Assessment

















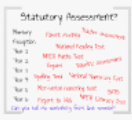


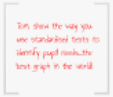






Time for AFL speed dating









Part 2
Eve does the Pallet Test

The multiplier effect in history lessons! (Michael Riddy 2011)

What AFL strategies would you use when a child says this?



AFL Thinking Skills Strategies

- Ladders not labels
- Traffic lights
- Learners help generate SC
- No hands up + whiteboards
- Poker face
- Basketball not ping pong
- Random partners
- Learners generating Q's
- Wrong answers valued
- Learners explain to each other (TAK)
- Keep asking why?
- Early/ongoing/regular feedback (turns in)
- Feedback tuned on SC (Least focuses)
- Peer evaluation (2st)
- Self evaluation (goal)
- Three achievements and an action

More AFL strategies

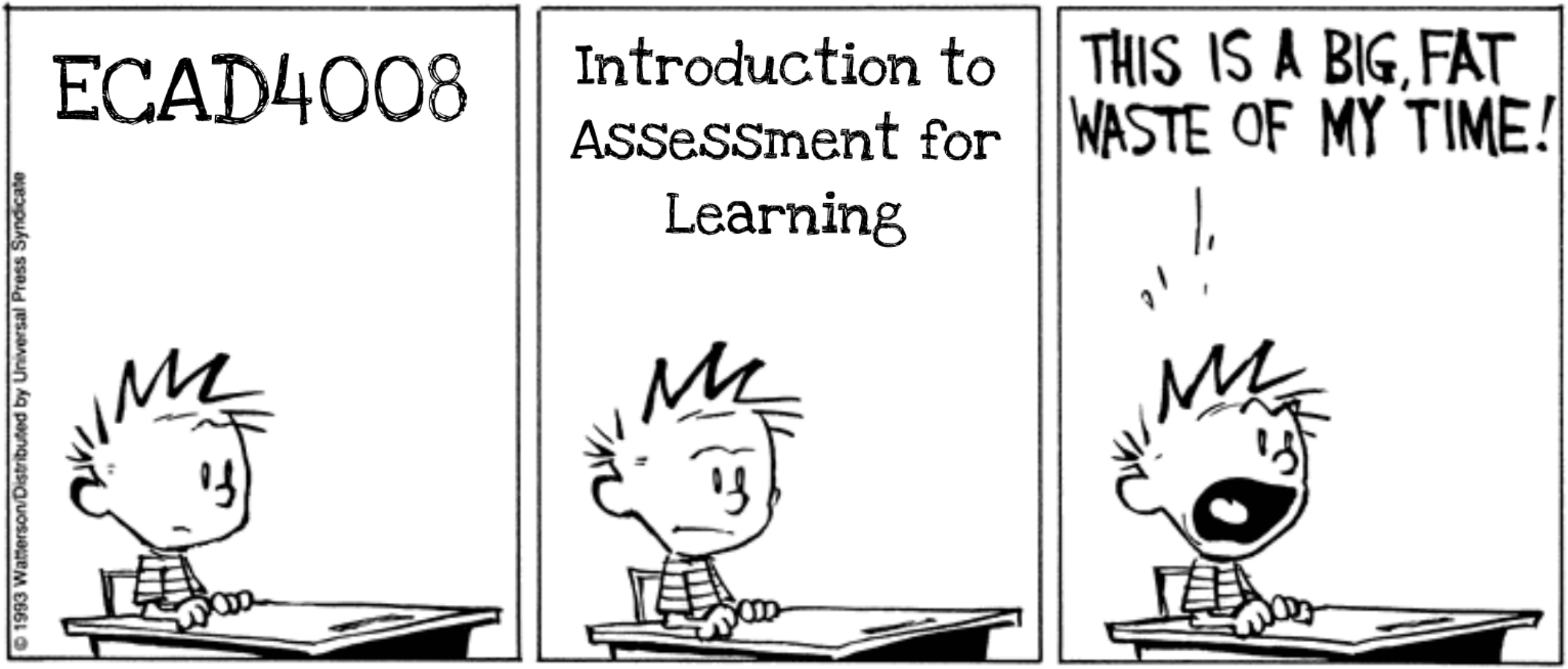
- Action taken there and then
- Shifting to internal locus of control
- No marks or grades on work (mark NL)
- Separating skill from context
- Using exemplars
- Evaluating SC
- Exploring how answers are reached
- Learn about learning
- Plenary cards
- Thumbs up/ thumbs down
- Talk partners
- post its
- Target cards + next step feet
- writing profile
- Video

Module content includes input on...



This approach into AfL
• Key Theorists
• Scaffolding to formative assessment

Research, practical strategies and critical evaluation of the three elements of AfL

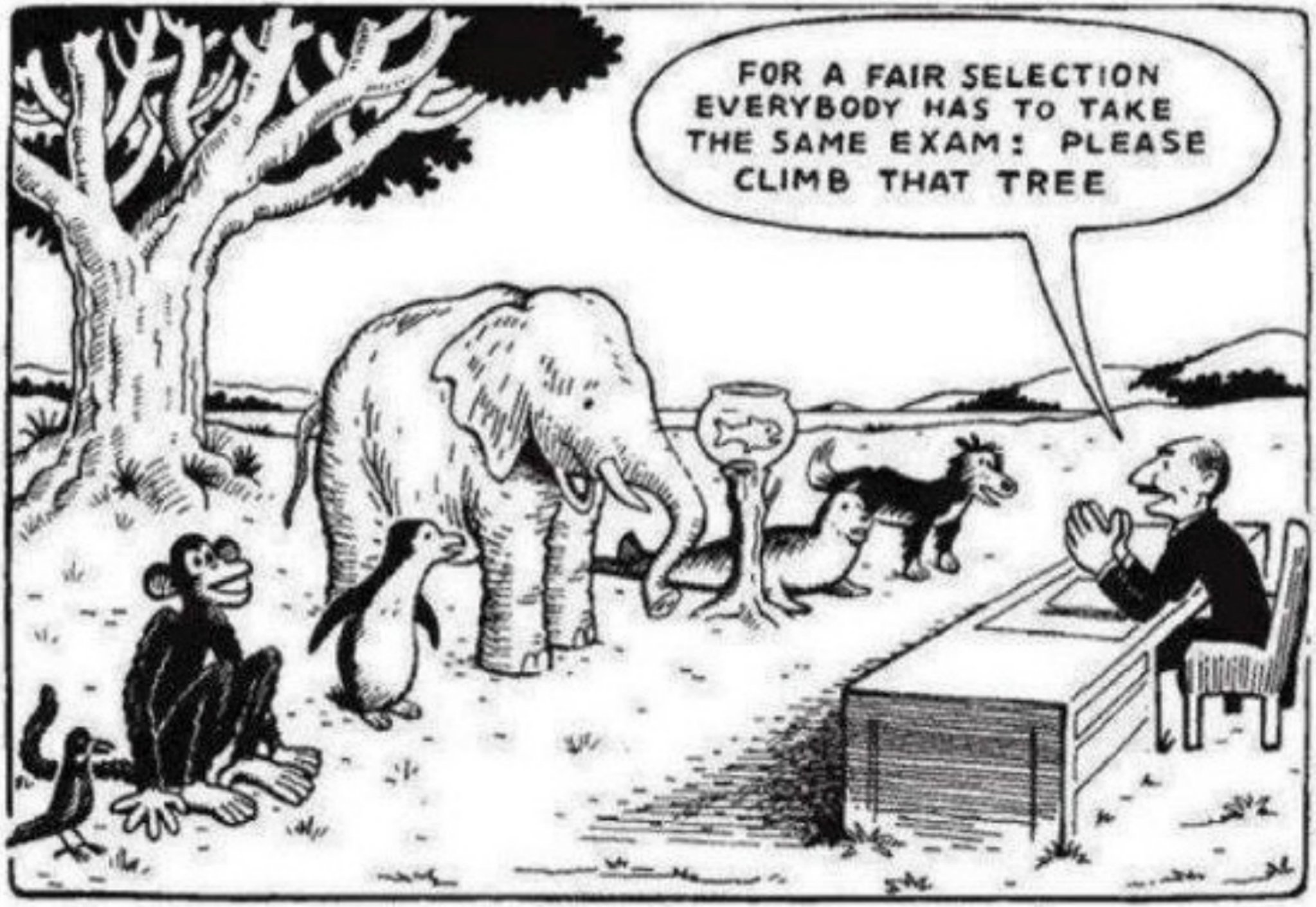

ECAD4008
Introduction to Assessment for Learning
THIS IS A BIG, FAT WASTE OF MY TIME!
© 1993 Watterson/Distributed by Universal Press Syndicate

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.

How?

What is the difference?


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
SOL
©2009 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

5. What not tested is not taught

6. Students are guinea pigs

www.padlet.com/uwtsd/testing

Part 2

I've done the Padlet Tom!

t in history lessons

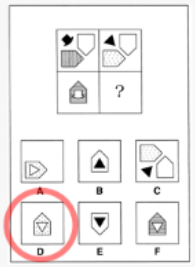
Tom, show the way you use standardised tests to identify pupil needs...the best graph in the world!

GL assessments - online

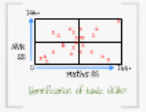
math

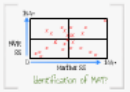
Standardised score - raw / age

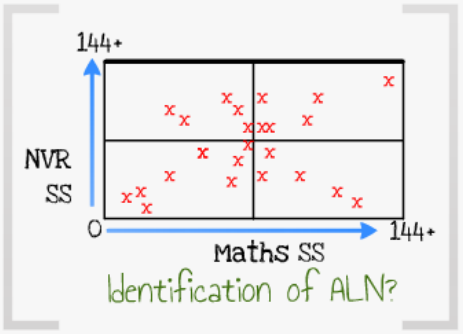
Non verbal reasoning

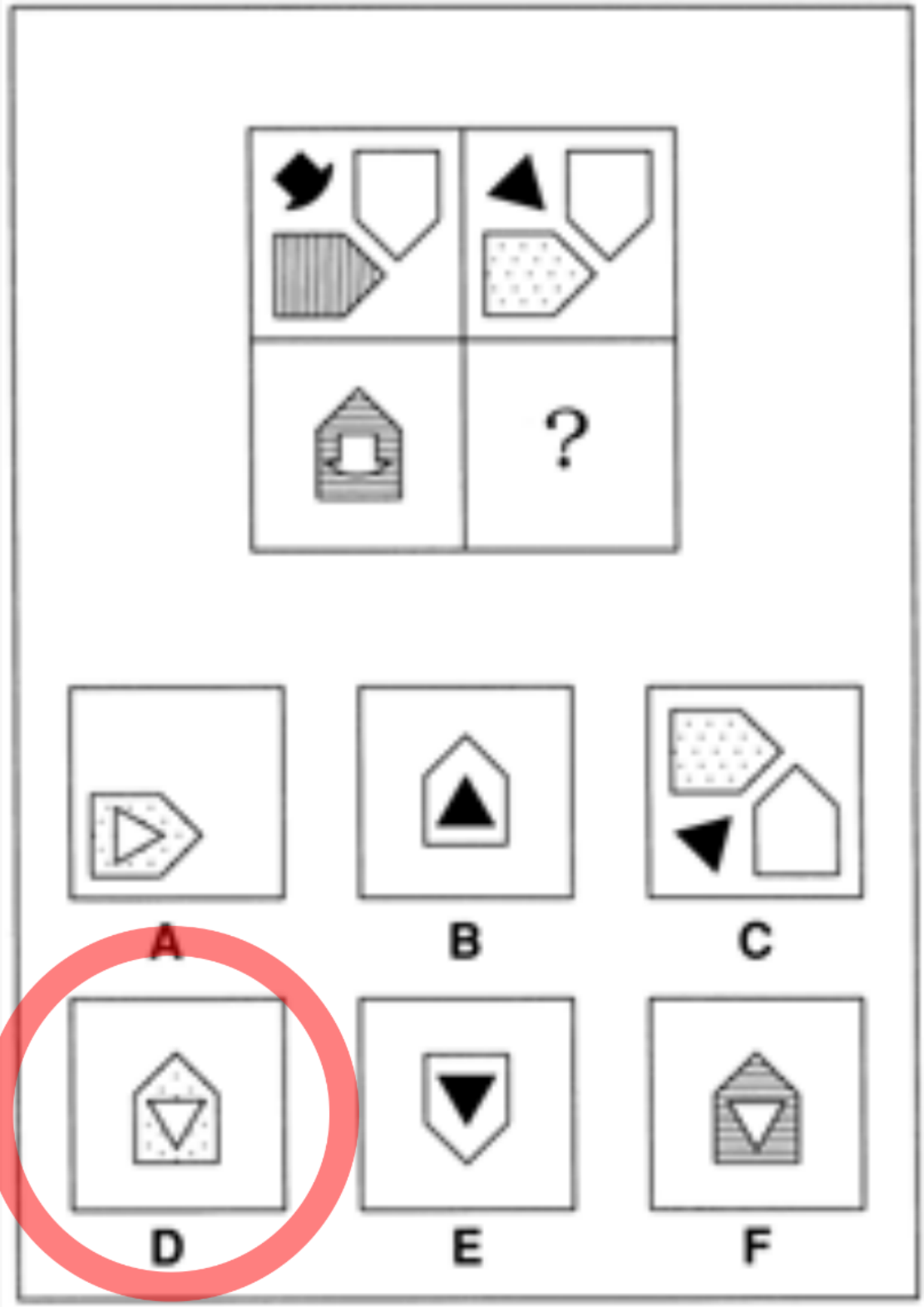


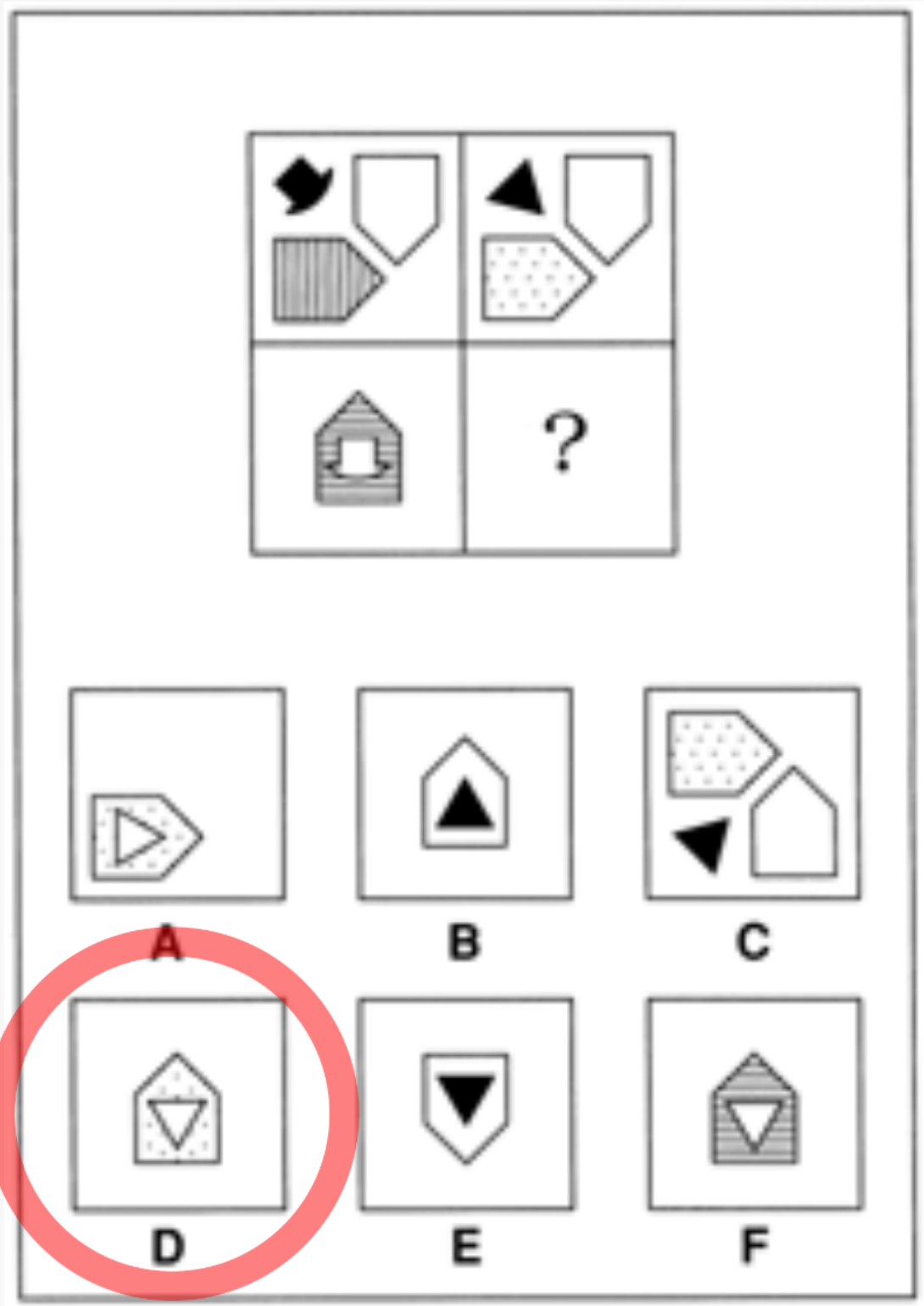
Standardised score - raw / age








?
A
B
C
D
E
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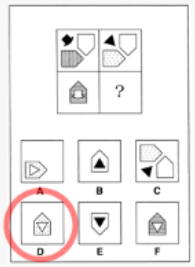

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GL assessments - online

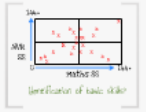
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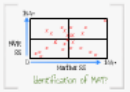
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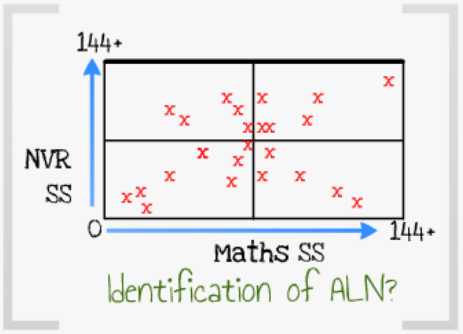
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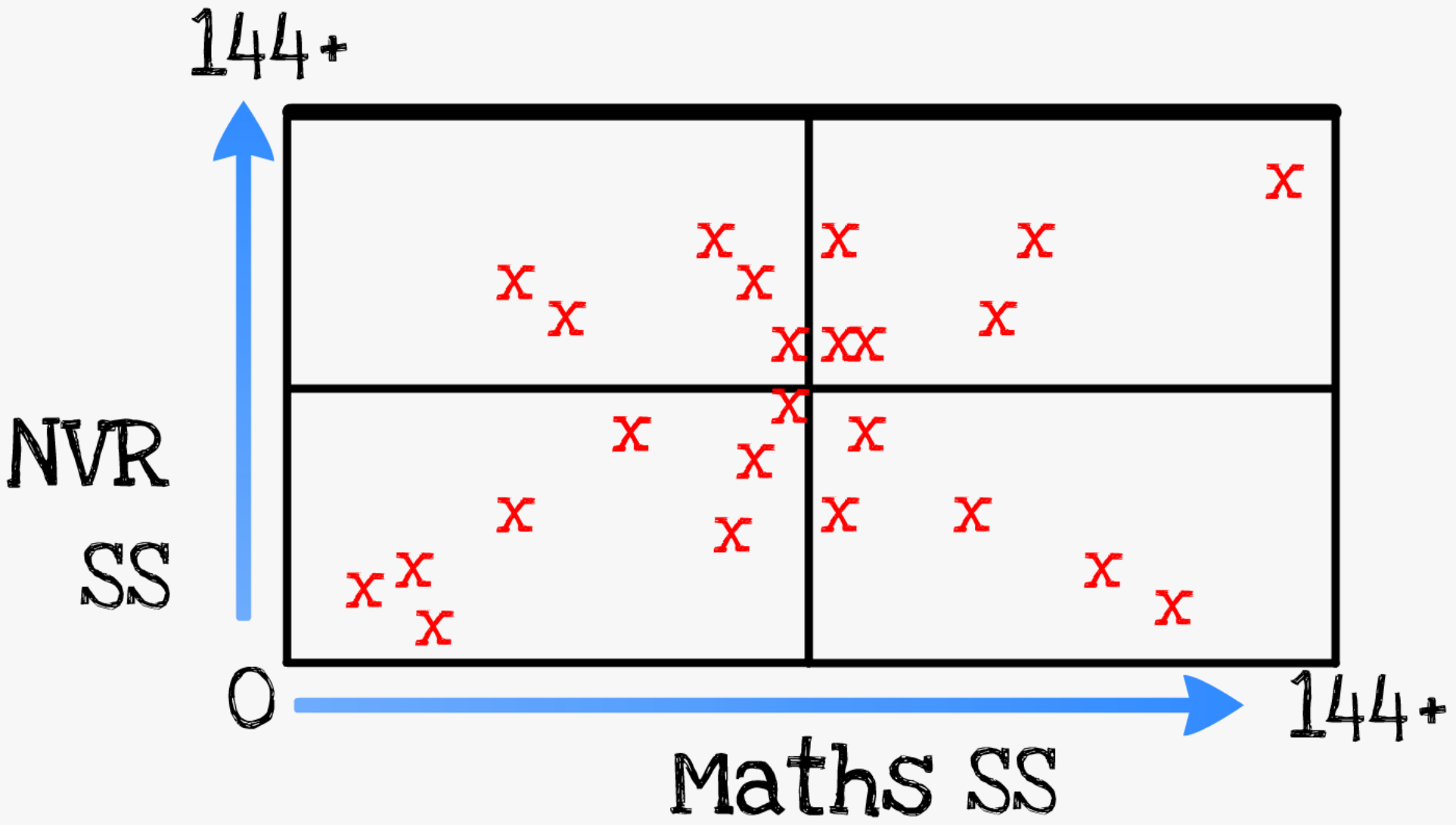


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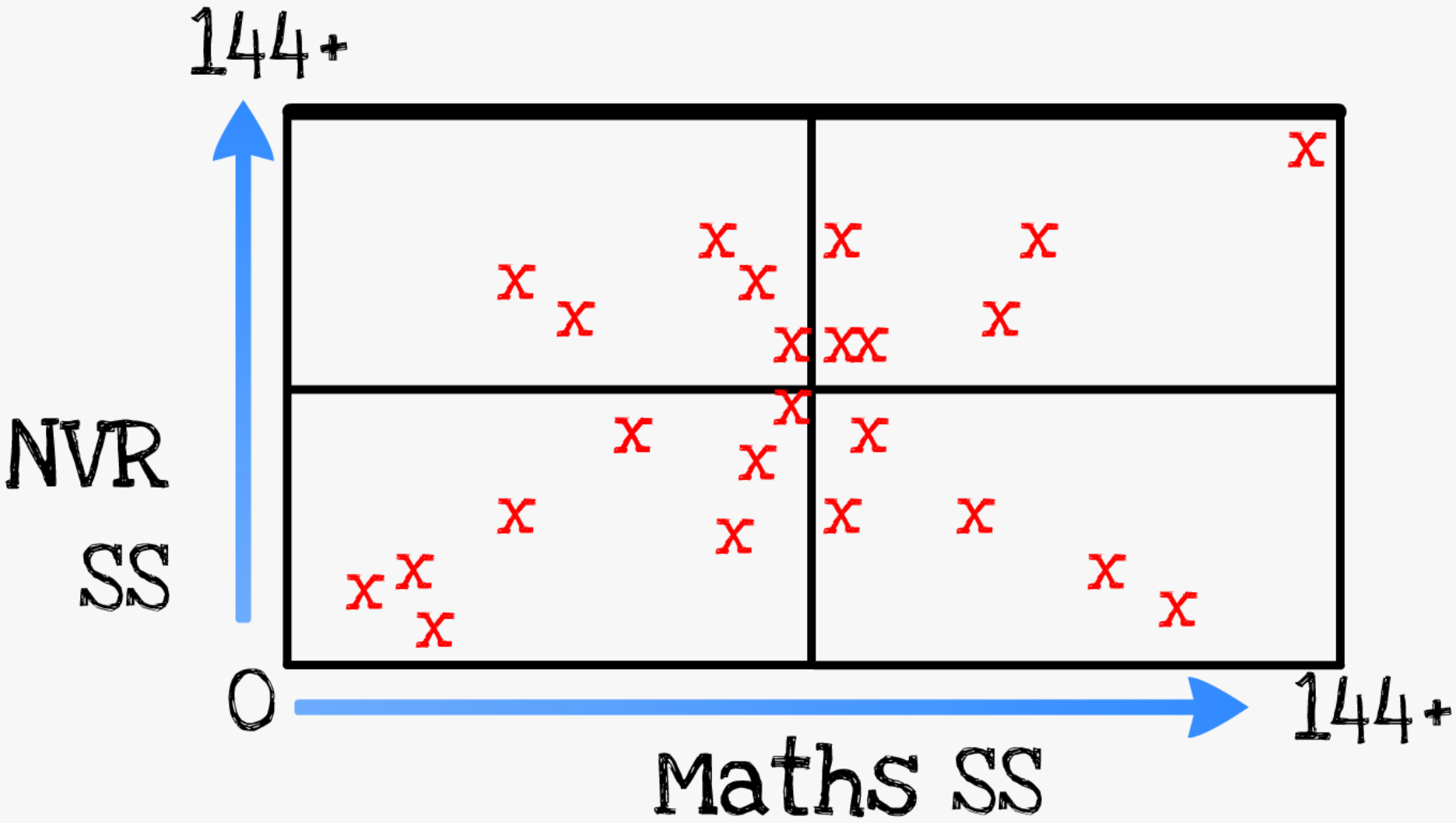




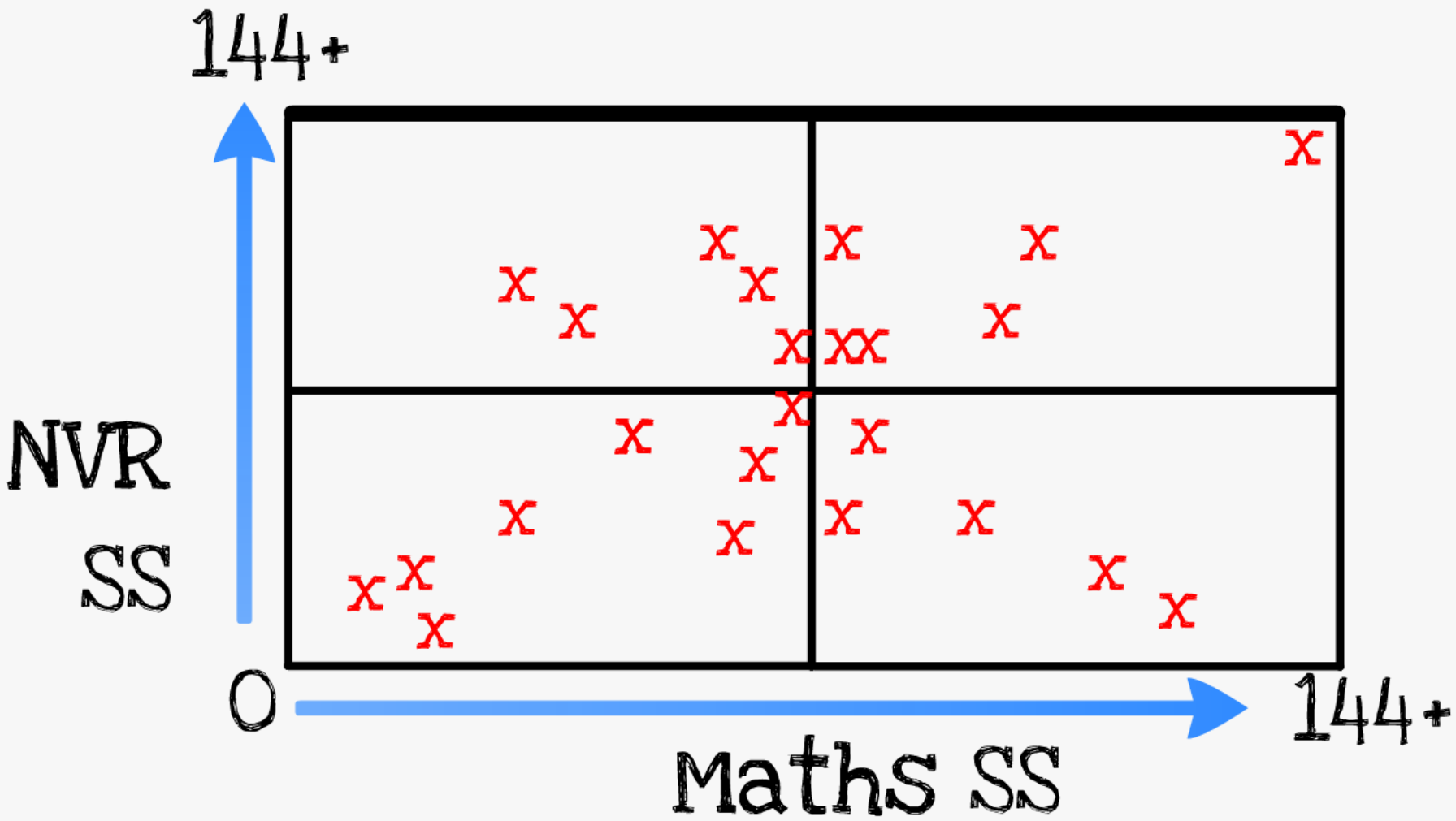




Identification of ALN?

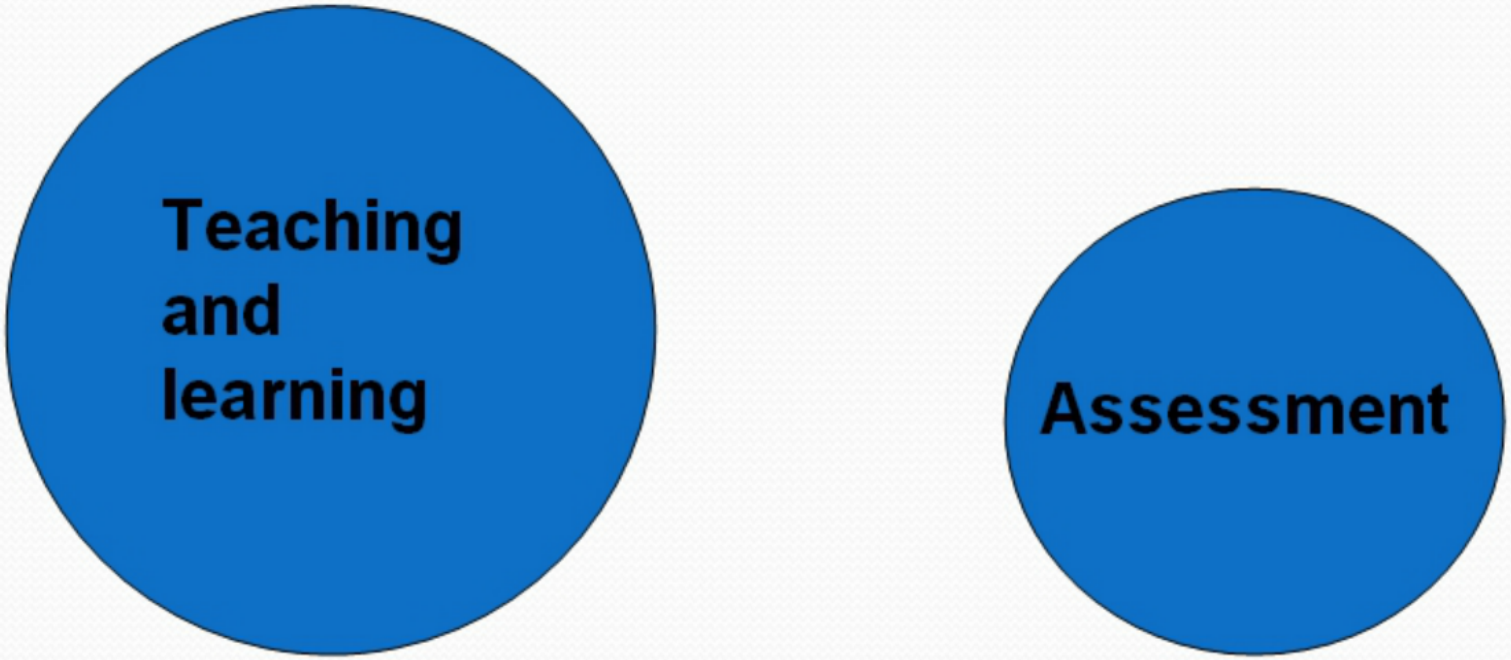


Identification of MAT?



Identification of basic skills?

Old style assessment



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

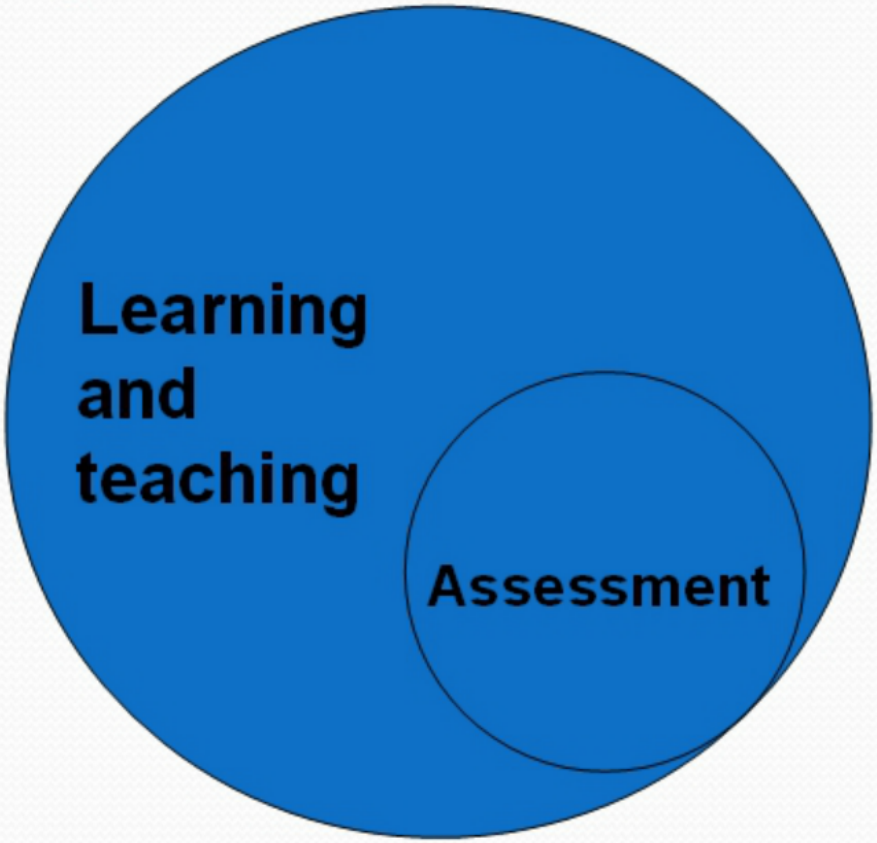
Graue, M. (1993) Integrating theory and practice through instructional assessment *Educational Assessment* 1: 283-309, quoted in Fautley and Savage (2008)

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



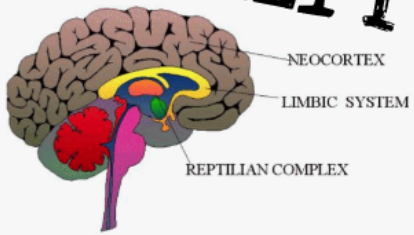
AfL

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

Exeter: Learning Matters

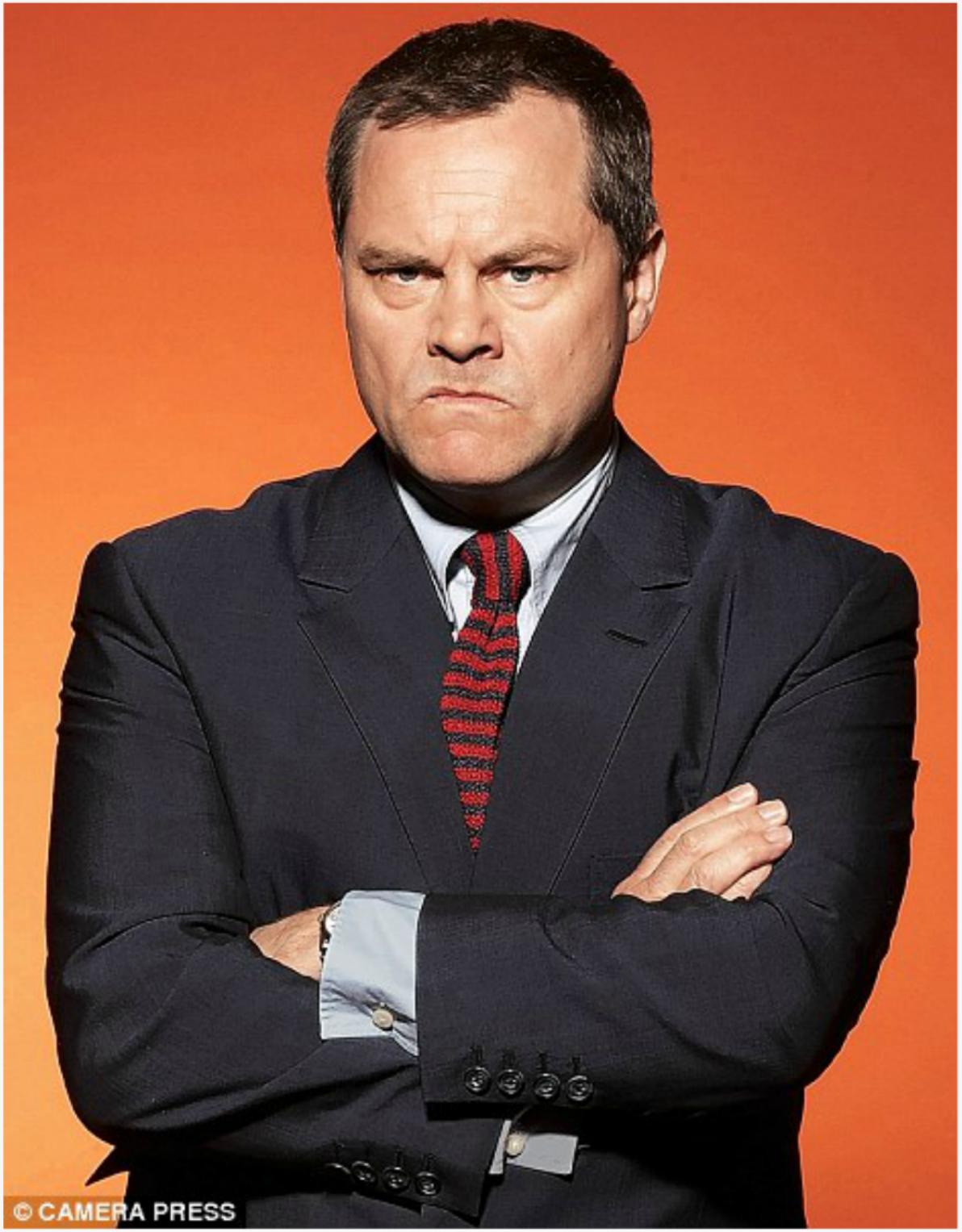
The aims of the session

WIIFM?



- To consolidate our understanding of formative assessment
- To develop our understanding of the background to AfL
- To consider the implications of Black and Wiliams recommendations
- To learn the four key elements of AfL
- To investigate the possibilities of AfL within the teaching and learning cycle
- To analyse and reflect on perceived issues with standardised testing
- To reflect on the use of standardised test data to identify and group children

Ok Tom, I've got my tea...I'm ready for part 3


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ROLLS
ROYCE


...ER

AfL

Assessment is for improving as well as proving learning!

AOL

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."

(The Assessment Reform Group 2002)

Assessment is for improving as well as proving learning!

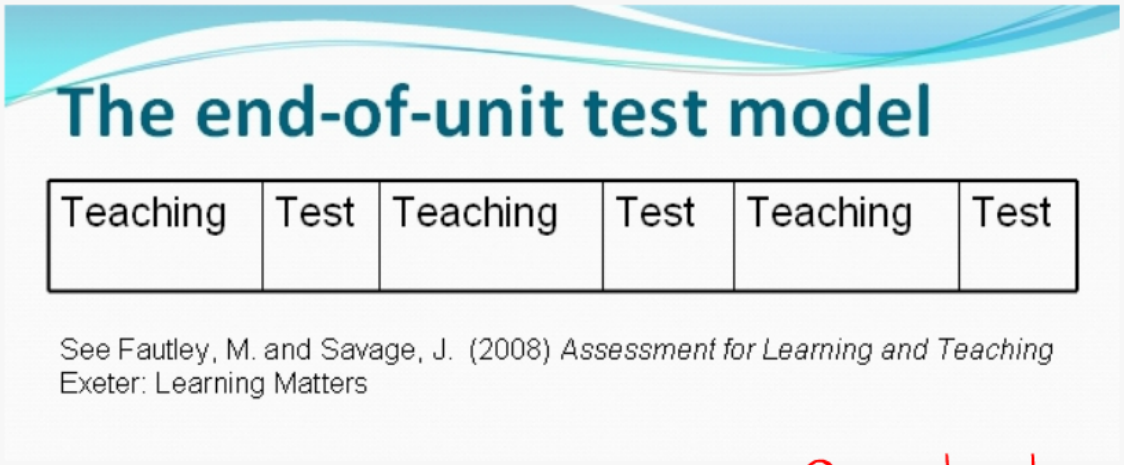


Summative

Summative assessment

- Assessment of learning
- Takes place after the learning

Historically...



So why have it?

Summative assessment

- Assessment of learning
- Takes place after the learning
- Provides an overview of pupil achievements
- Summarises pupil attainment at particular time
- Black (1998)
- Summative viewed for school + parents, not them
- Transitional assessment

Listening to learners



Research - Geneva - weak pupils - purpose - summative - work harder - not - different

another; and
- The focus on the managerial role of assessments at the expense of learning.

AfL Formative

Assessment is for improving as well as proving learning!

AoL Summative

Formative assessment

- Learners need to know what to do to get better
- Short term
- Ongoing feedback
- Firm examples (What learners can + need to do)
- Planning changes as a result
- Intended to promote further learning
- Assessment-evaluation-planning-teaching



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?

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!

focus on evidence

Discussion

Where pupils are

AFL = Formative assessment

Where they need to go

How best to get there

Black and William (1998)

First to publish this concept of AfL



Kings College - London

250+ studies

Influential report "Inside the black box"

9 years of international research

Broad spec of nationalities and subjects

Only used research with control groups

AfL was highlighted as the major means of raising standards

Especially for lower attaining pupils

Too much teaching time = teacher-led instruction

This was at the expense of encouraging pupil reflection.

Too often no constructive feedback as to what to improve and how.

They made four key recommendations...

In a pilot project over a six-month period, teachers implemented a new teaching programme using formative assessment. The teachers chose from a range of options: improving their questioning techniques, developing self-assessment procedures, sharing success criteria with pupils, giving feedback and comment-only marking.

Their results were reported to the annual conference of BERA in September 2001. Some of the strategies used by teachers were also published in 2002 in 'Working Inside the Black Box'. Since then several versions of 'Working Inside the Black Box' have been published covering subject areas such as science, maths and English.

Black and William (1998)

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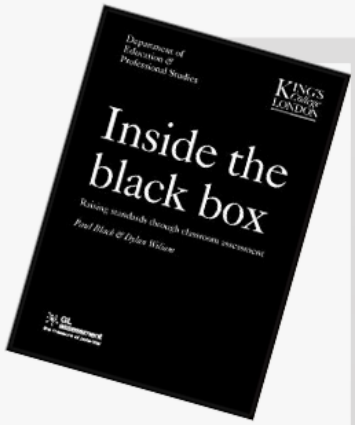
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They made four key recommendations...

English.

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.

Grab 3 pencils!



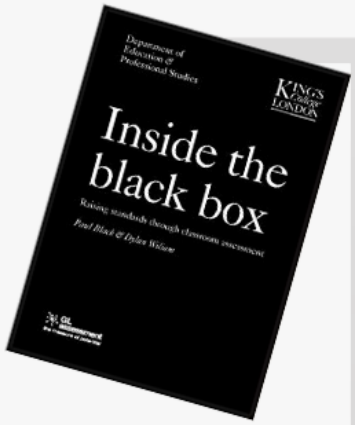




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Grab 3 pencils!



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

Main Messages

There are common barriers that inhibit the development of Assessment for Learning in schools, namely:

- The over-reliance on testing that encourages teachers to promote rote and superficial learning
- The negative impact on pupils when the giving of marks, grades and levels is over-emphasised and where pupils are compared with one another; and
- The focus on the managerial role of assessments at the expense of learning.

Black and William (1998)



4 key recommendations

1) More time to think + answer questions;
2) Provide constructive comments (rather than marks)
3) Encourage children to assess each other
4) Involve pupils in the design of assessments and mark schemes.

Exemplification of Judgement : Excellent

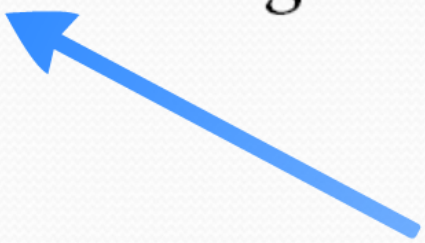
S3.2 - Teaching monitoring and assessment

"Effectively involves the learner in the assessment process through innovative use of AfL strategies."

The last leg baby!
Part 4

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.



Normally just to put hand up!

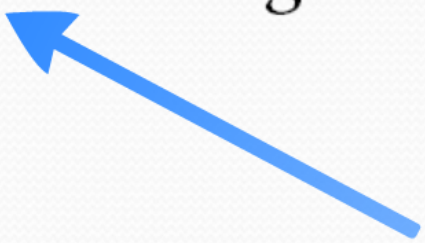

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ROLLS
ROYCE


...ER

D. Royce Sadler

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Normally just to put hand up!

D. Royce Sadler

The learner has to:

- possess a concept of the *standard* (or goal, or reference level) being aimed for
- compare the *actual* (or current) *level of performance* with the standard
- engage in appropriate *action* which leads to some closure of the gap.

What are the implications for your teaching?

D. Royce Sadler Formative assessment and the design of instructional systems *Instructional Science* 18: 119 – 144 (1989)

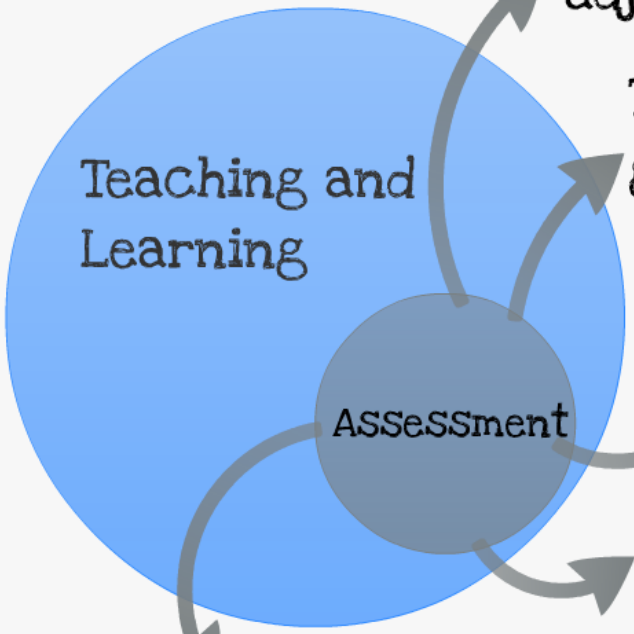
The 4 Elements of AfL



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.*

Let's deepen our understanding...

New Style Assessment



Teacher assesses where learners are and adjusts teaching accordingly.

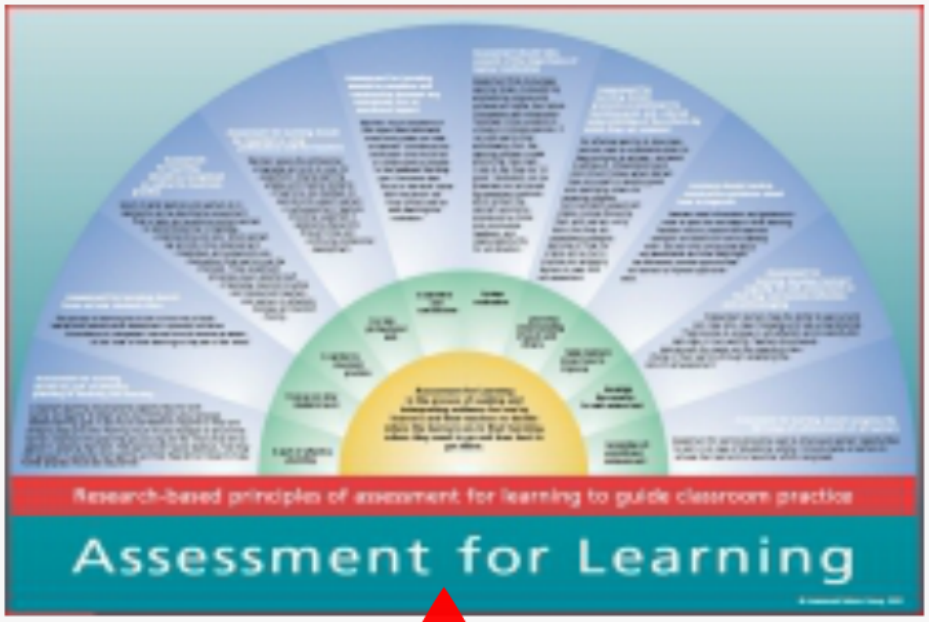
Teacher assesses an individual's progress and gives personal advice.

Peers assess each other's work and recommend ways to improve.

Learners assess where they are and decide how they can improve.

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

Challenge time!





Direct link to assessment

You decide in pairs:

- How to learn it?
- How you want to be checked?

Introduction to Assessment for Learning