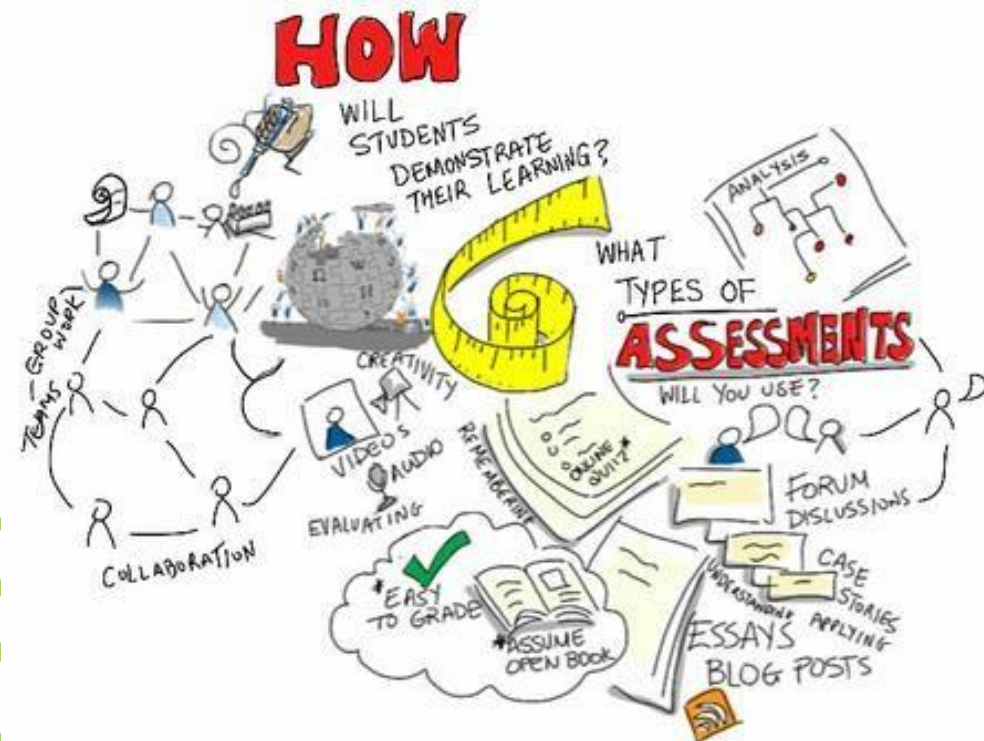




An introduction
into **Formative**
and **Summative**
Assessment
Approaches

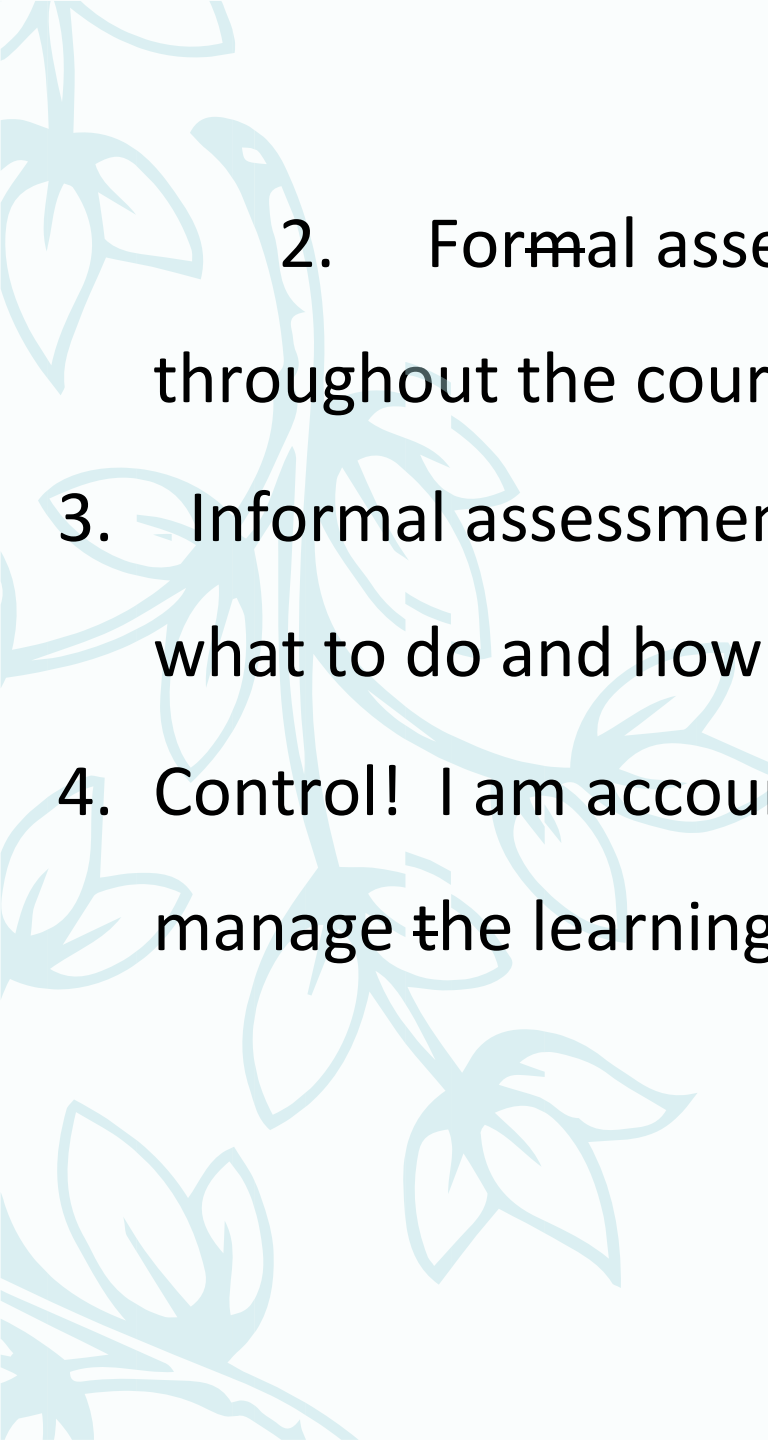
Humanities PGCE

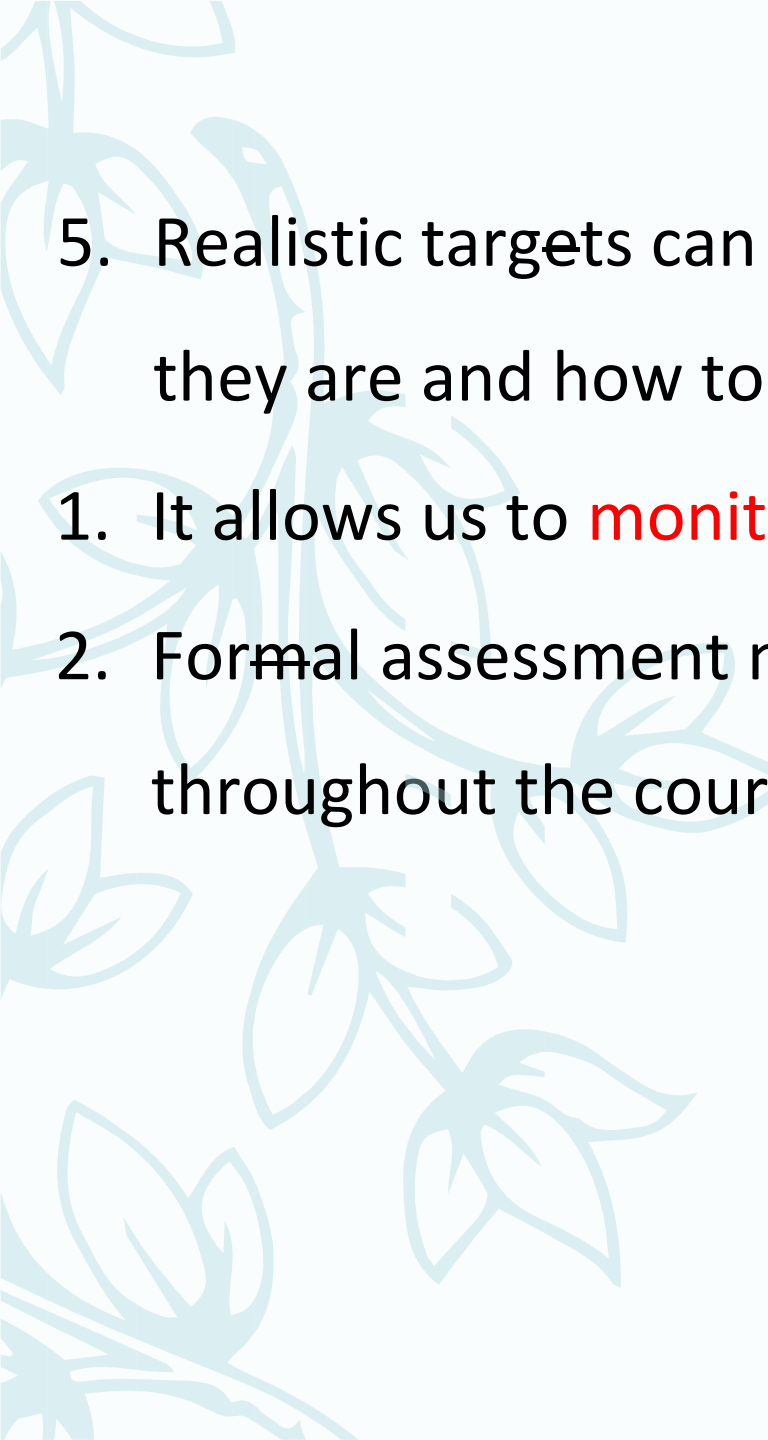
Why assess?





1. It allows us to monitor progress against tangible data

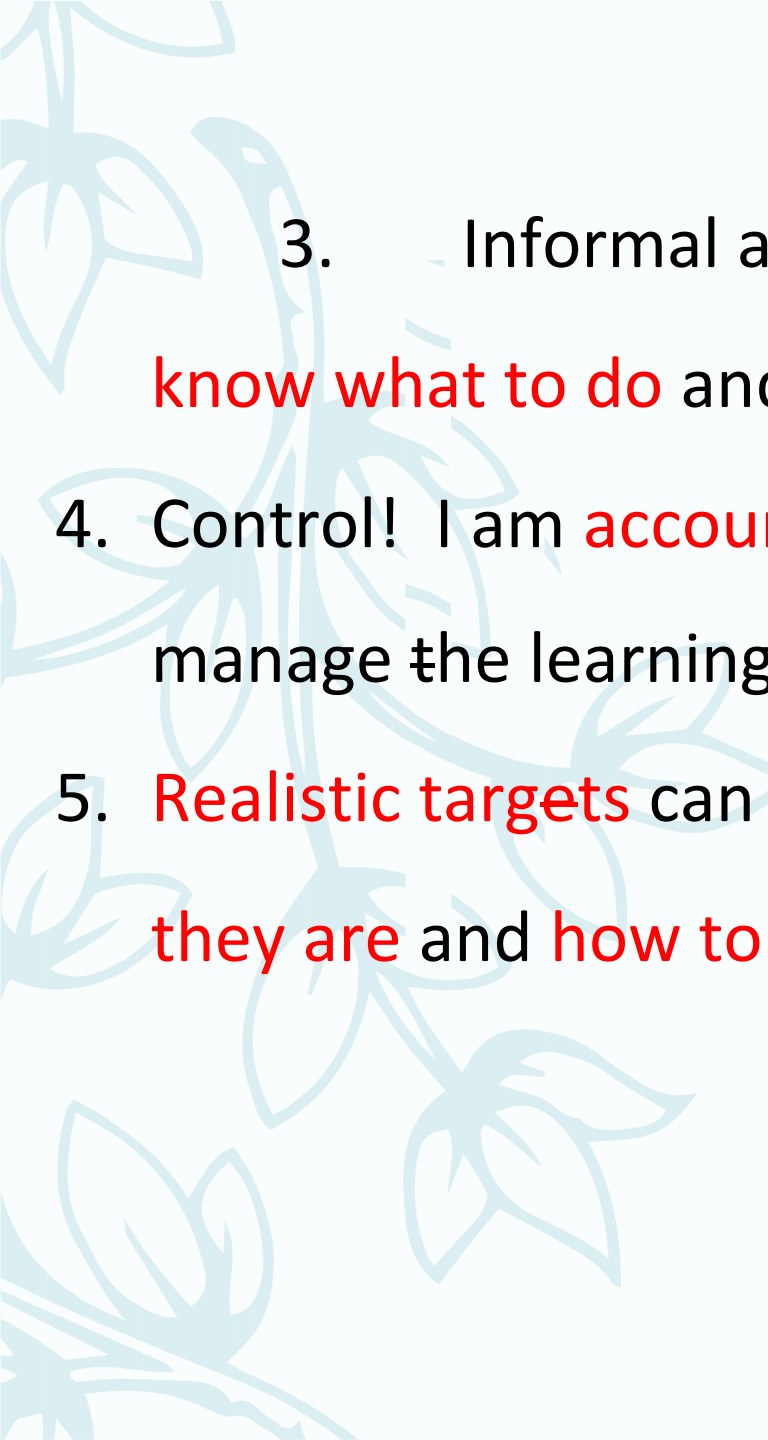
- 
2. Formal assessment needed to track progress throughout the course or key stage.
 3. Informal assessment needed to check pupils know what to do and how to progress
 4. Control! I am accountable for results and need to manage the learning



5. Realistic targets can be set so learners know where they are and how to progress

1. It allows us to **monitor progress** against **tangible data**

2. Formal assessment needed to **track progress** throughout the course or key stage.



3. Informal assessment needed to **check pupils know what to do** and **how to progress**

4. Control! I am **accountable for results** and need to manage the learning

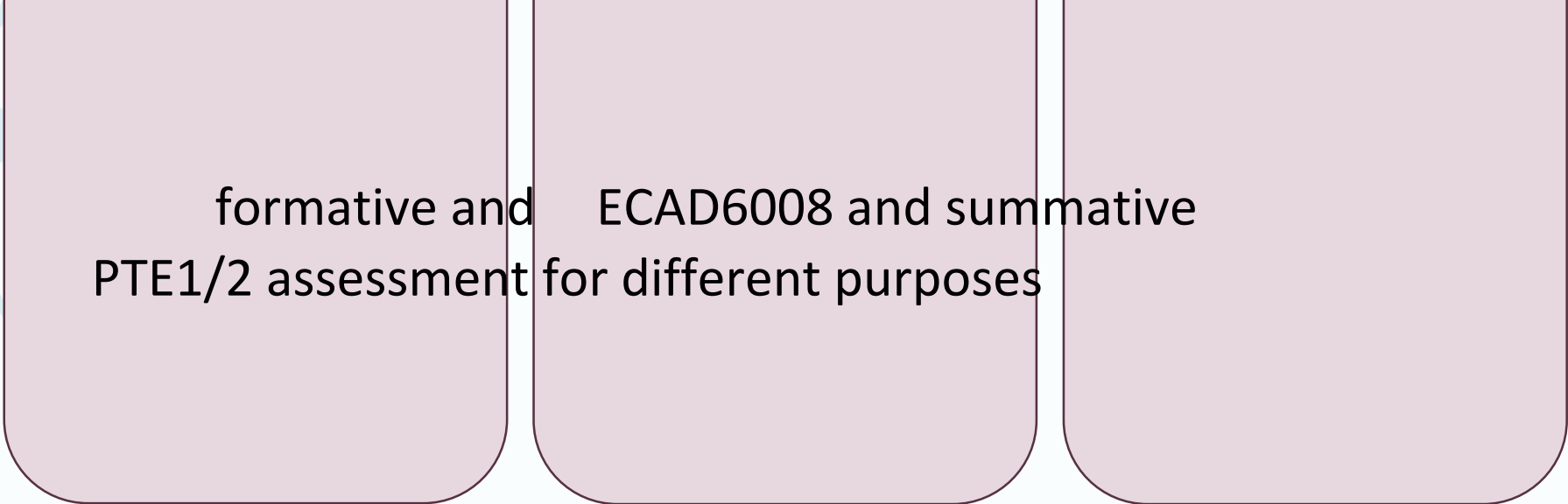
5. **Realistic targets** can be set so **learners know where they are** and **how to progress**

We are learning about

Summative and *formative* assessment

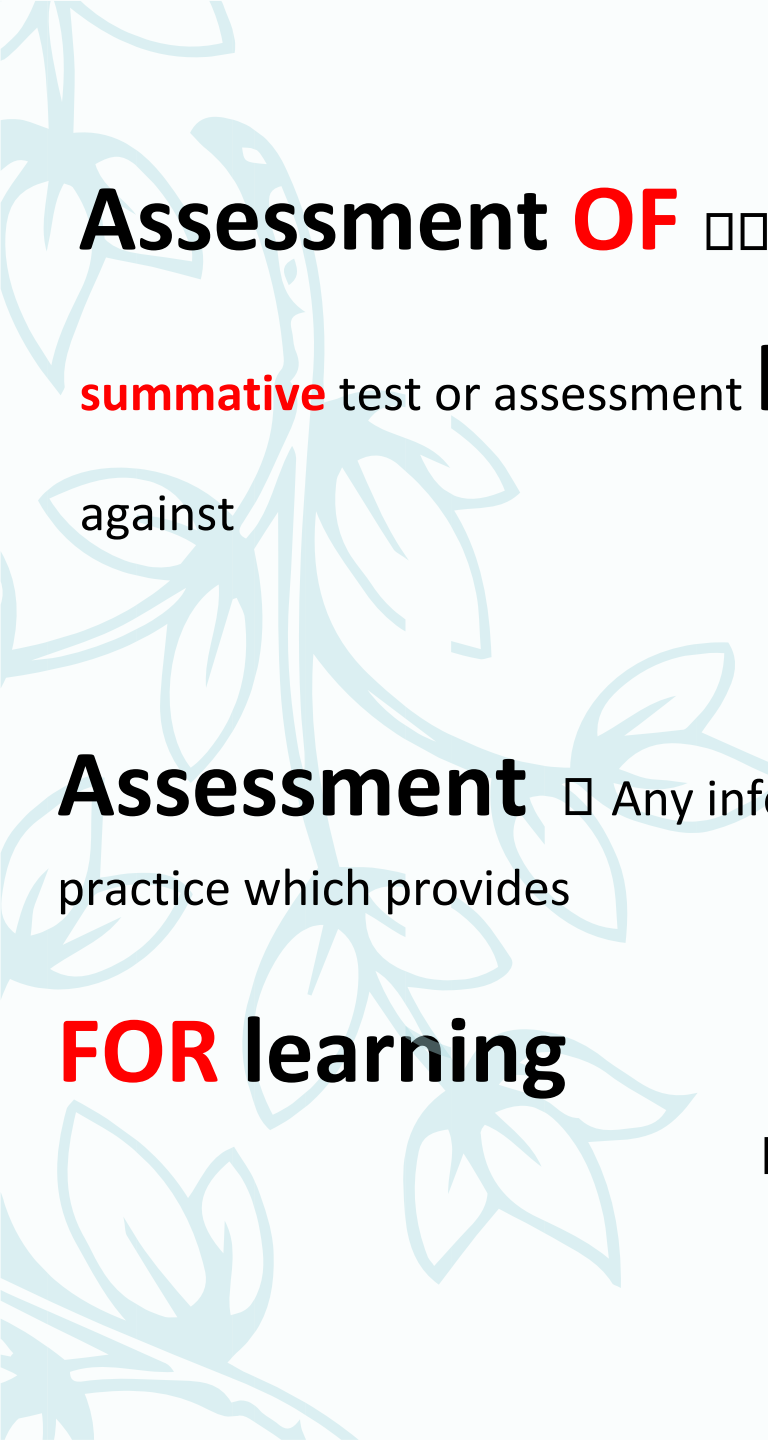
So we can

Make comparisons Begin to identify Use the information relating
to the different assessment presented to appropriateness of
strategies enhance planning in



formative and ECAD6008 and summative
PTE1/2 assessment for different purposes





Assessment OF □□ Any Audits taken to use as evidence of pupils'

summative test or assessment **learning** learning to assess achievement
against

learning goals and standards

Assessment □ Any information to pupils about what to do to **formative**
practice which provides

FOR learning

improve

□ Teacher provides feedback to pupils about
their learning

Assessment **AS**

□ Involves pupils in learning process

where they monitor their own progress, ask questions and **learning**

practise skills

□ Pupils use self-assessment and teacher feedback to reflect on their learning, consolidate understanding and work towards learning goals

S Clarke, 2008

Successful Futures

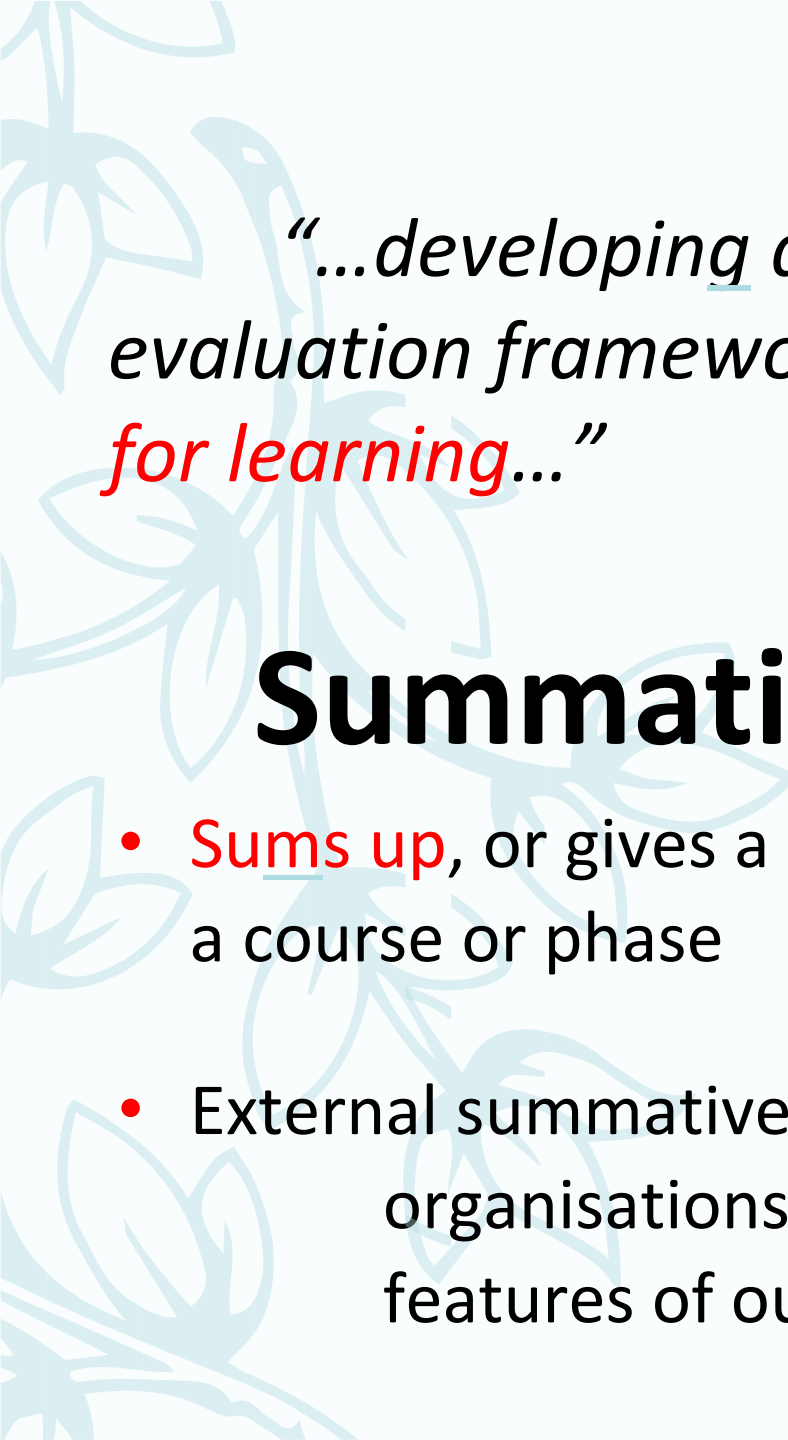
Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



Welsh government's
response to the Donaldson
Report:

*“Assessment is integral to
successful learning. The most
important purpose of
assessment is to **inform
learning and teaching**”*



*“...developing a new assessment and evaluation framework that **prioritises assessment for learning**...”*

Summative assessment

- **Sums up**, or gives a measure of learning at the end of a course or phase
- External summative assessments controlled by organisations outside schools are established features of our education system

- Monitored by schools and external organisations (Awarding Bodies, Estyn, OECD, etc)
- Also takes place within school, whenever a teacher assesses a pupil's work and produces a summative grade or mark

Summative assessment

Pupil progress is summarised to meet a variety of purposes:

- Reporting to parents/carers
 - Supporting transition

- Whole-school data – used to evaluate how well a school is doing
- Pupil progress reviewed at intervals (termly tests?)
- Teachers need to make reliable judgements and suggest interventions, where appropriate
- Certification through exams

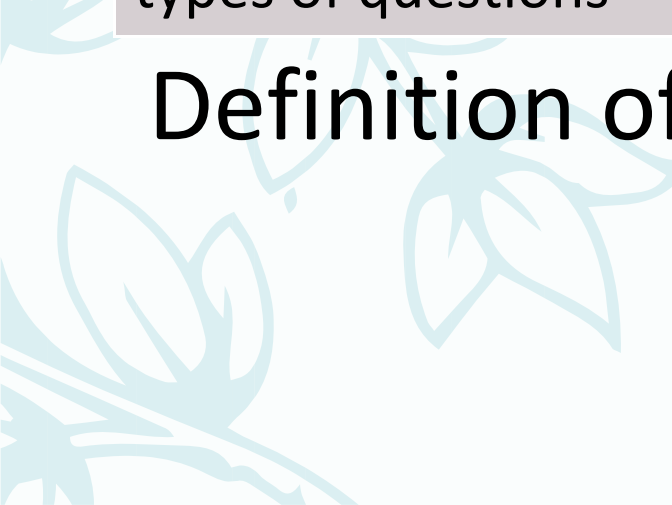
Using summative assessment in a formative way...

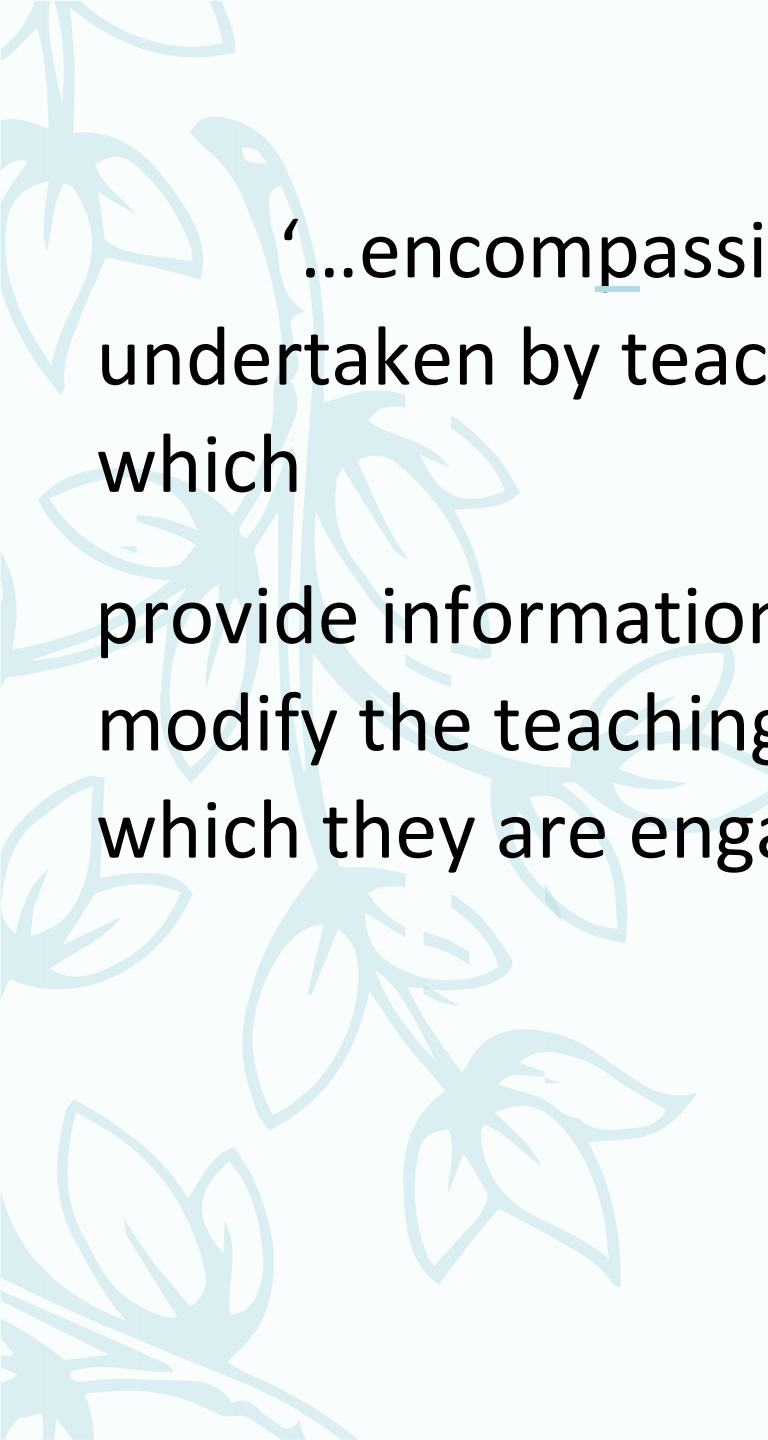
Making formative use of internal/external tests has two aspects:



Preparing pupils for tests	Making use of test results
Ensure pupils have necessary skills, knowledge and understanding	Teachers examine statistical data which summarises pupil responses
Understanding structure and layout of tests	Identify trends in performance
Strategies for tackling particular types of questions	

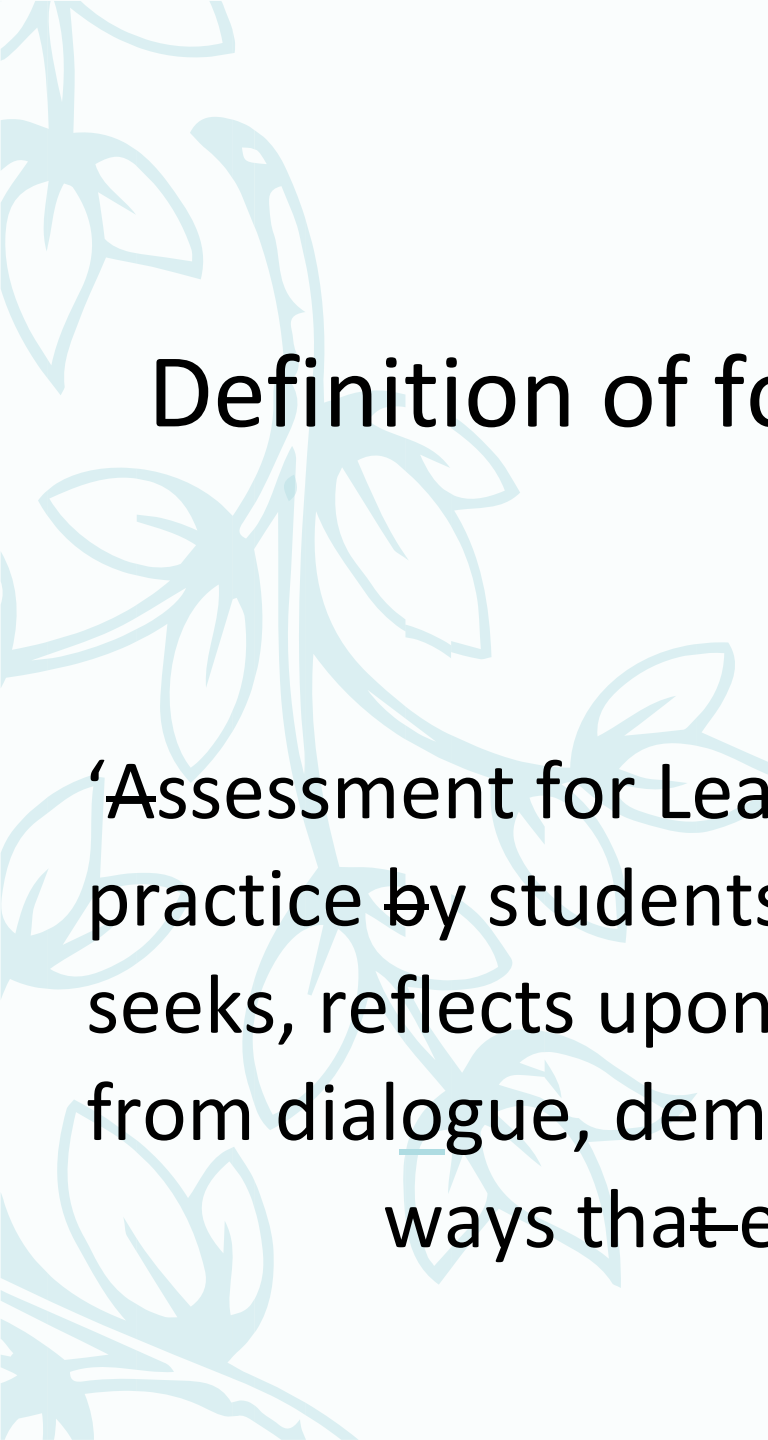
Definition of formative assessment





‘...encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged’

Black and Wiliam, 1998:7



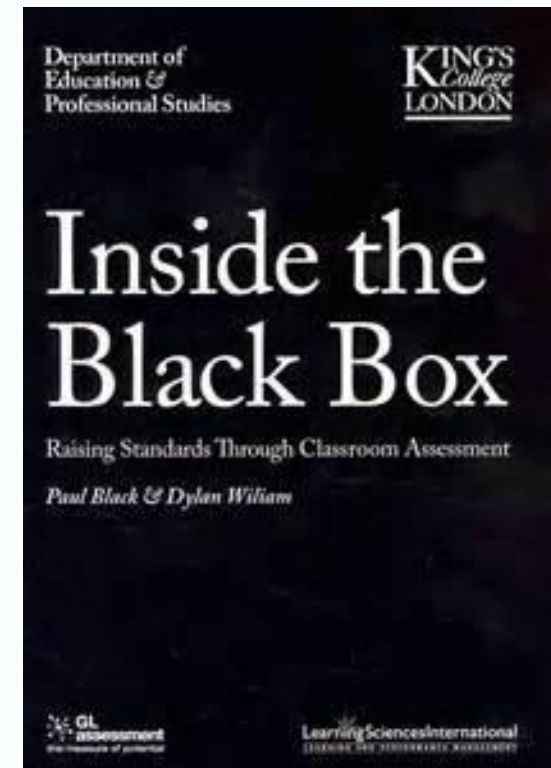
Definition of formative assessment

‘Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning’

Klenowski (2009)

AfL – the evidence...

- Black and Wiliam (1998) – review of 250 published research investigations
- Student gains in learning by formative assessment “were amongst the largest ever

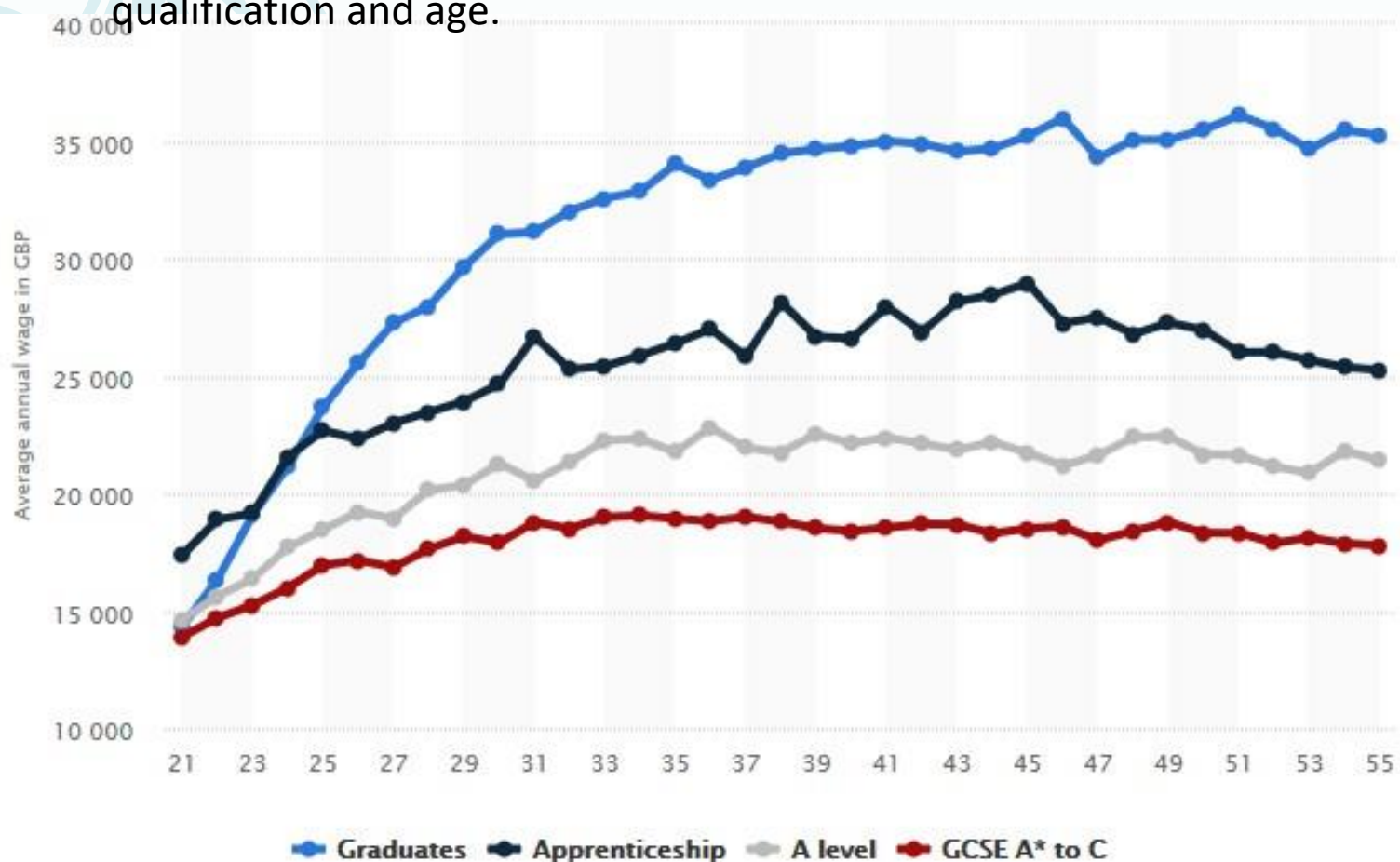


reported for educational interventions”



‘Formative assessment is recognised as a significant strategy in raising pupil achievement’

Average annual gross wage in the UK – 2003-2013 by highest level of qualification and age.



Clarke, S (2008:7)



‘We cannot predict what students will learn as a result of any particular sequence of instruction. Formative assessment involves getting the best possible evidence about what students have learned and then using this information to decide what to do next’

Wiliam, D (2011:50)







What is AfL based on

Aspects of formative assessment

Assessment

Draw the Titanic

- Be detailed
 - Draw it in profile

- Depict it in full daylight and afloat





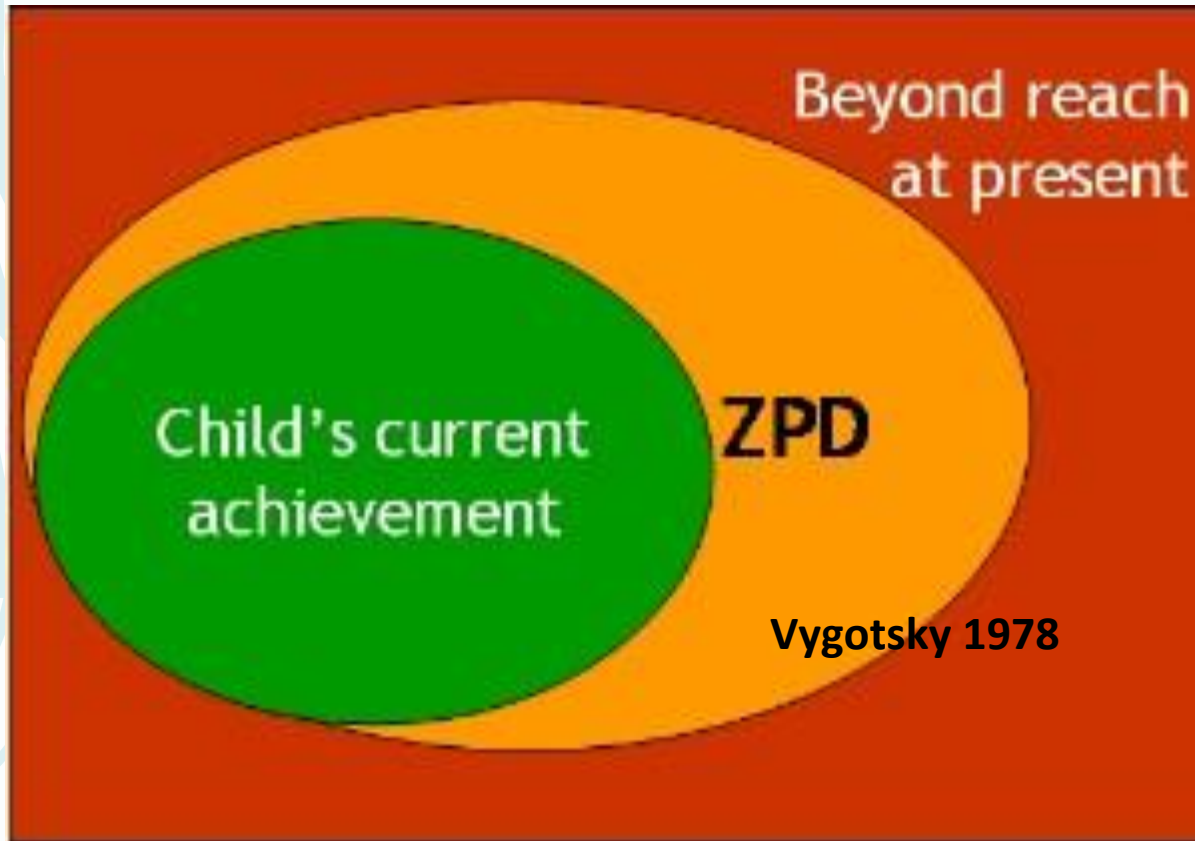
What is AfL based on

Aspects of formative assessment

A decorative pattern of light blue leaves and stems is located on the left side of the slide, extending from the top to the bottom.

What is AfL based on?

Based on constructivist view





What is AfL based on

Aspects of formative assessment

Why use AfL in your classroom?

AfL helps pupils to:

- Understand the reason and focus for learning
- Recognise success in learning
- Identify and work towards a goal
- Understand how to make improvements and achieve their goals

AfL – the evidence...

- Dweck – Self Theories
 - Entity Learners – Fixed mindset
 - Incremental Learners – Growth mindset

Dweck – Self Theories



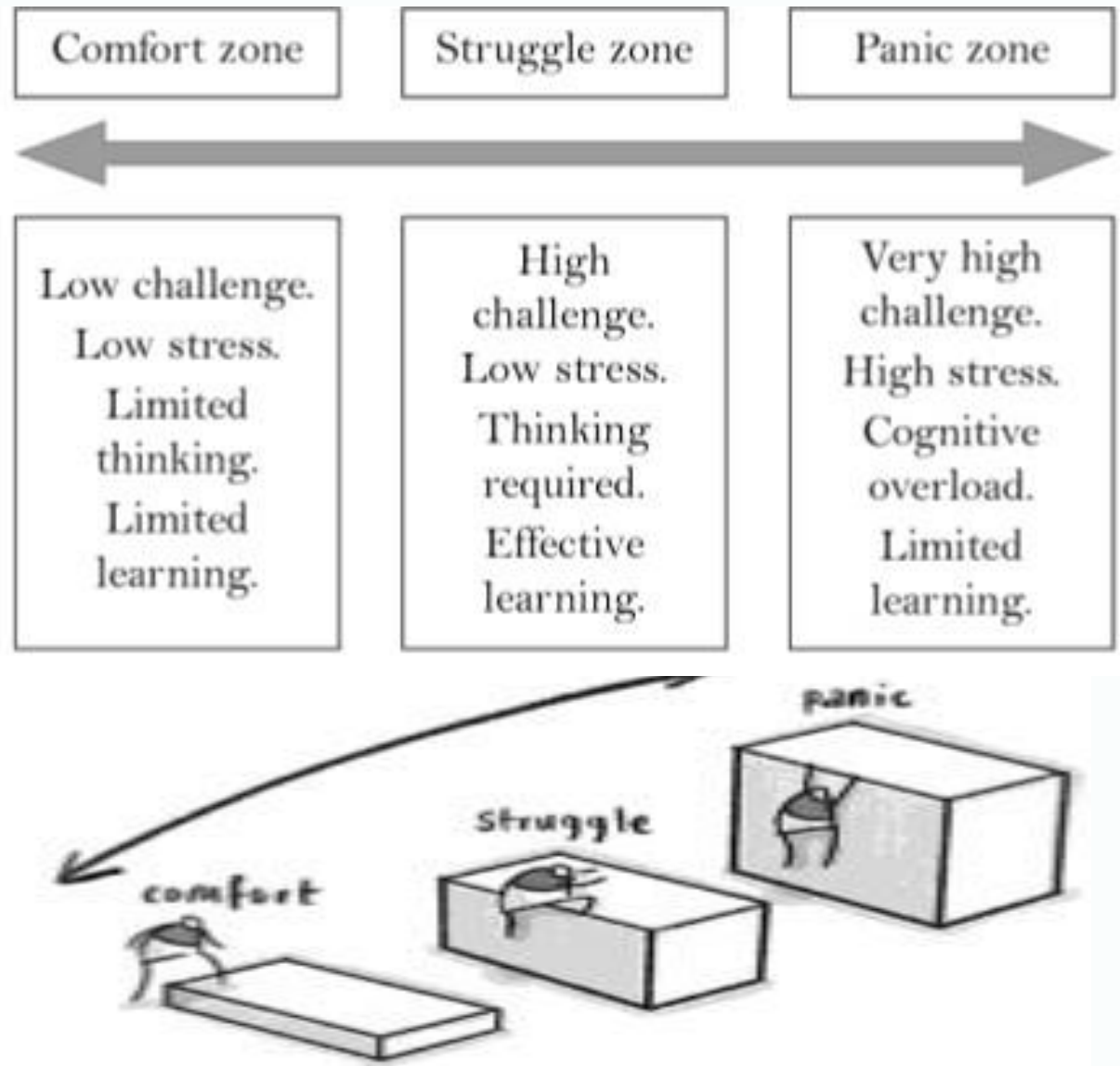
"Failure is an
opportunity to grow"

"Failure is the
limit of my ability"

AfL – the evidence...



- **Challenge** –
how do we
move **Entity**
Learners
towards
being
Incremental





Learners?

Formative assessment

... and Constructivism

- Learning is something that happens inside the heads of learners!
- There is a gap between learning and teaching that learners have to negotiate in order to construct new knowledge, skills and attitudes

Practical applications

Formative assessment

- Create structure for independent learning so pupils can make good choices
- Invest time in helping pupils develop independent learning skills
- Create 'safe' learning environment - help pupils to see relationship between *struggling* and *learning*

... and Mindset

- Carol Dweck's theories of motivation, ability and intelligence

Formative assessment

- **Fixed** (Performance) Mindset – ability, not effort, is the way to overcome challenges and setbacks
- **Growth** (Mastery) Mindset – having ability to respond well to challenges, believing effort can lead to success

Practical applications

- Create classroom culture to support risk-taking
- Create tasks that are challenging for all abilities

Formative assessment

- Ensure success criteria, questioning and feedback used to advance and support learning

... and Effective Questioning

- Extend participation in whole class and group questioning
- Develop questioning strategies that deepen pupils' learning

Formative assessment

Practical applications

- Make questioning more focused – ask fewer questions!
- Raise the quality of questioning – closed/open questions
- Give pupils *thinking time*
- Use *no hands up*
- Encourage pupil questioning

Formative assessment

... and Feedback

For feedback to improve learning, pupils need to know:

- Where they are in their learning
- Where they need to go (next steps)
- How to get there (improvements they can make)

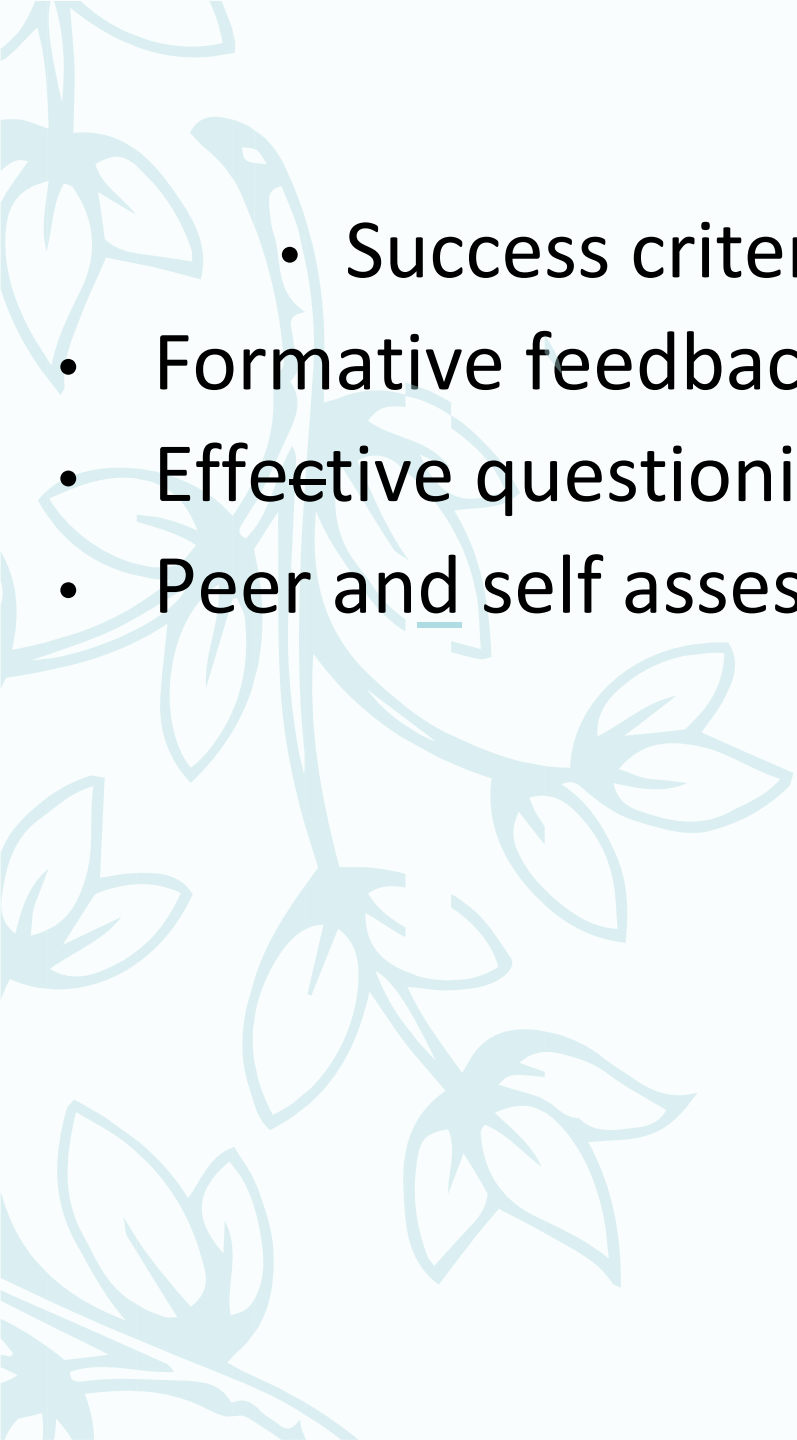
Practical applications

- Ensure pupils know criteria for feedback
 - Accurate and realistic, focusing on learning intentions and success criteria

- Highlight success
- Identify area for-improvement
- Give improvement suggestion
- Give time for pupil to process and make changes
- Avoid *grade only* feedback [Dylan](#) Wiliam

AfL – the main elements...

- Learning intentions

- 
- Success criteria
 - Formative feedback
 - Effective questioning
 - Peer and self assessment

Formative assessment

... and AfL Strategies



“I don’t understand this”

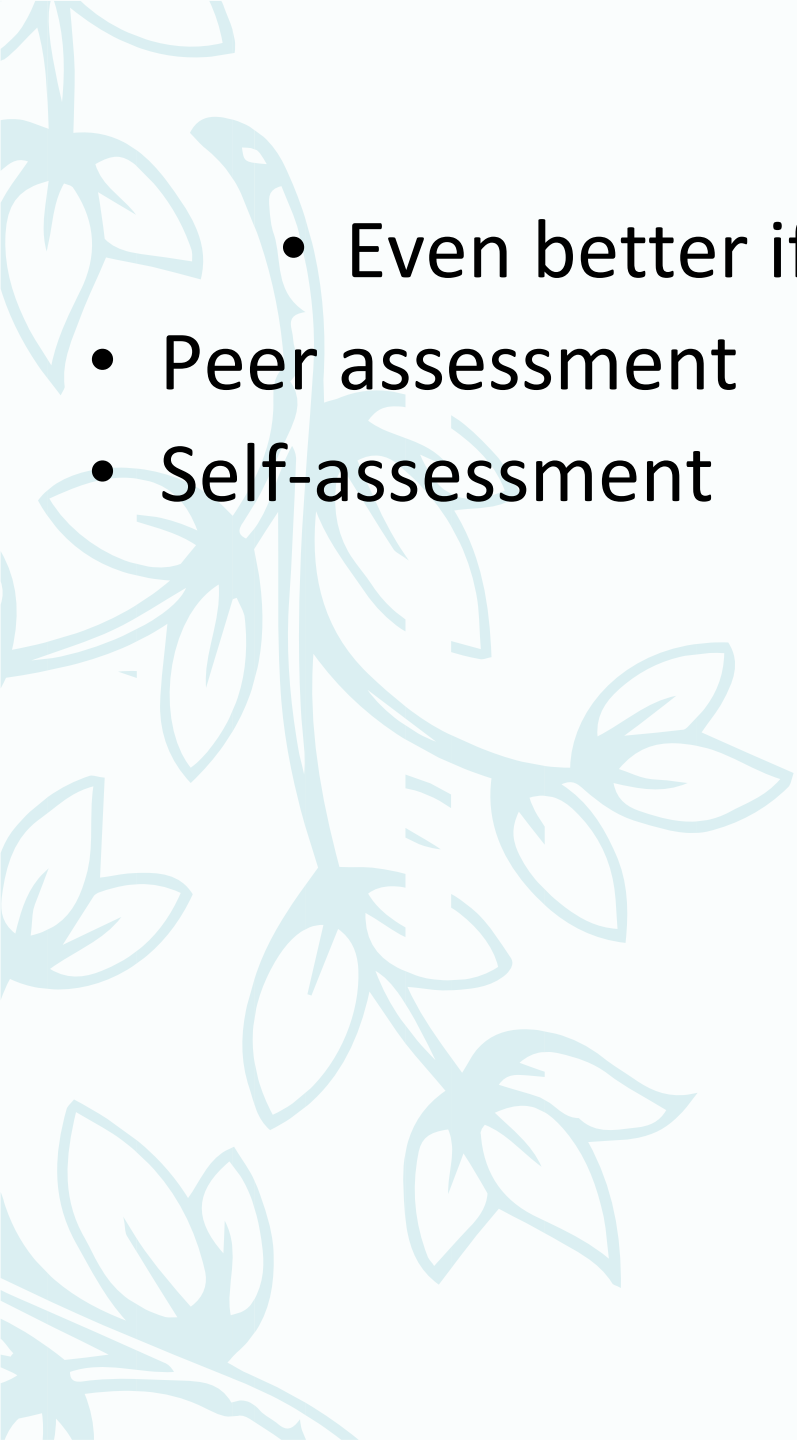
“I think I understand this, but I’d have difficulty in explaining it to someone else”

“I can explain this to someone else”

Formative assessment

... and AfL Strategies

- No hands up
- Pupils compose own questions and success criteria
- Comment only feedback
- Mini white boards
 - 2 stars and a wish

- 
- Even better if...
 - Peer assessment
 - Self-assessment

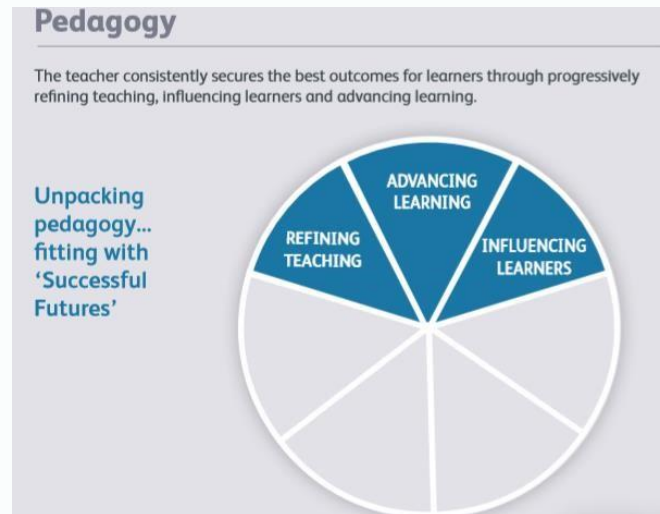
Some final thoughts...

“If I had to reduce all the research on feedback into one simple overarching idea, at least for academic subjects in school, it would be this:
feedback should cause thinking”

“Feedback should be more work for the recipient than the donor”

Professional Standards

- The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner

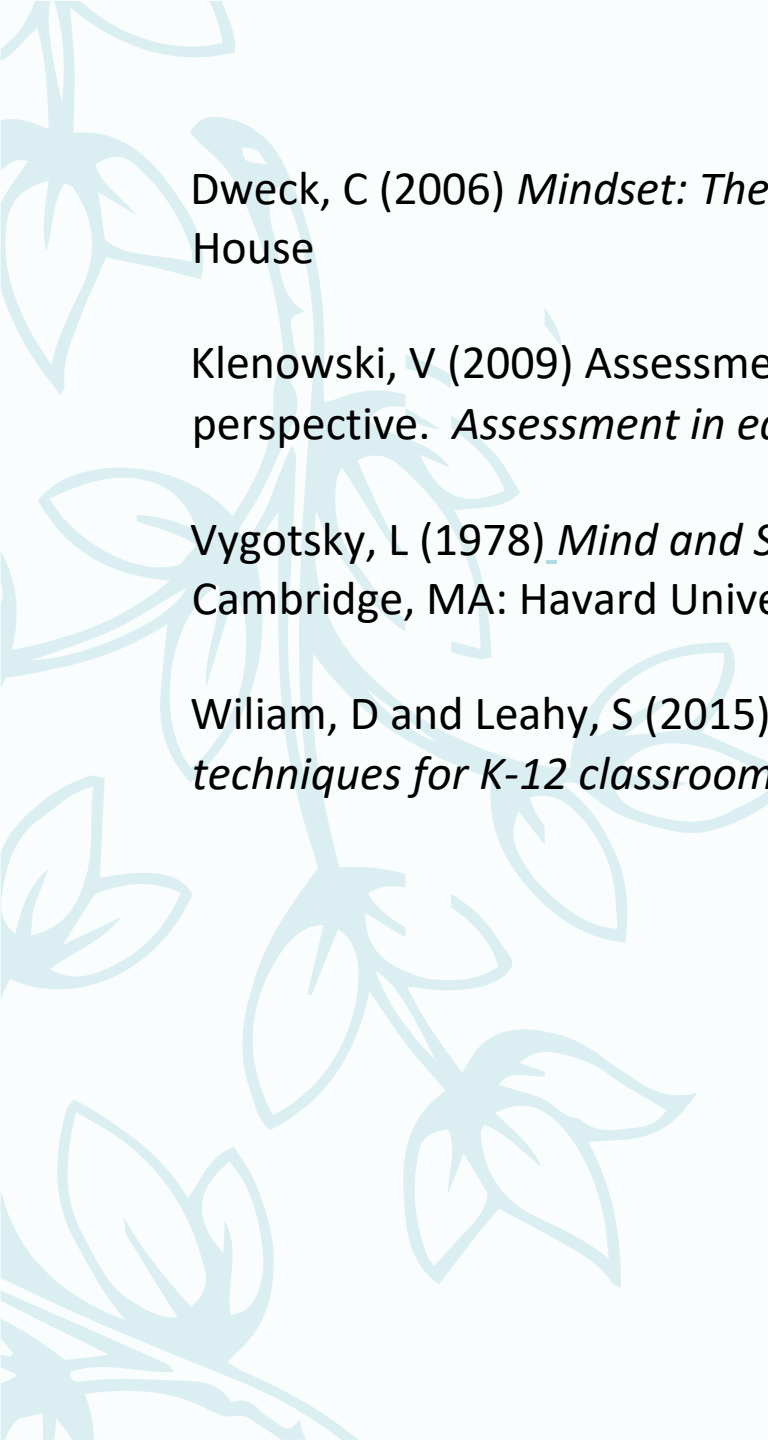


- The range of purposes and practices for assessment is understood and articulated

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Wiliam, D and Leahy, S (2015) *Embedding formative assessment. Practical techniques for K-12 classrooms*. Florida: Learning Sciences International