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Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD6008 Session 3

Assessment for Learning



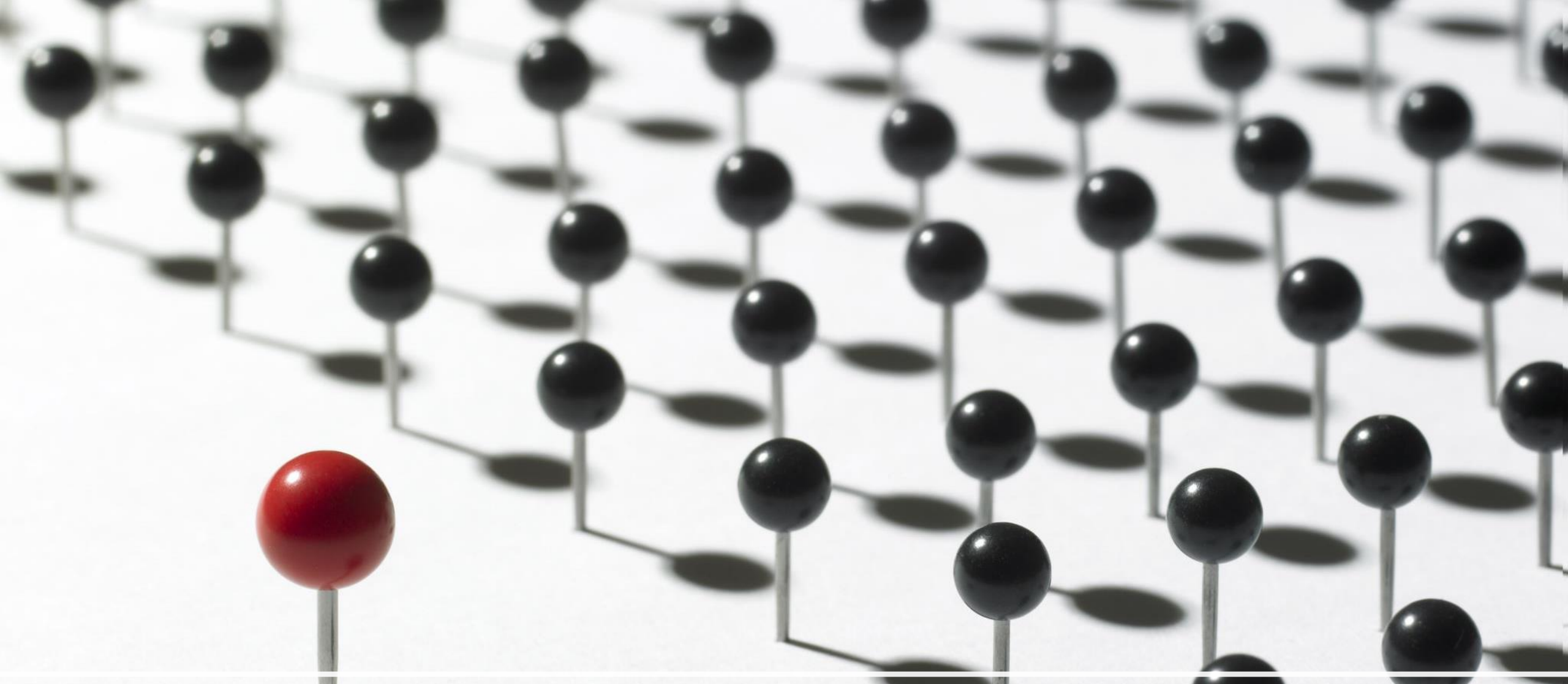
Outline of sessions:

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Trawsnewid Addysg
Trawsnewid Bywyd

Transforming Education
Transforming Lives

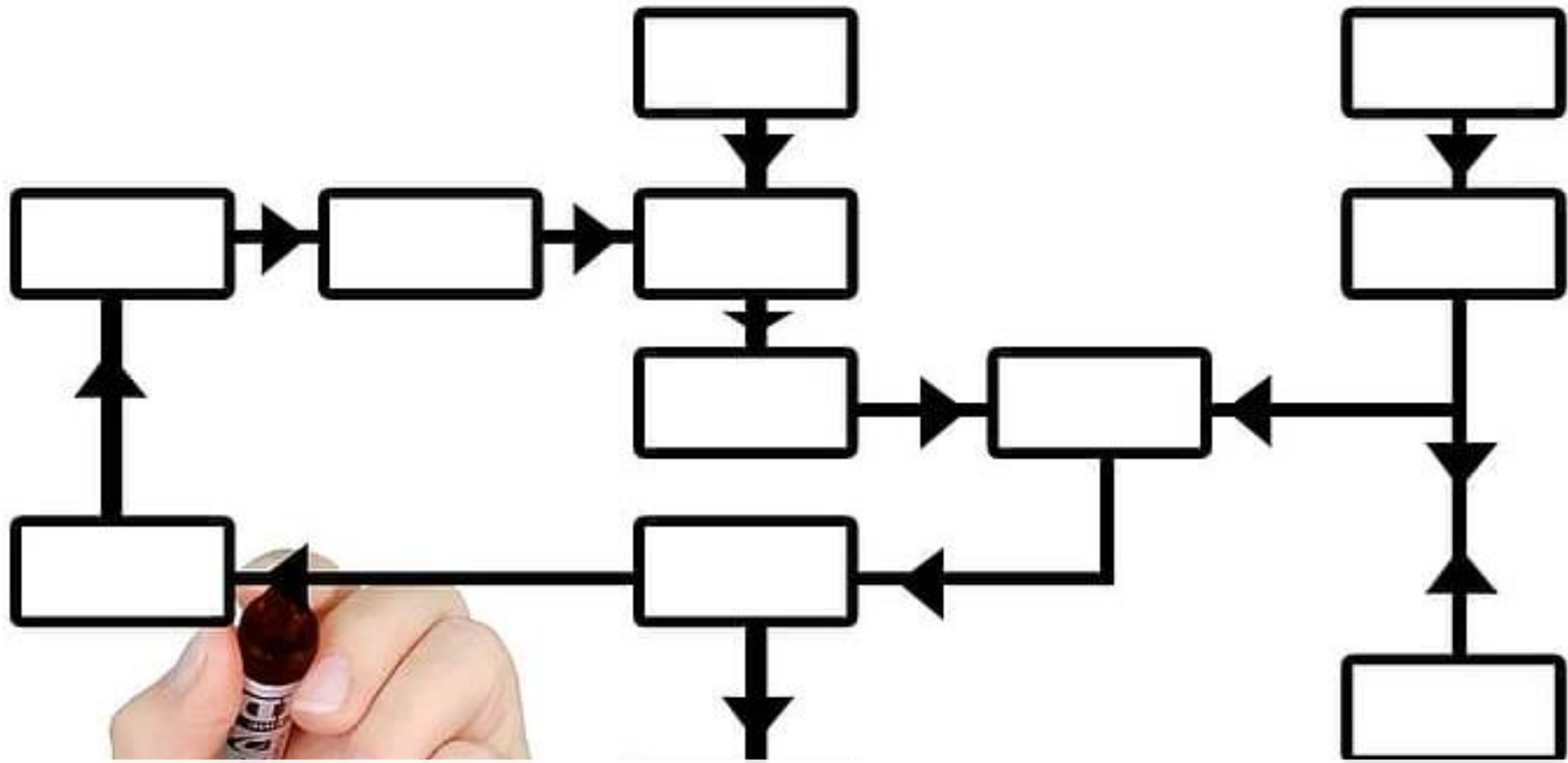


What do you need to know about your pupils before you can teach them effectively?



Data 1	Data 2	Data 3
Prior attainment/ results	Student's place in your course	Knowing your classes and students
What is it?	What is it?	What is it?
Examples of where to find it:	Examples of where to find it:	Examples of where to find it:

Data 1	Data 2	Data 3
Prior attainment/ results	Student's place in your course	Knowing your classes and students
What is it? Results/literacy/ ALN/MAT	What is it? Strengths and areas for development, personalised learning checklist, class tracking, target groups	What is it? Behaviour, attendance, pastoral issues, likes and interests
Examples of where to find it: Whole school data sets, attainment from primary/feeder school Attainment data from colleagues	Examples of where to find it: Your marking and feedback, your class dataset, your observations in class	Examples of where to find it: Your relationships with students and parents, school briefings and bulletins, pastoral team, agencies



Action Plan for PTE1

Assessment for Learning – Our Learning Journey

HOW ARE WE
GOING TO DO IT?

1.

Understand what
assessment for
learning is and why it
is effective.



2.

3.

4.

To develop the knowledge,
skills, and strategies needed in
order to utilise assessment for
learning even more effectively
in our lessons.

What is assessment for learning?

- Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance;
- Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard;
- One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement;
- AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.



Dylan Wiliam – Assessment for Learning



Using your Post-It notes discuss the following:

**Assessment OF Learning (Summative)
vs.
Assessment FOR Learning (Formative)**



What is it?



What is its purpose?



What does it look like?

Formative Assessment

- Mainly about improvement
- How well are you doing?
- What progress has he made?
- What does she need to do now?
- Tends to be forward looking: part of the learning process, ongoing and continuous, used as an aid to future progress.
- Mainly used to diagnose needs, to provide feedback to help learners learn and to help teachers improve teaching.
- Casts teacher in the role of facilitator.
- Favours the use of classroom assessment planned as part of the lesson.
- Tends to take more time, is relative to individual pupils, is less easily generalised and more subjective.

Summative Assessment

- Mainly about accountability
- How good are you?
- Is she at level E yet?
- Can he do his 6 times table?
- Tends to be backward looking: to come at the end of a learning process, often separate from it.
- Mainly used to provide information to others about how much learners have learned for accountability.
- Casts teacher in the role of judge.
- Favours the use of formal standardised tests, usually devised and sometimes not scored by the teacher.
- These are short, cheap and easy to score, but usually lack validity, especially when used for accountability purposes.

Developing progress versus demonstrating progress

- Use camau stuff here
- Dylan Wiliam talks about promoting progress rather than measuring it

Formative Assessment: A contested term

	Long-cycle	Medium-cycle	Short-cycle
Span (curriculum)	Across terms, teaching units	Within and between teaching units	Within and between lessons
Length (Time)	Four weeks to one year	One to four weeks	Minute-by- minute and day-by-day
Impact (Use)	Monitoring, curriculum alignment	Student- involved assessment	Engagement, responsiveness

Unpacking Formative Assessment

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

Summative assessment

- What does summative assessment do?
- Helps to provide final assessments by:
 - Student
 - Cohort
 - School
 - Borough
 - Country

Does it actually work?

Much of the interest in 'Assessment for Learning' has stemmed from Paul Black and Dylan William's study 'Inside the Black Box' a review of over 250 research journals and publications.

"Where assessment for learning is implemented effectively, it raises standards of achievement across the board, but particularly for low achievers. It reduced the spread of attainment while raising the bar for everyone. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively. "

Studies have shown that students who learned an awareness of the assessment criteria upon which their learning is assessed perform significantly better than those taught subject knowledge alone.



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HOW ARE WE
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1.

Understand what
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learning is and why it
is effective.



2.

Break down the
individual components
of assessment for
learning.



3.

4.

To develop the knowledge,
skills, and strategies needed in
order to utilise assessment for
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AfL Processes



Assessment for Learning

Five Key Strategies

Sharing
Learning
Expectations

Eliciting
Evidence

Feedback

Self
Assessment

Peer
Assessment

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2.

Break down the
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of assessment for
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3.

Observe and
evaluate a model of
assessment for
learning



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To develop the knowledge,
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Our learner:

This is Alex. He is sick of getting beaten at football by his friend. He wants to learn some new tricks.

Using assessment for learning, can we help him?

You will receive a copy of the 'instructions for success.' What is good about these? What could make them better?

What initial steps might you take to start Alex off on his learning journey?



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Session 1

- What feedback might the student need at this point?
- What are the most effective ways to get this feedback across?
- How could you involve the student in the assessment process?
- How might this evidence inform your planning?



Session 2

- What feedback might the student need at this point?
- What are the most effective ways to get this feedback across?
- How could you involve the student in the assessment process?
- How might this evidence inform your planning?



Session 3

- What feedback might the student need at this point?
- What are the most effective ways to get this feedback across?
- How could you involve the student in the assessment process?
- How might this evidence inform your planning?



A few weeks later, (after
growing his hair) our student
had learnt to do this....

<https://www.youtube.com/watch?v=vV43T-gDVRk>



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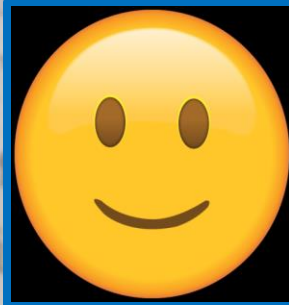
2.

Break down the
individual components
of assessment for
learning.



3.

Observe and
evaluate a model of
assessment for
learning



4.

Collaborate in
developing our own
assessment for
learning strategies.



To develop the knowledge,
skills, and strategies needed in
order to utilise assessment for
learning even more effectively
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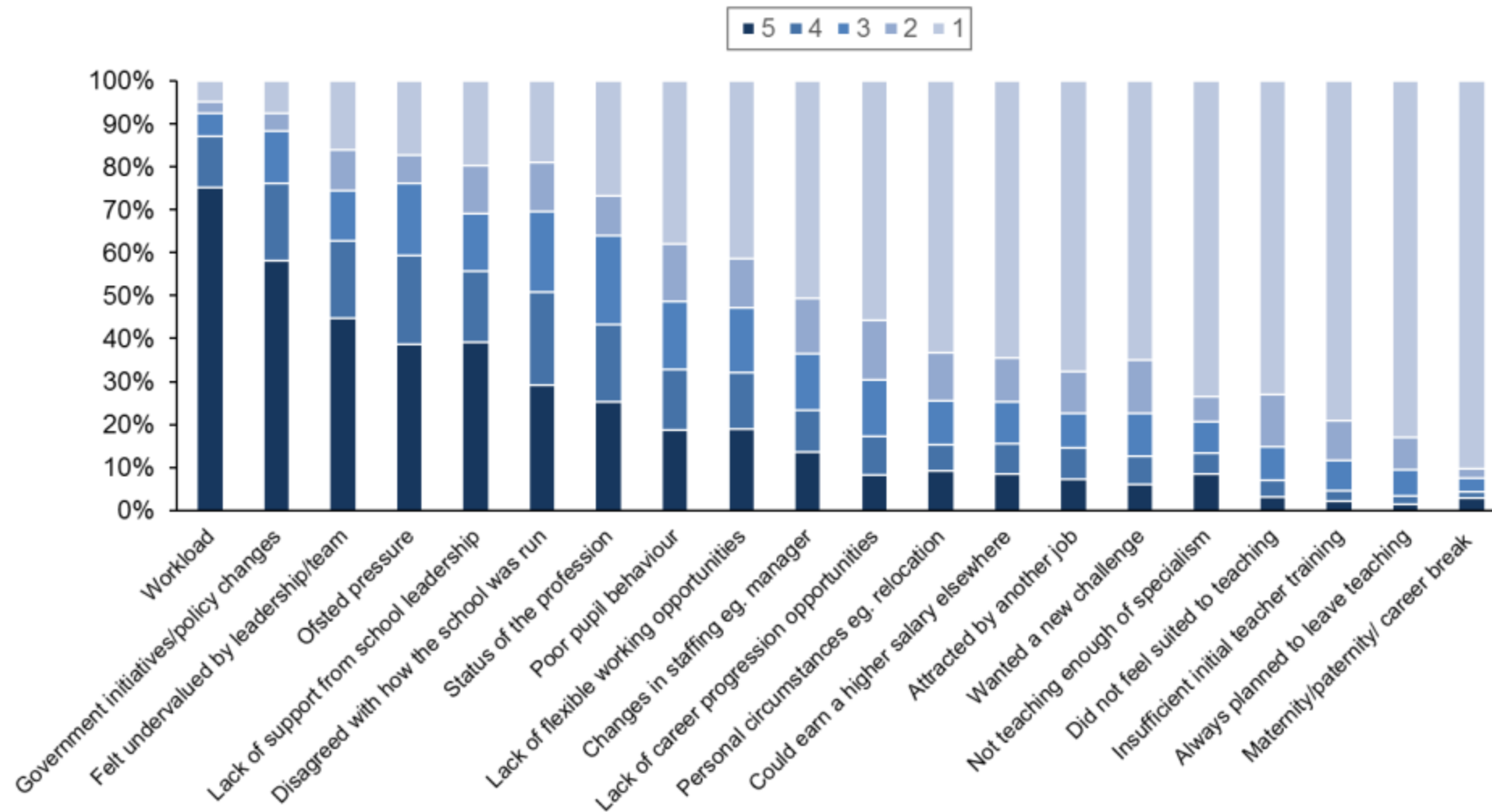
What is the biggest contributing factor to teacher attrition?



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Figure 4.1: Importance of reasons for leaving the profession





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Reducing Workload

A Guide for Teachers & Headteachers

This guide aims to help and support all teachers to focus on achieving the greatest impact for pupils whilst reducing teachers' workload.

What should teachers do?

What shouldn't teachers do?

What is Estyn's position?

Planning and teaching

Do...

- give lesson plans the proportionate status they merit.
- ensure that lesson plans reflect the content of any appropriate schemes of work.
- plan collaboratively and efficiently, taking account of your pupils' needs.
- have high quality resources and schemes of work in place and ensure that they are easily accessible.

Do not...

- make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.
- create plans that become a 'box-ticking' exercise, taking time away from effective planning.
- plan to please external organisations.

Estyn...

- does not specify how plans should be set out, the length of time they should take or the detail they should contain.
- does not require schools to provide individual or previous lesson plans or favour specific ways of planning or teaching.
- judges lessons primarily on the quality of learning. The focus is on how well learners respond to the teaching.
- will not judge individual lessons using the judgement descriptors but will engage in a professional dialogue with teachers following any direct lesson observations.

Feedback to pupils

Do...

- remember that all feedback (including marking) should be timely, meaningful, manageable and motivating for pupils.
- consider the quality of the feedback you give pupils rather than the quantity.
- contribute to the task of reviewing the school's assessment policy periodically to ensure consistency and that it has a worthwhile impact on pupil progress.

Do not...

- give marking a disproportionate value in relation to other types of feedback.
- provide excessive written feedback to pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their own work.
- spend time on feedback that does not have a commensurate impact on pupil progress.

Estyn...

- has no preferred method of marking or giving feedback. Estyn judges the impact of marking or feedback on how well pupils understand what they need to improve.
- does not expect to see any written record of oral feedback to pupils, but will consider how teachers and pupils use written and oral feedback to promote learning.

Accountability, analysing data and strategic planning

Do...

- be clear on the purpose of collecting and analysing any data. Consider why it's needed and how it will help improve the quality of teaching and learning.
- consider your own workload in terms of the time it will take you to collect, analyse and use data on pupil performance and whether you could spend that time more efficiently.
- take advantage of opportunities to contribute to the school's procedures for evaluating its performance and planning for improvement.

Do not...

- collect data that is not purposeful. Have a clear and appropriate sense of its validity and purpose.
- duplicate data for different audiences. Collect it once and use it many times.

Estyn...

- inspectors will look at evidence to demonstrate that leaders monitor and evaluate the quality of teaching and learning within the school.
- does not require schools to produce extra data analyses or evidence of monitoring for inspection beyond what they would normally produce for their own purposes.
- will use a school's current self-evaluation report to ascertain the extent to which it knows what it does well and what it needs to improve.



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Solutions?

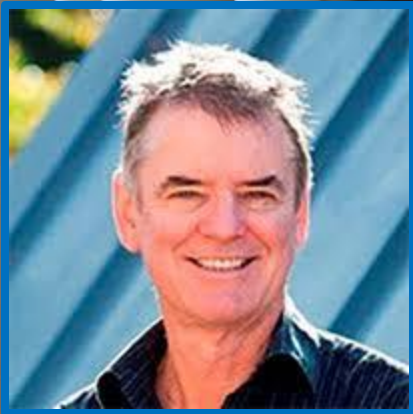
Figure 6: "Send us your solutions and strategies for tackling workload – what works well in your school?", "What do you think should be done to tackle unnecessary workload – by government, schools or others?" Workload Challenge survey, 2014 (sample base = 1,680 respondents).⁵



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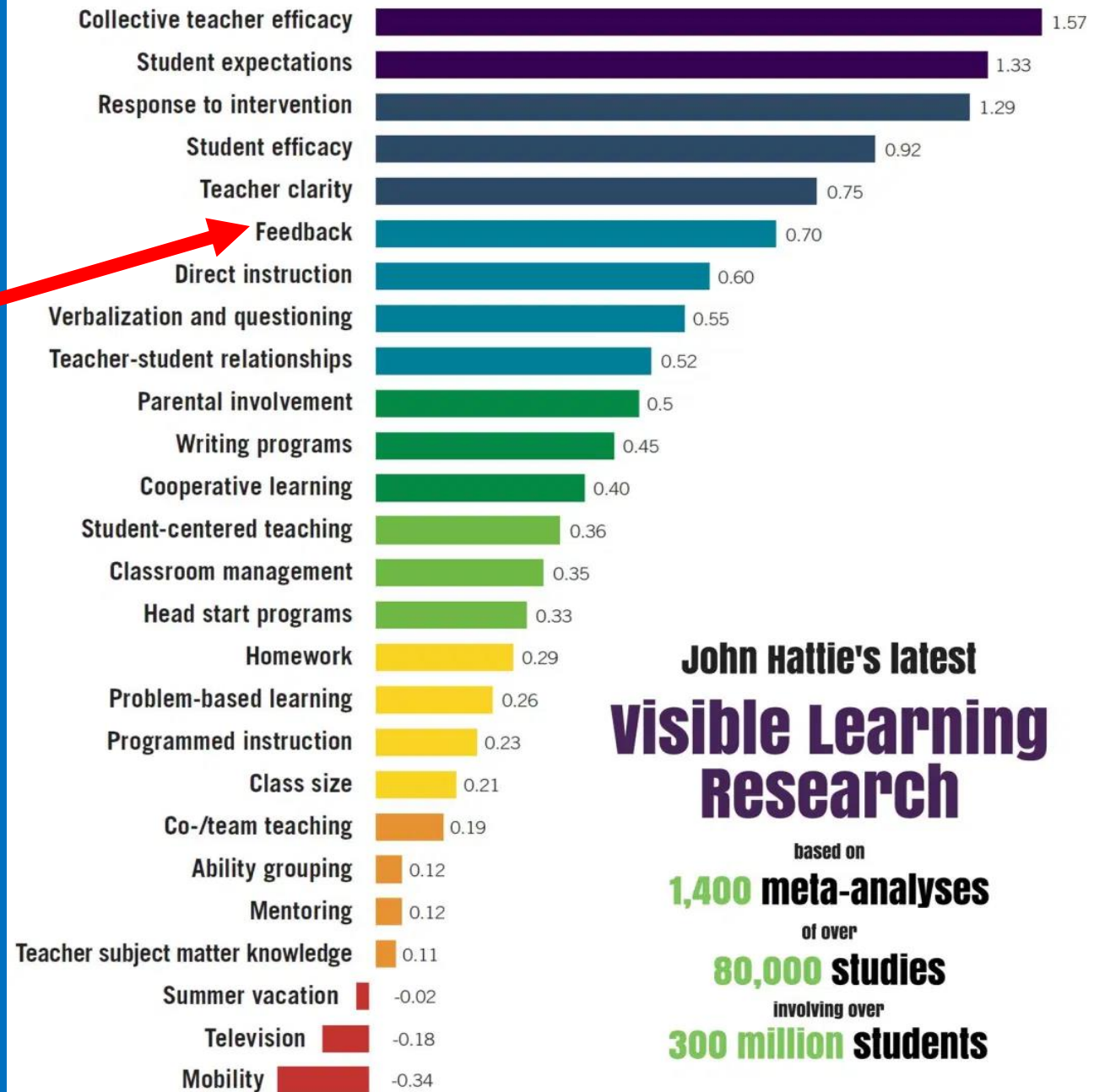
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Professor John Hattie



Feedback!

Hattie effect size list that contains 138 influences and effect sizes across all areas related to student achievement. 0.4+ represents $\frac{1}{2}$ (value added) grade in progress.



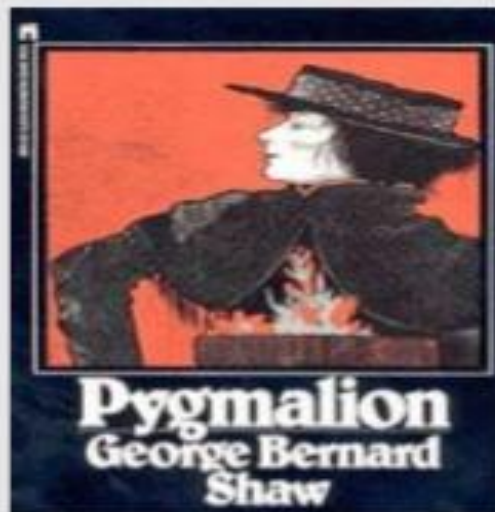


FEEDBACK



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Pygmalion

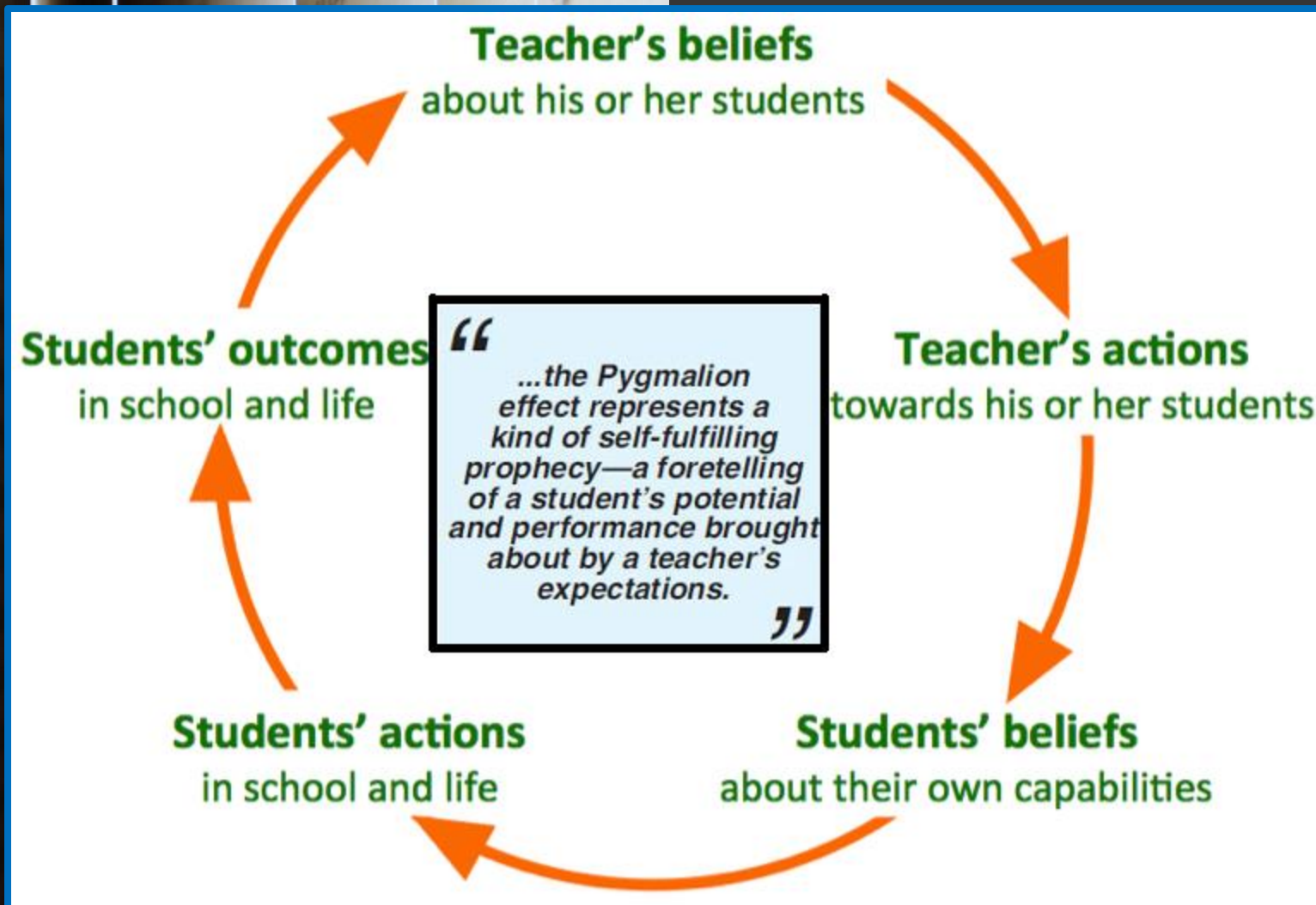
Pygmalion (1913) is a famous play by **George Bernard Shaw**. It tells the story of Henry Higgins, a professor of phonetics (study of speech) who makes a bet with his friend Colonel Pickering that he can successfully pass off a poor working class Cockney flower girl, Eliza Doolittle, as a refined society lady by teaching her how to speak with an upper class accent and training her in etiquette.

It was filmed as *My Fair Lady*



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Pygmalion Effect:

If we believe students are smarter than they may seem:

1. We are nicer to them (climate effect)
2. We teach more and ask more questions (input effect)
3. We give them more time to answer
4. We don't accept weak answers, we expect good ones.



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"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



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Feedback

MAKE IT
MEANINGFUL



what's the
opposite of
manageable?



unmanageable, unwieldy,
difficult, ungovernable,
uncontrollable, unfeasible,
unruly, intractable, wild



 Thesaurus.plus

You Can Do It!



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Example Technique

Yellow Box

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

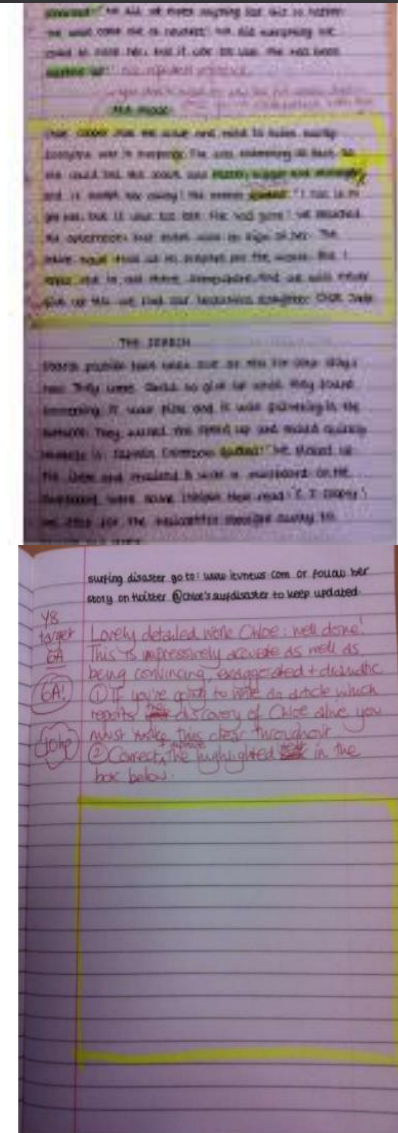
- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

- Mark the example essay
- Select a zone

- Highlight the marking zone
- Use the marking codes
- Redraft the yellow box
- diagnose

What does my teacher mean when giving me feedback on my work?

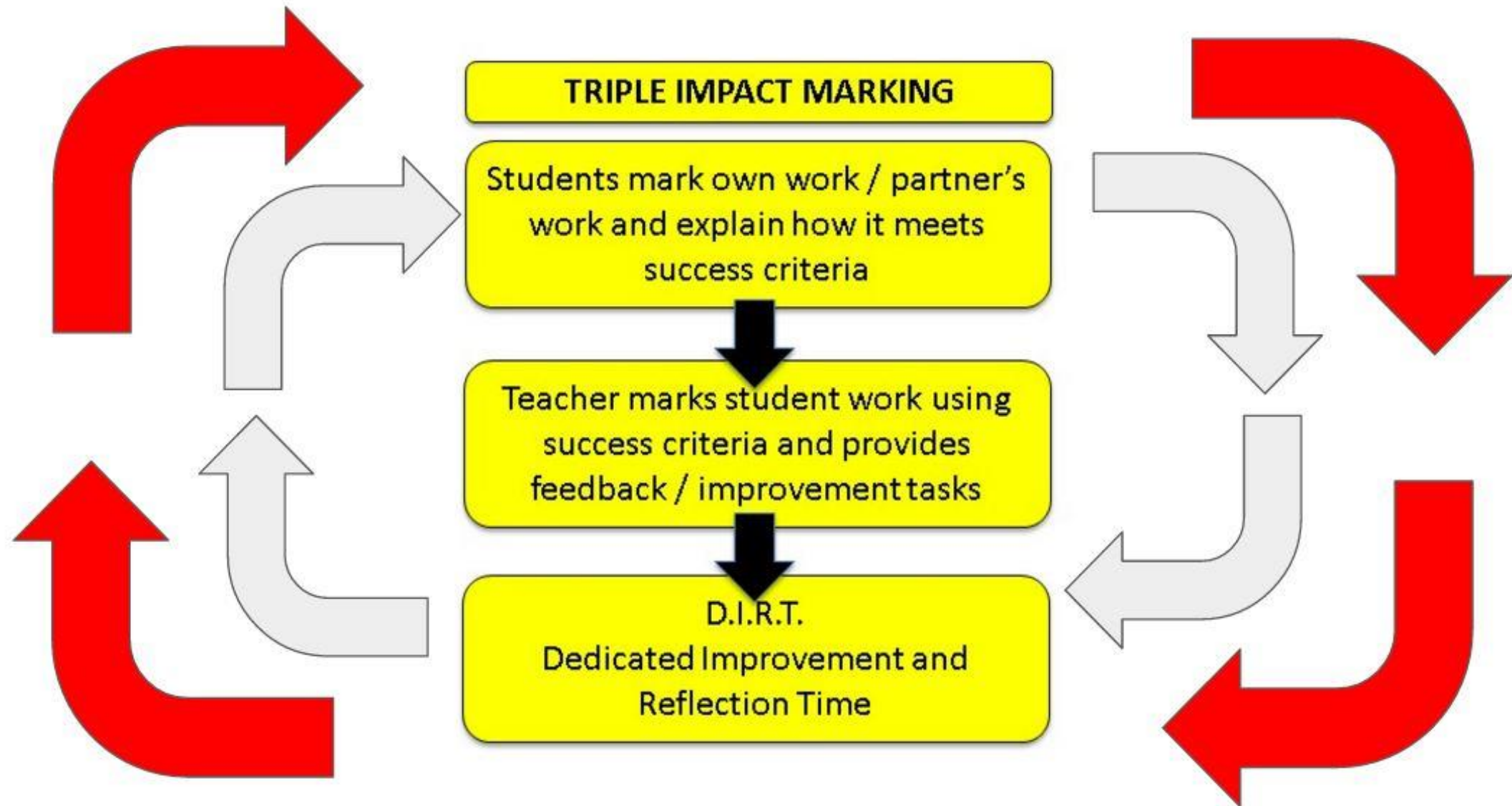
Symbol	Meaning
✓	Correct / good point / well written
X	Incorrect / wrong point
Sp	Correct a spelling mistake
?	This does not make sense/ needs to be clearer
^	You need to add a word
//	You need to start a new paragraph
e.g.	Provide examples
T	Target (in order to improve you need to....)
💡	Great thinking!



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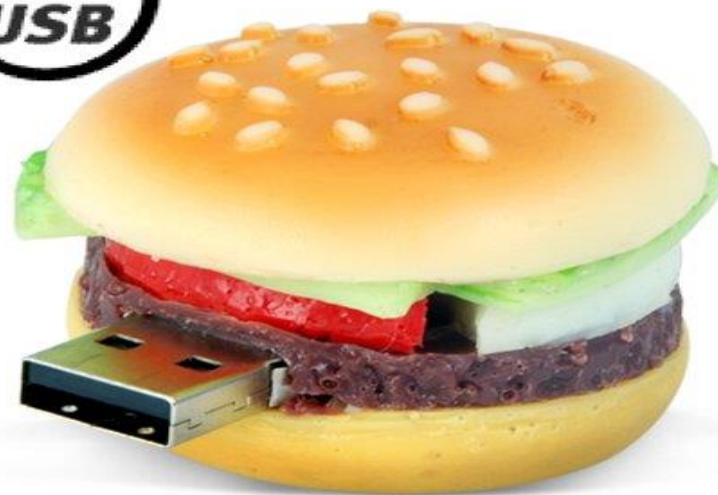
Forget this! → Triple Marking



Draw a novelty USB design



shutterstock.com • 1035965902



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Add your name and then
swap papers



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Front view – 2 points

Side view – 5 points

USB clearly identified – 3 points

Price – 2 points

Colours listed – 3 points

Sizes (Gb and cm) – 5 points

Open and closing parts – 15 points

Annotation – 15 points

Short sentence: (Explain) What? Why? How? – 25 points



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Grade

Outstanding
Good
Requires improvement
Inadequate

Points

70-80

50-69

30-49

0-29



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ENGLISH EXAM QUESTION -

Imagine that you are here. Describe your experience of the tropical island. Your piece will be marked from A* - U.



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How did your results compare?
What made the difference (for success)?
Why is success criteria important?



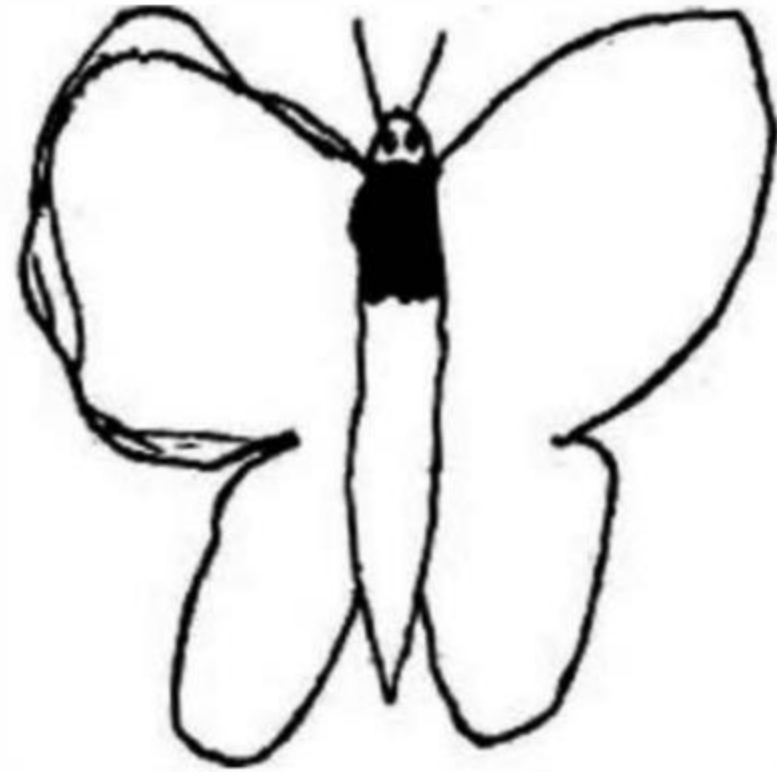
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First draft



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I've wanted to shoot a color for
 sometime now. I don't know why. I
 feel this need. Something stops me from
 me to shoot the clouds down is it
 possible the little simple things I hear
 from the birds... or maybe the cars
 do they mock me? Look at that
 wingless, feel those little claws?
 The humming... The crowding... Maybe
 they're parasites of the world? A bird
 in that of the world (of the people).
 Maybe it's the people I want to shoot
 but then what is the song that singing?
 I am protecting something... I do not
 want to kill anything. I don't want
 more and more than just a choice
 I cannot figure out the logic. The
 scientists and the doctors think they
 know and they might know what
 they think they know. I know that
 I do not know. Who am I and

In a perfect world, our school library would
 be able to offer everything that is possible and
 appropriate. But with budget limits throughout
 the school system, the administration must be
 sure they're making the best choices of books
 and magazines, so magazines like "Teen People"
 and "V" should not be paid for instead of
 educational books and publications.

The purpose of school, and school libraries,
 is learning. Supporters of popular magazines
 argue that there is something to be learned
 from any reading material, but I believe
 some kinds of learning are more important to
 our futures than other kinds. If the school
 says yes to choose between reading teenage
 about the achievements of Barack Obama
 today then not about their favorite movie
 I know what one I vote for.
 Furthermore, one of the school library's
 most important purposes is offering students

Instead, we should
 ask, is this essay better
 than this essay?



So what is Comparative Judgement?



Instead of making absolute judgements of quality, which we, as humans, can't do, you make comparisons of quality.



By making a number of comparisons of pairs of items you build up a measurement scale.



And because we, as humans, are good at comparing things, you get a very reliable measurement scale - across time and space!

Comparative Judgement ✓ No bias ✓ No drift ✓ No criteria ✓ Just reliable measurement



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Feedback

1. Feedback process – not a one-off event
2. Recommend - motivational and developmental
3. Reminders - learning outcomes and cognitive/emotional processes
4. Checking - does the student understand the feedback?
5. Dependent - on language and relationship e.g. 'but' (use '**and**')
6. Respect – easier to provide if respected; benefits receiver more



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Give
it a go



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GCSE Moderation Task



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Rank responses



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GCSE Moderation Task



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Mark responses and provide feedback



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Whole class feedback

The process for **full marks**:

1. Read the question and underline the key words.
2. Read through the extract and highlight all the juicy words and phrases for analysis.
3. Choose the best five
4. Write a straightforward analytical paragraph about each one (start with you best first – you must finish a minimum of three

Paragraph:

Point

Quotation (embedded)

...say **three** things about it

Big Picture

Reminders: - you do not need an introduction or conclusion for question A

- link your analysis to the effect on the audience

There is **no context mark** for question A – don't waste your time!

Moments which made me smile:

Mia: The word 'command' is forceful and implies an urgent and powerful tone

Luke: The use of the night is also mirrored between Banquo and Macbeth, which shows they have a dark and deceitful relationship

Felicitia: The use of the word 'foully' evokes the prophecy of the witches as they said that 'foul is fair'. Shakespeare purposefully repeats this word to convey to the audience that bad is good

Oliver: bound by dark and mysterious forces.

Henna: 'Forever' knit' creates a visual image of this inescapable bond Banquo feels towards Macbeth. Although Banquo doesn't trust him, he will still do everything possible to serve Macbeth. 'Forever' emphasises an eternal bond that Banquo promises not to break which proves his utmost loyalty to the audience.

SPAG

- 1.Shakespeare
- 2.Prophecy
- 3.Prophesied (made a prophecy)
- 4.Tension
- 5.Attendant
- 6.Superior
- 7.Soliloquy

The question is only looking for AO2 – detailed analysis of language structure and form. You need to zoom in on Shakespeare's use of words, phrases, imagery and other literary devices.

Foreshadowing

Soliloquy

Enjambement

Tension

Deceit

Metaphor

Mark scheme Band 5 (17-20)

- The response is a cohesive evaluation of the interrelationship of language, form and structure and their effect on the reader

– Relevant subject terminology is integrated and precise.



English Whole class feedback

Date 5/11/16

Class 9J1

Praise:

Lucy - interesting story
 Steffi - interesting story
 Joel - interesting + different ideas.
 Evie - Beautiful description
 Ameera - interesting ending!
 Aneesan - good effort.
 Angela - good effort
 Katie - Some interesting vocab
 Aminah - effort.

Missing/Incomplete Work:

Charlie - no story!

Gothic self assessment sheets not completed.

Talha, Addan, Freya, Malakan, Abby
 Evie, Amara, Aneesan, Aisha,
 Brandon, Sana, Sinead, Aminah

SPaG Errors:

missing commas.
 Capital letters for names!

'me and ...'
should be
 '... and I'

numbers should
 be written

laid
 tried
 unfortunately
 disappeared
 opposite
 straight
 abandoned
 realised

Presentation:

Dates/Titles need
 underlining

Charlie
 Danny
 Usman } Take care over
 your work!

What went well:

- Really nice vocabulary use.
- Interesting story ideas made
 them a pleasure to read!

Paragraphs

Much better paragraphs using
 How? what? why?

You are all really starting
 to think about language deeply.

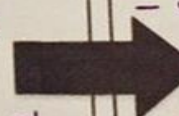
Targets for improvement

D.I.R.T Questions/tasks

① Stick in steps sheets on back page
 of book.

② Now you are going to write your
 full essays, think about:-

- Howisham is not actually an old lady
 at the beginning - does this change your
 view?
- Use the language linking phrases
- make sure you 'zoom in' on words
 and phrases
- make sure your 'what' and 'how'
 match the quote you have chosen.
- 'Zoom' in on words + phrases



Polaroid Moments:

Evie - Stars were beginning to appear, like glitter sprinkled onto an ominous black canvas.
 I could hear wolves howling, shouting their mournful prayers to the angels.
 - The Rays of the upcoming sun danced on the murderous blade - Beautiful!!

MARK. PLAN. TEACH.

Secure overview  Get your curriculum bearings before setting off	Clarify learning  Be precise about what students have to learn	Be explicit  Be clear about learning outcomes and keywords
Not yet  Nudge growth mindsets with the positive <i>Not Yet</i>	The Why? test  Apply the 'So Why?' test to all learning activities	Use modelling  Demonstrate and explain learning strategies
Live marking  Quicker student progress and less teacher workload	Imaginative ideas  Integrate imaginative strategies into your teaching	Go with the flow  Stick to the spirit, not the letter, of lesson plans
Marking code  Quick, simple and easy for both student and teacher	Stickability  Embed stickability into lesson planning	Simple T&L policy  Use simple, evidence-based guidance
Redrafting  A culture where work-in-progress is valued	Challenge  Plan to keep students in the struggle zone	Use questioning  Follow the question matrix and question your questions
Spot the gap  Use feedback to establish what hasn't stuck	Flying starts  Flying starts help students learn more purposefully	Seven traits  Follow the seven traits of effective teachers
Find and fix  Students identify their own gaps and re-learn	Differentiate  Plan to differentiate over time to ensure quality	On the move  Don't panic, stay organised when moving classrooms
Moderate work  Always think of context when moderating work	Stockpile  Store away ideas and resources to pull out of your hat	On reflection  Observe colleagues teach and think about your practice
Smarter marking  Mark so students work harder than you	Change plans  When dealing with challenging behaviour, be flexible	Collaboration  Engage students with collaborative learning methods
Quality above all  Be selective what work you mark and use verbal feedback	Reality check  We all need a reality check once in a while	Coaching systems  Establish coaching systems for all teachers to improve

14 Marking **Workload Tips** For Teachers

10. Class marking sheet

The teacher looks over the work and completes **whole class feedback**. This is used to start the next lesson. Pupils = keen to be mentioned and it's also a tool to engage reluctant writers.

11. Test papers

Mark a double page at a time for all the papers so the answers are in your head. This **reduces** your cognitive overload and thinking time-before action.

13 Enlist a marking friend

Does your school think that the pig will get fatter if you weigh it? (i.e. tests every 6 weeks) Find a colleague to help with the work. Rank the papers from worst to best and level them together. That way you share accountability for what was agreed... **(Comparative Assessment)**