



**BA Education Studies
Astudiaethau Addysg**

**M6X01529
Assessment & Evaluation in Education
2017-18**

**Llawlyfr Modiwl
Module Handbook**

Module tutor: Caroline Lewis

caroline.lewis@uwtsd.ac.uk

Tel: 01792 482037

Office: TK329

MODULE AIMS

- To provide the student with an informed and critical understanding of the purposes, strengths and limitations of educational assessment and evaluation.
- Encourage critical evaluation of the principle features of assessment and evaluation within a range of learning contexts

MODULE LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Critically engage with a range of key concepts in educational assessment
2. Demonstrate an enhanced understanding of the main principles and practices of assessment and evaluation within a chosen educational context
3. Develop a critical awareness of the purpose and function of self-evaluation and the significance of reflective practice for the education practitioner

ASSESSMENT

Assessment Component 1 – 50%

Individual Presentation – 15 mins

Assessment Component 2 – 50%

Reflective Portfolio (2500 words)

ASSESSMENT 1: 15 minute individual presentation

Assessment title

SCENARIO – your school (primary or secondary, please specify) has decided to implement Assessment for Learning strategies. As part of your role as assessment co-ordinator, you need to present your philosophy to the board of governors in order to convince them that this is an important strategy which will enhance learning and teaching. Part of your presentation should include an explanation of specific aspects that you intend to include eg peer-assessment and the reasons why this will benefit the learners' experience.

SUBMISSION DETAILS:

Presentations to take place Friday 16th February

Slides need to be submitted through Turnitin by Friday February 16th 5.00 pm.

Assessment criteria

- Critically engage with the key concepts of Assessment for Learning.
- Demonstrate an enhanced understanding of the main principles and practices of Assessment for Learning within a chosen educational context.
- Appropriate use of relevant materials referenced appropriately.
- Ability to engage with the audience and present material in a coherent manner.

ASSESSMENT 2: Reflective portfolio

WORD COUNT: 2,500 WORDS

Title:

Self-assessment is,

when students (i) individually... develop motivation to reflect on their previous learning and identify objectives for new learning; (ii) when they analyse and evaluate problems they... are experiencing and structure a way forward; and (iii) when through self-regulation, they act to bring about improvement. (Pedder & James (2012 in Gardner 2012 p38)

Self-evaluation can help learners appraise their current understanding in order to determine improvement needs (Olina & Sullivan 2004, p.6).

Through a series of reflective journal entries, critically discuss the principles of self-assessment and self-evaluation and the importance of these to the development of effective learners. Use your own learning journey in Higher Education to illustrate your understanding of the issues involved. This should include reflection on how you have used feedback to inform your self-assessment and evaluation.

Consider the variety of teaching and learning situations and assessments you have experienced to strengthen your reflections and areas of development necessary for your future work as an educational professional.

SUBMISSION DETAILS

Assignment due in on Monday 26th February 3.00pm Turnitin ONLY

Assessment criteria

- Demonstrate a critical awareness of the development of the individual learner.
- Demonstrate critical reflection upon your own learning experience in higher education.
- Use of fluent and confident use of academic English with appropriate referencing.
- Able to follow general university presentation guidelines.

Schedule of Sessions

What is assessment?

Date	Topic	Readings
Tuesday 30 th Jan	Introduction to the module	Black P & Wiliam D (2012) <i>Assessment for Learning in the Classroom</i> . In Gardner J (Ed) (2012) (2nd ed) <i>Assessment & Learning</i> . London: Sage
Thursday 1 st Feb	PISA and international standards	PISA 2015 results in focus Achievement of 15-Year-Olds in Wales: PISA 2015 National Report December 2016
Friday 2 nd Feb	Assessment for learning	Assessment Reform Group (1999) <i>Assessment for Learning</i> in Pollard A. (Ed) (2014) (2 nd ed) <i>Readings for Reflective Teaching</i> . London: Bloomsbury. Black P & Wiliam D (2001) <i>Inside the Black Box</i> . BERA Boyle B & Charles M (2014) <i>Formative Assessment for Teaching & Learning</i> . London: Sage Chapter 1 What is Formative Assessment?

Assessment in action

Date	Topic	Readings
Tuesday 6 th Feb	The Foundation Phase and observation as assessment	Briggs M. Woodfield A. Martin C. & Swatton P. (2008) (2 nd ed) <i>Assessment for Learning & Teaching in primary schools</i> . London: Learning Matters. Chapter 1 General Principles of Assessment. P38-40 Perrot E (1982) <i>Using questions in classroom discussion</i> in Pollard A. (Ed) (2014) (2 nd ed) <i>Readings for Reflective Teaching</i> . London: Bloomsbury. Petty G (2009) (4 th ed) <i>Teaching Today</i> . Cheltenham: Nelson Thornes Chapter 37 Aims & Objectives.
Thursday 8 th Feb	The Literacy & Numeracy Framework	<i>National Literacy & Numeracy Framework</i> . Cardiff: WG DES (2013) <i>Assessment, Recording & Reporting using the Literacy & Numeracy Framework</i> . Cardiff: WG DES (2013) <i>Assessment for Learning and the Literacy & Numeracy Framework</i> . Cardiff: WG

Friday 9 th Feb	KS3 & KS4	Harlen W. (2012) <i>The Role of Assessment in Developing Motivation for Learning</i> in Gardner J. (Ed) (2012) (2 nd ed) <i>Assessment & Learning</i> . London: Sage
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Assessment skills & processes

Date	Topic	Readings
Tuesday 13 th Feb	Developing and using assessment criteria	Gipps C (2010) Chpt 14 Beyond Testing; Towards a theory of educational assessment. Arthur J & Davies I (ed) (2010) <i>The Routledge Education Studies Reader</i> Abingdon: Routledge p220 – 224 Black & Wiliam (2012) The Reliability of Assessments Chpt 15 in Gardner J (Ed) (2012) <i>Assessment and Learning</i> . London: Sage Bloxham, S. Boyd, P & Orr S. (2011) <i>Mark my words: the role of assessment criteria in UK higher education grading practices</i> . Studies in Higher Education Vol 36, No 6, Sept 2011, 655-670
Thursday 15 th Feb	The future of assessment	Donaldson G (2015) <i>Successful Futures</i> . Cardiff: WG
Friday 16 th Feb	Individual Presentations (TK255)	

READING LIST

Essential

Black, P. (2004) *Working Inside the Black Box: Assessment for Learning in the Classroom*. Slough: NFER.

Gardner, J. (2011) *Assessment and Learning*. London: Sage.

Tummons J (2011) *Assessing Learning in the Lifelong Learning Sector*. (3rd edn) London: Learning Matters

Recommended

Boyle B. & Charles M (2014) *Formative Assessment for Teaching & Learning*. London: Sage

Donaldson G (2015) *Successful Futures. Independent review of Curriculum and Assessment Arrangements in Wales*. Cardiff: OGL

Isaacs T, Zara C, Herbert G, Coombs J & Smith C (2013) *Key Concepts in Educational Assessment*. London: Sage

Klenowski V & Wyatt-Smith C (2014) *Assessment for Education. Standards, Judgements & Moderation*. London: Sage

Muijis D & Reynolds D (2011) *Effective Teaching*. (3rd edn) London: Sage

Pollard A (ed) ((2014) *Readings for reflective teaching in schools*. London: Sage

Background

Arthur, J. & Peterson, A. (eds) (2012) *The Routledge Companion to Education*. Abingdon: Routledge

Curtis W, Ward S, Sharp J & Hankin L (ed) (2014) *Education studies: An issue based approach*. London: Learning Matters

Journals

Assessment in Education: Principles, Policy & Practice

Assessment and Evaluation in Higher Education

Studies in Higher Education

Websites

www.educationscotland.gov.uk/learningandteaching/assessment/

www.learning.wales.gov.uk

www.nfer.ac.uk

Additional Material

Students will be directed towards current publications as they become available and towards appropriate electronic resources.