture. Detailed accurate map showing exact location of the volcano. Clear diagrams or maps to support written explanation of why this volcano erupted.	
My mark					Overall mark
Friends mark					

Student evaluation

Student name _____ Date _____

Evaluation Volcano newspaper article

Answer the following questions thinking carefully about your answers

1. Where the instructions clear at the start of the task Yes/No

2. What parts of the work did you find difficult ?

3. Which parts of the work did you enjoy

4. Have you read and understood the teachers comments Yes/No

5. What targets do you need to work towards to achieve a better mark next time?

Implications for Initial teacher training

- AFL should be embedded in the General professional Studies programmes taught on PGCE courses
- AFL is a strand that runs through all the subject sessions.
- Examples of its use in school are studied on the subject courses.
- An AFL assignment which includes the students providing evidence of its use is part of the assessed part of the course
- The main strands of AFL, self and peer assessment, formative feedback, the use of learning objectives and criterion referenced work are all practiced on the Geography course to model good practice to the students

Conclusion

AfL

- supports all learners
- is cumulative
- can help reduce revision

Useful Stuff

- Inside the Black Box. Black & William (1998)
- Assessment for Learning: Beyond the Black Box. Assessment Reform Group (1999)
- Working Inside the Black Box. Black et al (2002)
- Assessment for Learning: Putting it into Practice. Black et al (2003)
- Assessment for Learning KS3 National Strategy
- www.aaia.org.uk/pdf/AAIAformat4.pdf
- www.qca.org.uk/downloads/citz_examples_assess_pdf.pdf