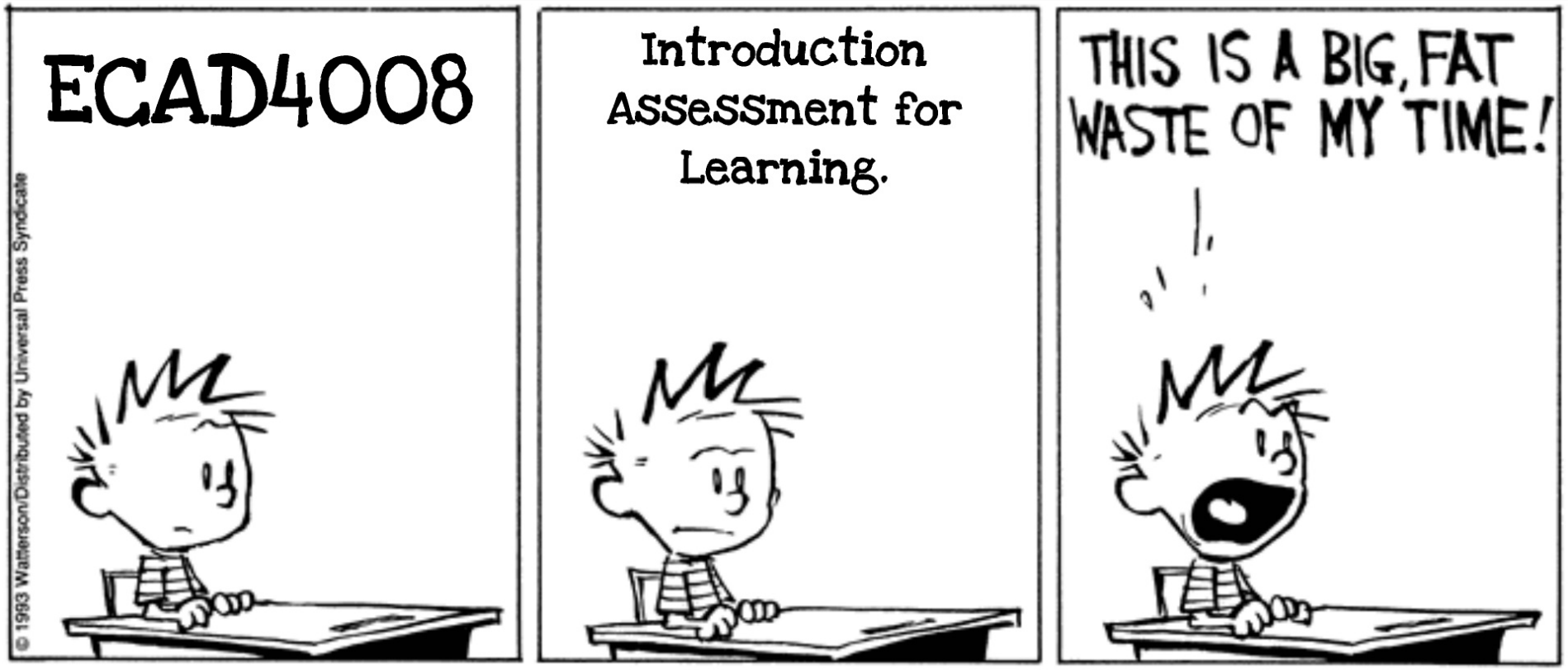
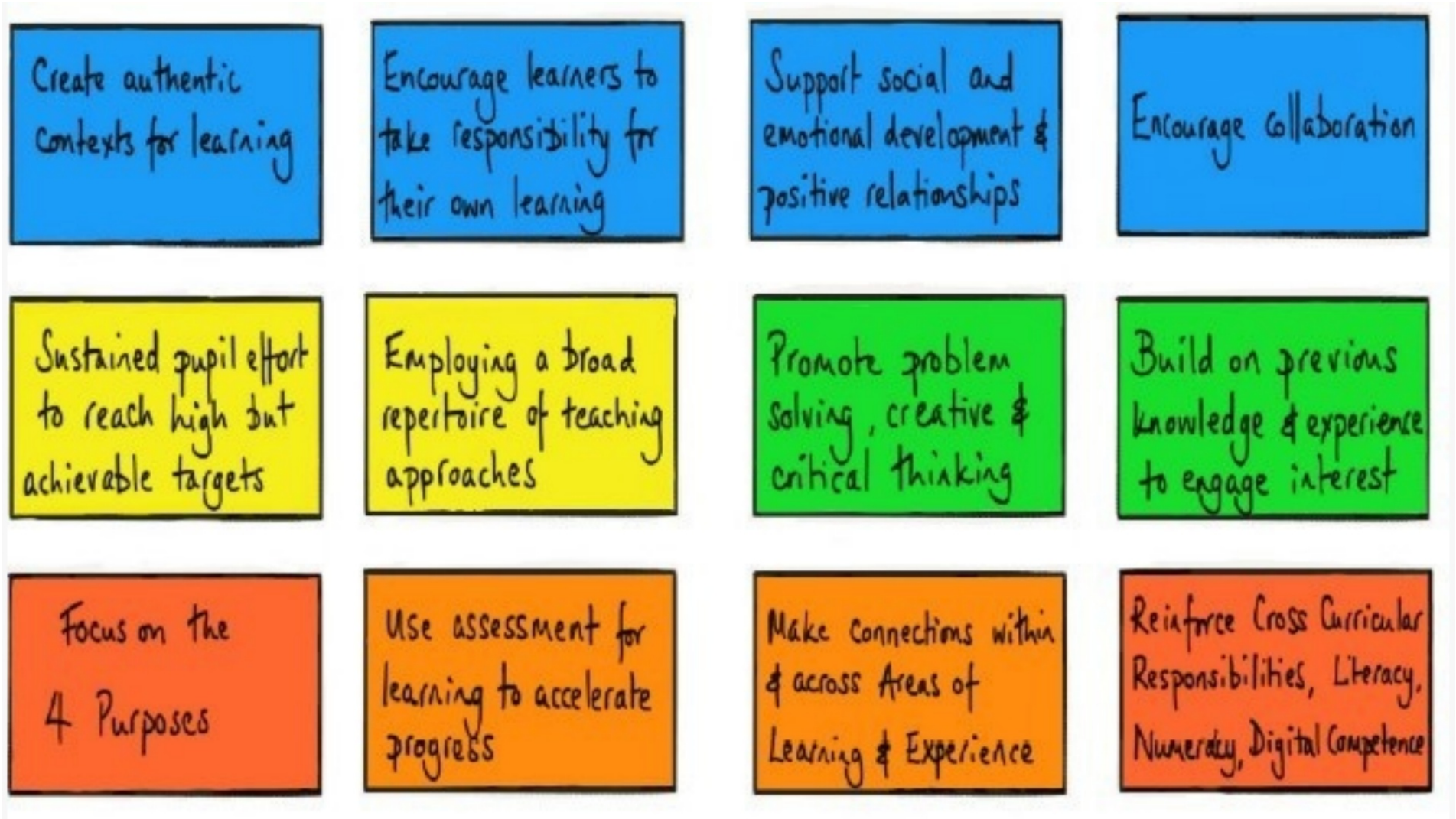

ECAD4008
Introduction Assessment for Learning.
THIS IS A BIG, FAT WASTE OF MY TIME!
© 1993 Watterson/Distributed by Universal Press Syndicate

Quizizz



joinmyquiz.com

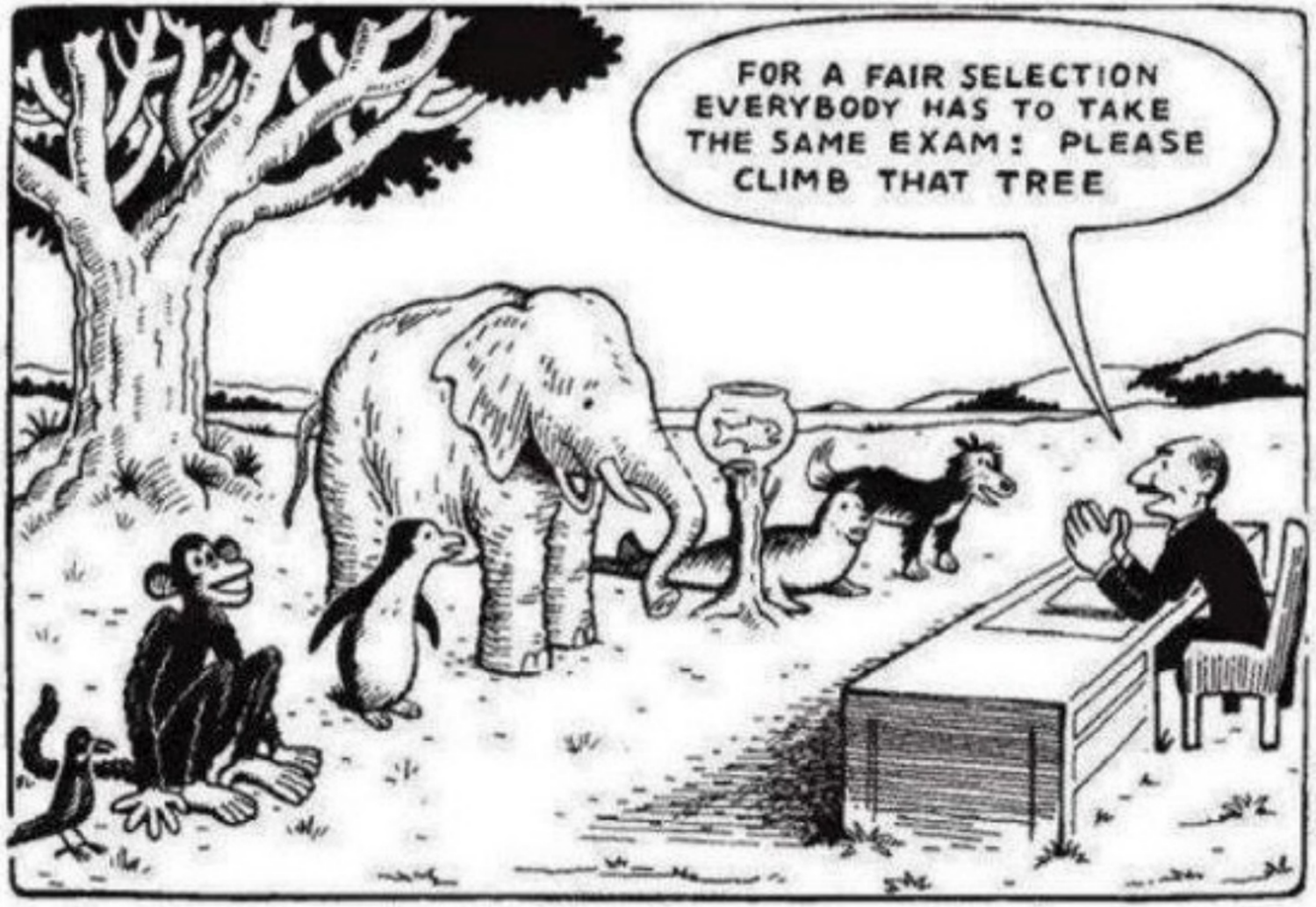

Create authentic contexts for learning
Encourage learners to take responsibility for their own learning
Support social and emotional development & positive relationships
Encourage collaboration
Sustained pupil effort to reach high but achievable targets
Employing a broad repertoire of teaching approaches
Promote problem solving, creative & critical thinking
Build on previous knowledge & experience to engage interest
Focus on the 4 Purposes
Use assessment for learning to accelerate progress
Make connections within & across Areas of Learning & Experience
Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's attainment and achievement in developing knowledge, skills and attitudes.

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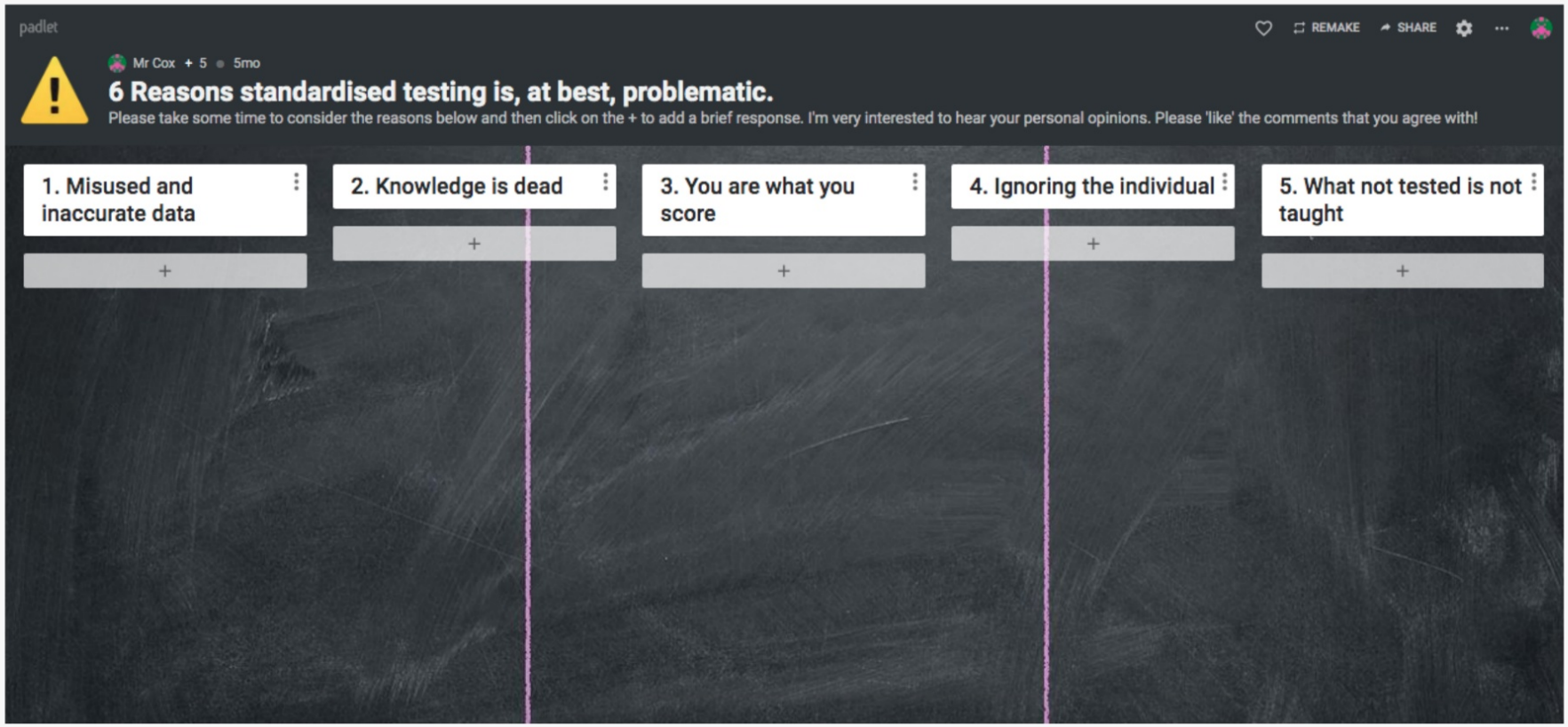

NO BIGGIE, BUT IF HE MISSES PROBLEM 9, WE'LL PULL YOUR ACCREDITATION AND YOU'LL BRING SHAME ON YOUR COMMUNITY...
NO PRESSURE, BUT IF HE MISSES PROBLEM 9, YOU'RE OUT OF A TEACHING JOB!!
DAVID, IT'S PROBLEM 9! YOU KNOW PROBLEM 9! RELAX! RELAX!!
THE JOY OF LEARNING
VA.
ADMIN
TEACHERS
105
©2019 THE ROANOKE TIMES
chris@chrisobrion.com


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE



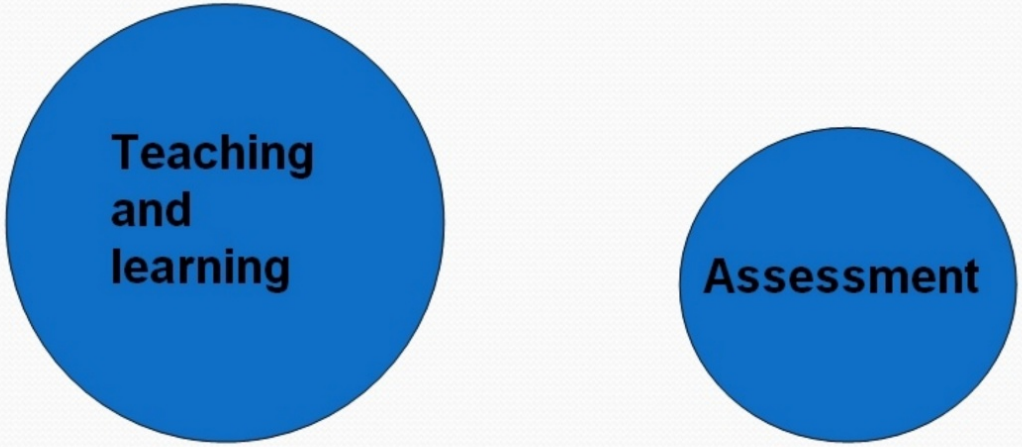
6 Reasons Standardised Testing Is, At Best, Problematic

1. Misused and inaccurate data
2. Knowledge is dead
3. You are what you score
4. Ignoring the individual
5. What not tested is not taught
6. Students are guinea pigs



www.padlet.com/uwtsd/testing

Old style assessment



'assessment and instruction are often conceived as curiously separate in both time and purpose'

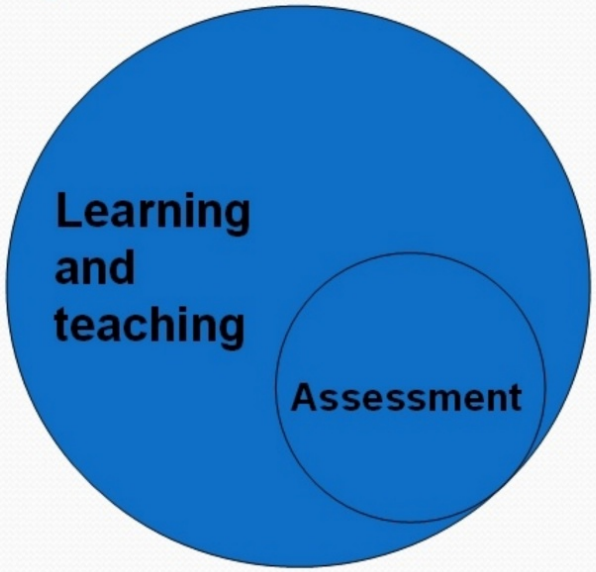
Graue, M. (1993) Integrating theory and practice through instructional assessment *Educational Assessment* 1: 283-309, quoted in Fautley and Savage (2008)

Latin = to sit down.

Literally applied, assessment therefore means to sit down next to a pupil and discuss, work together, offering help to improve.

Assessment is effective when it involves early and perceptive feedback to learners so that they know what they have to do to improve and have time to make any changes.

New style assessment



AfL

See Fautley, M. and Savage, J. (2008) *Assessment for Learning and Teaching* Exeter: Learning Matters

Assessment is for improving as well as proving learning!

Assessment is for improving as well as proving learning!




AfL
Assessment is for improving as well as proving learning!
AOL

AfL

"The process of seeking and interpreting evidence for use by ---------- and their teachers to decide where the learners ----- in their learning, where they need ---------- , and how best to ---------- ."

(The Assessment Reform Group 2002)



AfL

"The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners _____ in their learning, where they need _____ , and how best to _____ ."

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AfL

"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 ---------- , and how best to ---------- ."

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AfL

"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 next, and how best to ____."

(The Assessment Reform Group 2002)



AfL

"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 next, and how best to get them there."

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Assessment is for improving as well as proving learning!

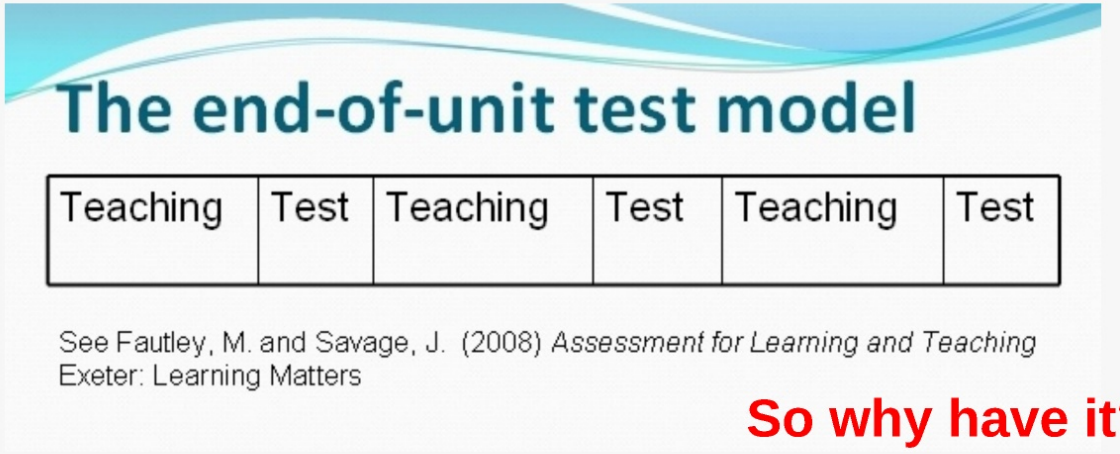


Summative

Summative assessment

- Assessment of learning
- Takes place after the learning

Historically...

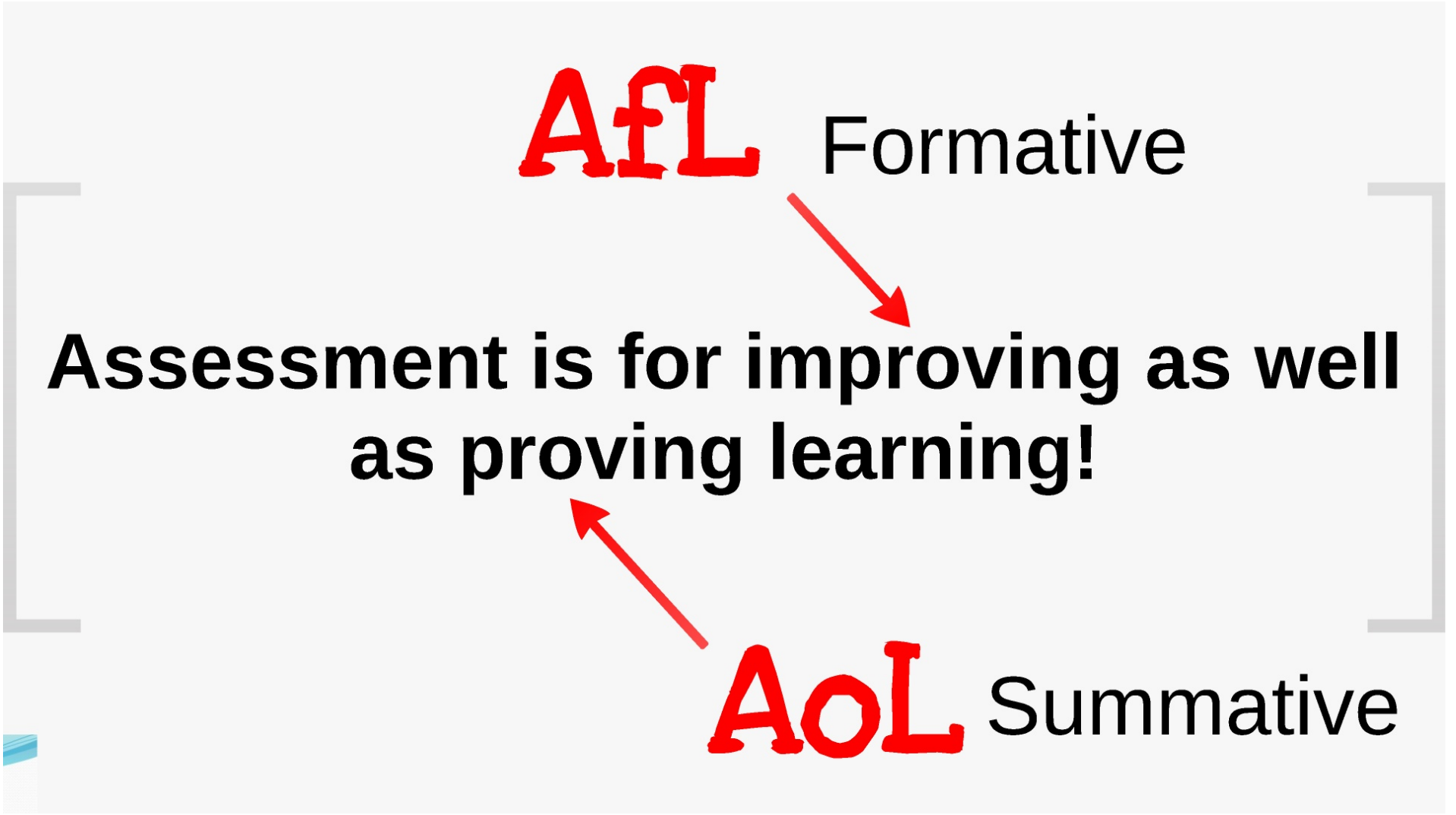


See Fautley, M. and Savage, J. (2008) *Assessment for Learning and Teaching* Exeter: Learning Matters

So why have it?

Su

- Asse
- Takes
- Provi
- Summ
- Black
- Summ
- Trans


AfL
Formative
Assessment is for improving as well as proving learning!
AoL
Summative

Dylan Wiliam

For us formative assessment is not just a day-to-day or hour-to-hour, it's a minute-to-minute process, a constant regulation of learning, and it takes place all the time in classroom interaction. ....keeping learning on track .. is crucial.

Wiliam, D. Thinking Through Assessment: An Interview with Dylan Wiliam *English in Education* Vol. 36 No. 3, 2002

They named it wrong!

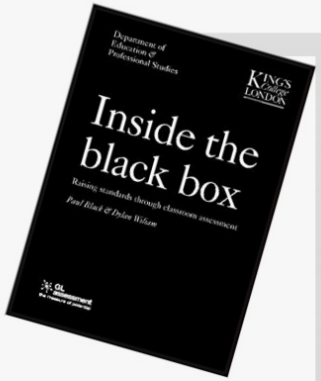






Main Messages

From "inside the black box" (1998)



Where AfL was 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.





ınt



Clarke (2001)

Children as plants

Measuring the growth of a plant has its uses in terms of comparing sizes...



What form of assessment are we talking about?

...but the measuring does nothing to improve the growth rate.

Clarke (2001)

Children as plants

So what would formative assessment be in this analogy?



Clarke (2001)

Children as plants

Formative assessment is the garden equivalent of feeding and watering plants.



Is the difference between formative and summative assessment always so clear cut?

School Improvement - Effectiveness

Extra months of learning per year

Dylan Wiliam (2009) Assessment for learning: why, what and how? London: Institute of Education

School Improvement - Effectiveness

Reduce class sizes by 30%

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Increase teacher content knowledge from weak to strong

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School Improvement - Effectiveness

Reduce class sizes by 30%	Increase teacher content knowledge from weak to strong	Assessment for learning
Extra months of learning per year		
4 (in 12 months small class achieves what larger class did in 16)	**2**	**8**

Dylan Wiliam (2009) Assessment for learning: why, what and how? London: Institute of Education


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ROLLS
ROYCE


..ER

D. Royce Sadler

The indispensable conditions for improvement are that the *student* comes to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced *during the act of production itself*, and has a repertoire of alternative moves or strategies from which to draw at any given point.

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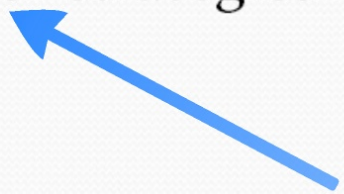
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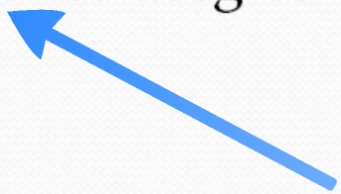
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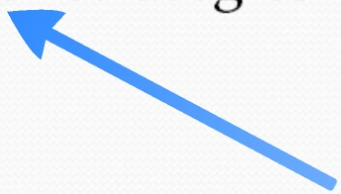
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Normally just to put hand up!

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Let's deepen our understanding...

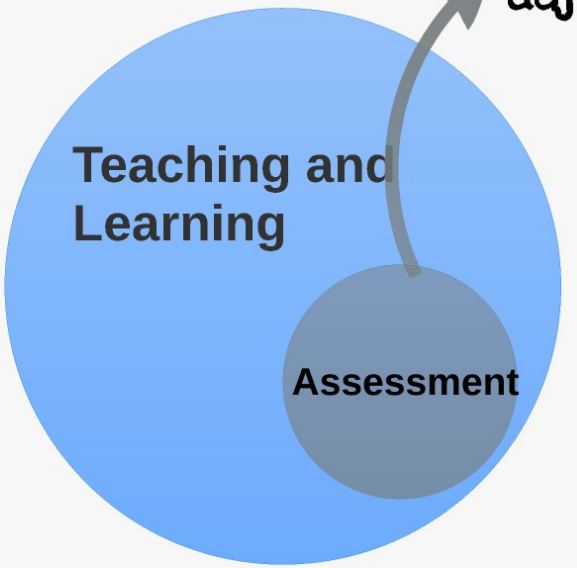
New Style Assessment



Let's deepen our understanding...

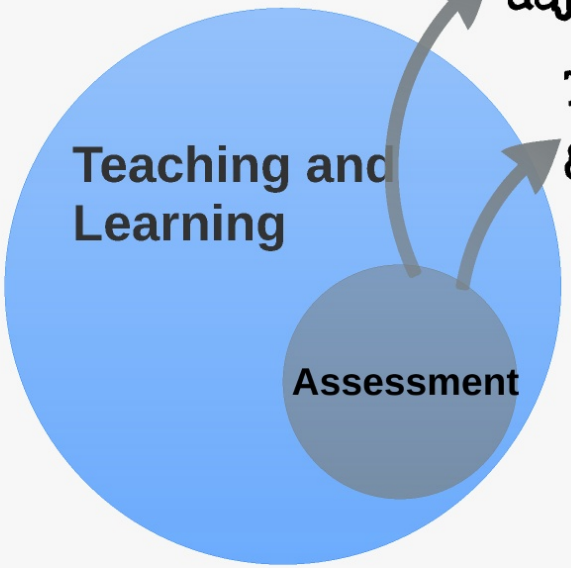
New Style Assessment

Teacher assesses where learners are and adjusts teaching accordingly.



Let's deepen our understanding...

New Style Assessment

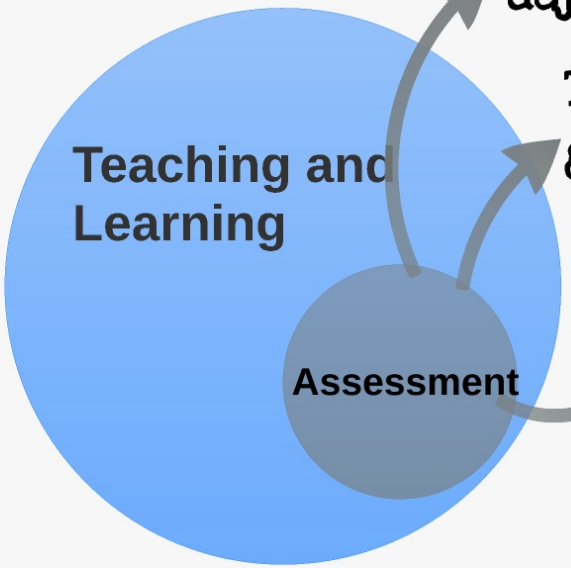


Teacher assesses where learners are and adjusts teaching accordingly.

Teacher assesses an individual's progress and gives personal advice.

Let's deepen our understanding...

New Style Assessment



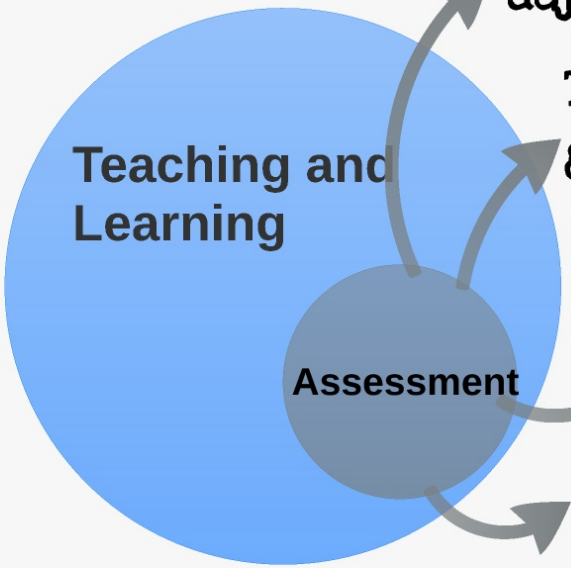
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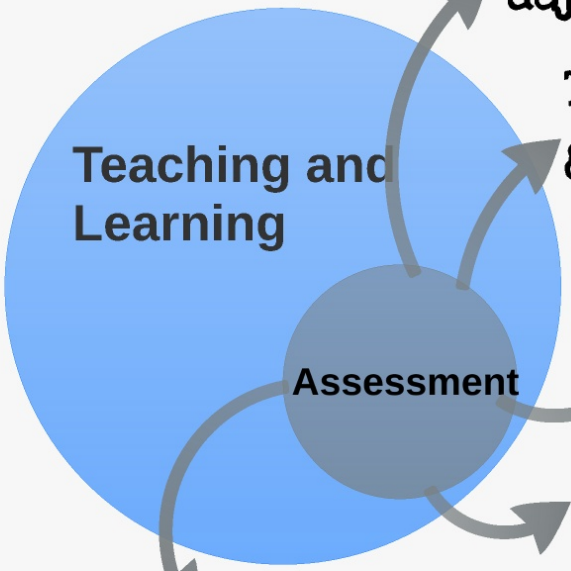
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Learners assess how their understanding has progressed during the course of the lesson.

The 4 Elements of AfL



Sharing criteria with learners	Quality of questions/ quality of talk	Use and quality of feedback	Peer and self assessment
Learners know what will make their work good.	*All learners actively think up answers to good, open questions.*	*Ongoing feedback keeps learning on track.*	*Learners benefit from evaluating each other's work.*
Learners know where they are, and the next step, according to the criteria.	*Learners explain ideas to each other, reinforcing their learning and understanding.*	*Learners act on the feedback there and then. Learners take the next step.*	*Learners gradually become more independent by learning how to self-assess.*

by!

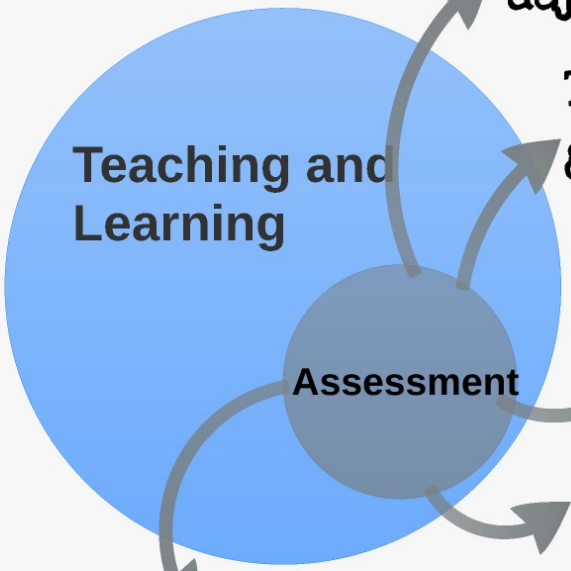
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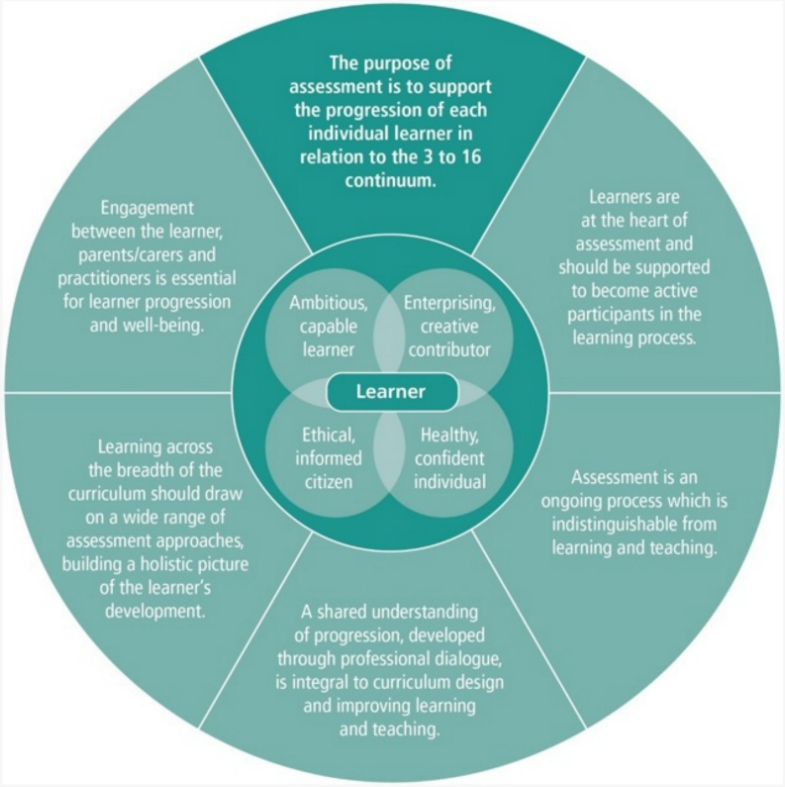
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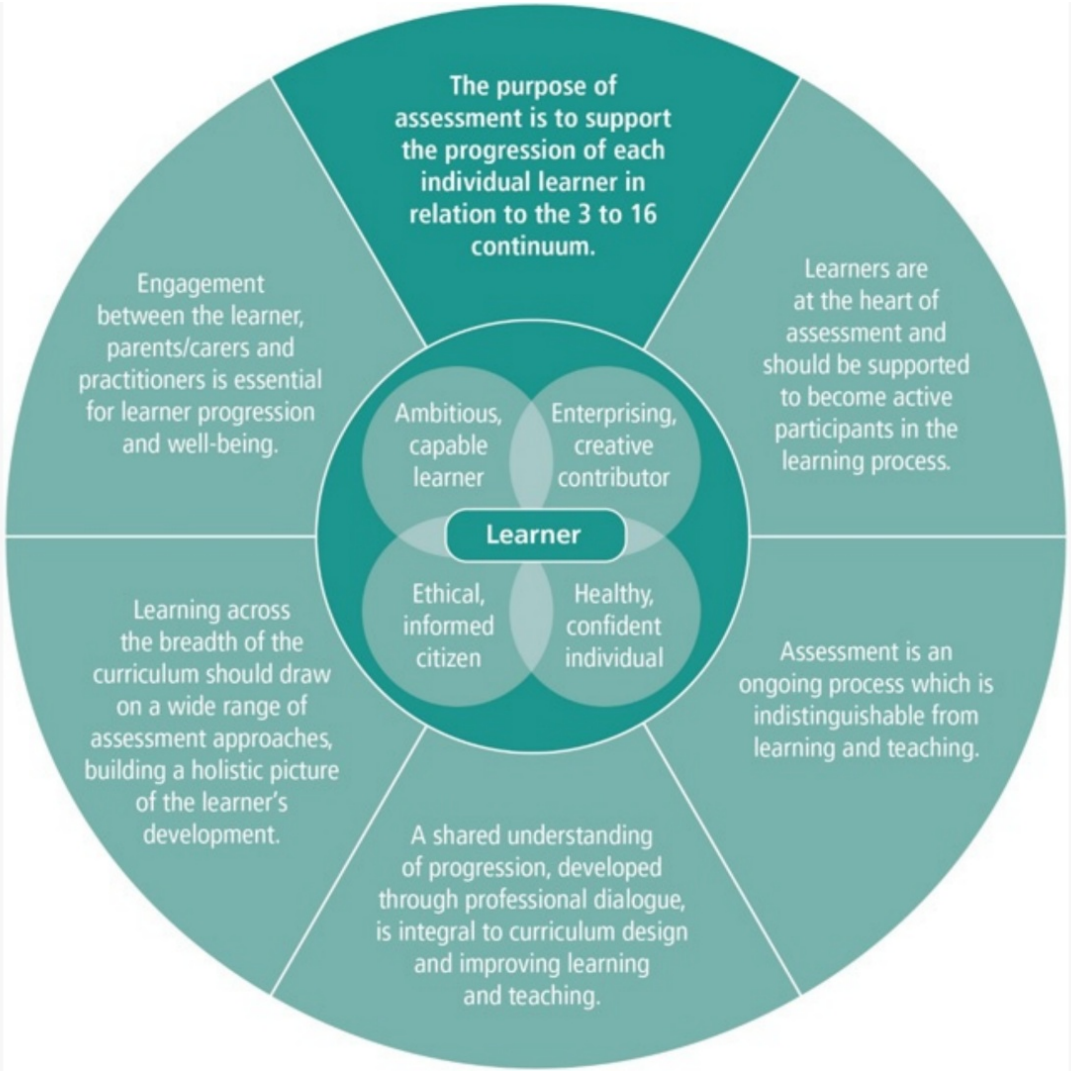
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Learners assess how their understanding has progressed during the course of the lesson.

Take some time to read the approach to assessment advocated in Curriculum for Wales 2022.



How would you summarise this approach in one paragraph?


The purpose of assessment is to support the progression of each individual learner in relation to the 3 to 16 continuum.
Learners are at the heart of assessment and should be supported to become active participants in the learning process.
Assessment is an ongoing process which is indistinguishable from learning and teaching.
A shared understanding of progression, developed through professional dialogue, is integral to curriculum design and improving learning and teaching.
Learning across the breadth of the curriculum should draw on a wide range of assessment approaches, building a holistic picture of the learner's development.
Engagement between the learner, parents/carers and practitioners is essential for learner progression and well-being.
Ambitious, capable learner
Enterprising, creative contributor
Learner
Ethical, informed citizen
Healthy, confident individual