

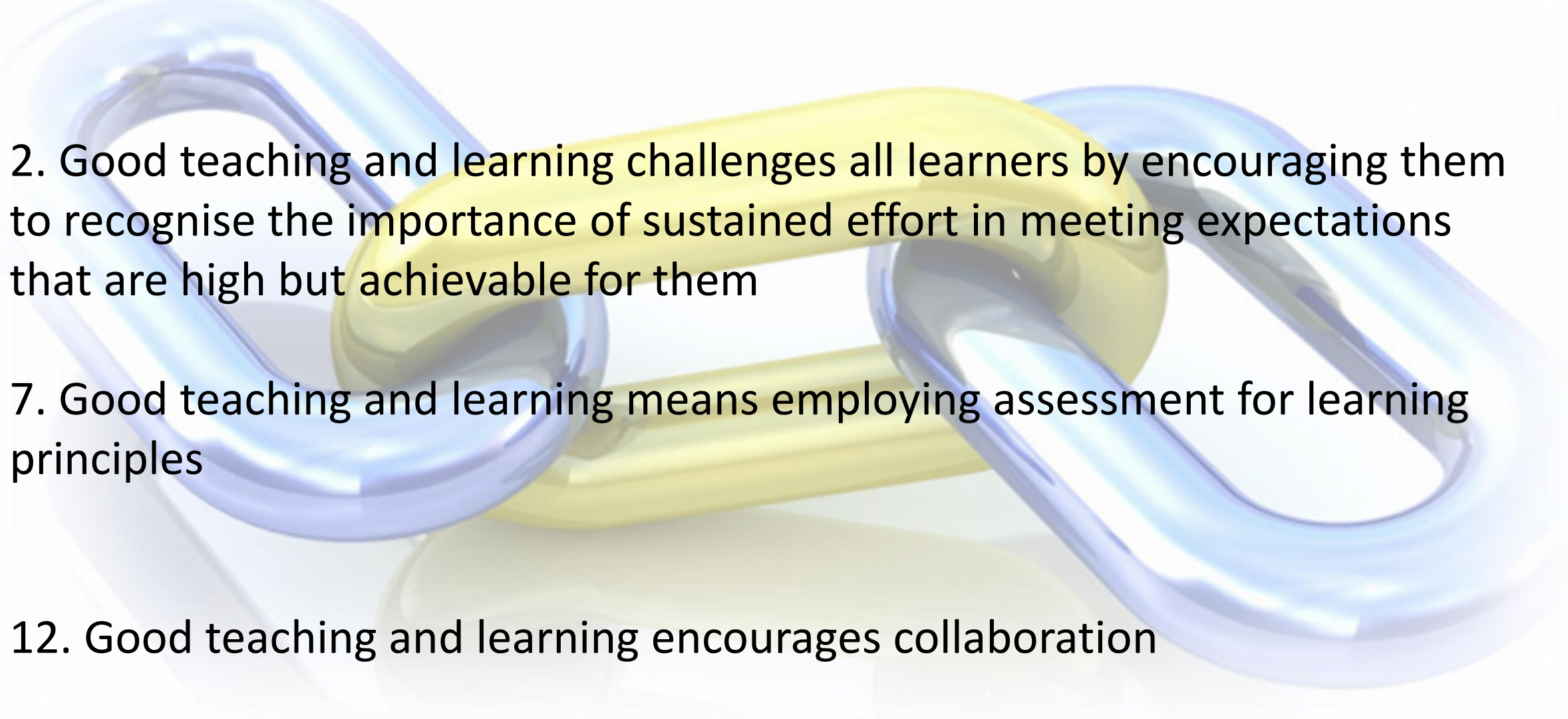
**ECAD 6008 – Professional and
Pedagogic Studies: Leading the
Learning: what, how and why am I
teaching?**

Tuesday 12/09/2023
Assessment



**PGCE Business
and Geography
– Day 3**

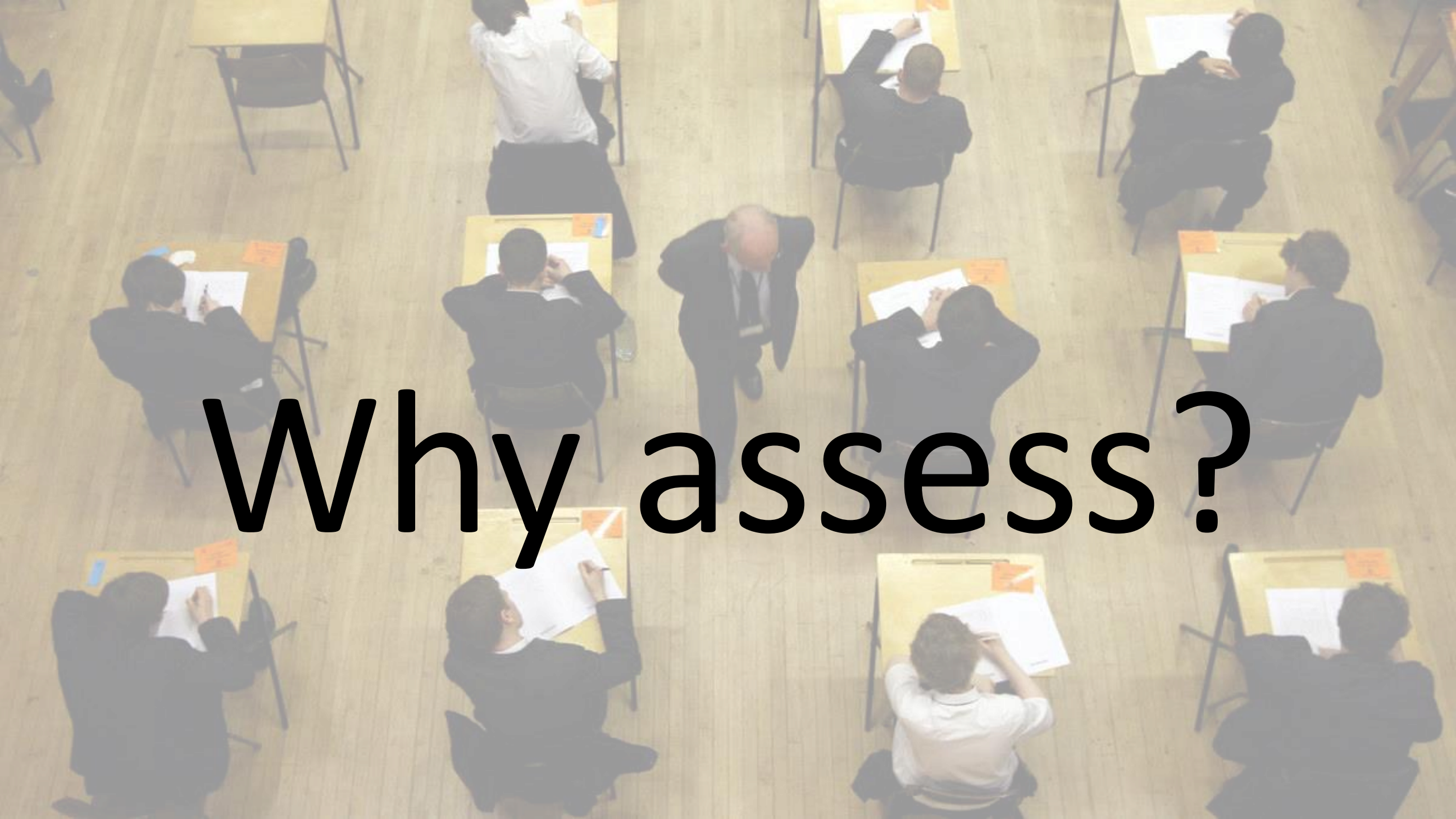
Link to pedagogical principles:

- 
- 2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
 - 7. Good teaching and learning means employing assessment for learning principles
 - 12. Good teaching and learning encourages collaboration

Session aims

- To understand the difference between summative and formative assessment
- To begin to evaluate Assessment for Learning strategies
- To use the information presented to enhance planning in ECAD6008 and PTE1/2





Why assess?

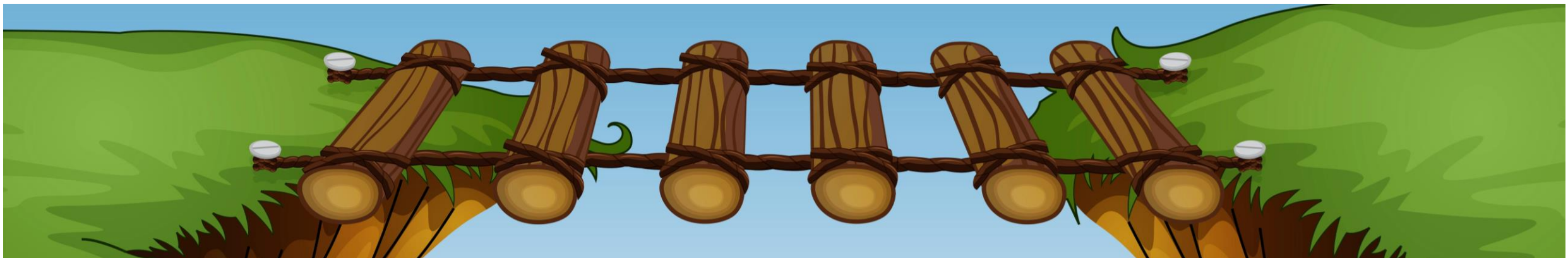
1. It allows us to monitor progress against tangible data
2. Formal assessment needed to track progress throughout the course or key stage.
3. Informal assessment needed to check pupils know what to do and how to progress
4. Control! I am accountable for results and need to manage the learning
5. Realistic targets can be set so learners know where they are and how to progress

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Assessment OF learning	• Any summative test or assessment • Audits taken to use as evidence of pupils' learning to assess achievement against learning goals and standards
Assessment FOR learning	• Any formative practice which provides information to pupils about what to do to improve • Teacher provides feedback to pupils about their learning
Assessment AS learning	• Involves pupils in learning process where they monitor their own progress, ask questions and practise skills • Pupils use self-assessment and teacher feedback to reflect on their learning, consolidate understanding and work towards learning goals



Assessment: The bridge between teaching and learning



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



‘The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.’

(Wiliam, 2011:50)

What is AfL based on?

Aspects of formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

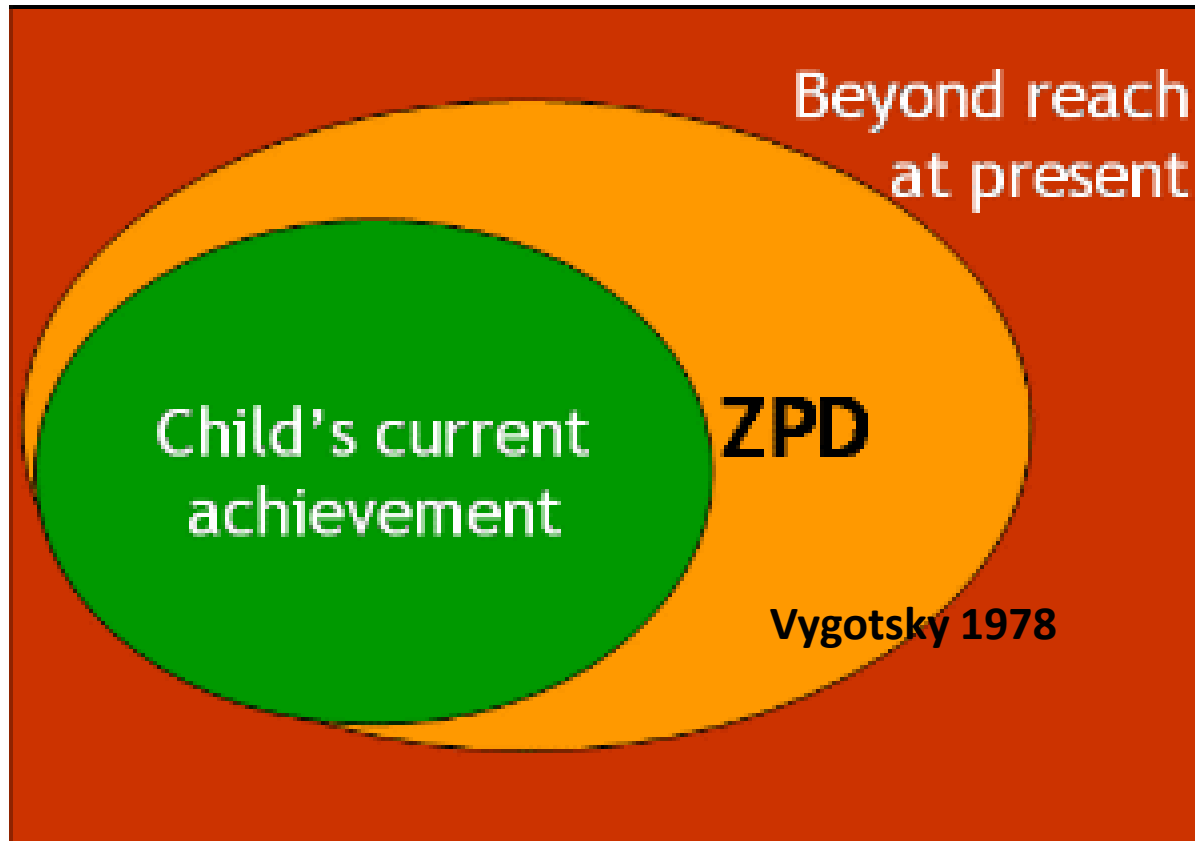
What is AfL based on?

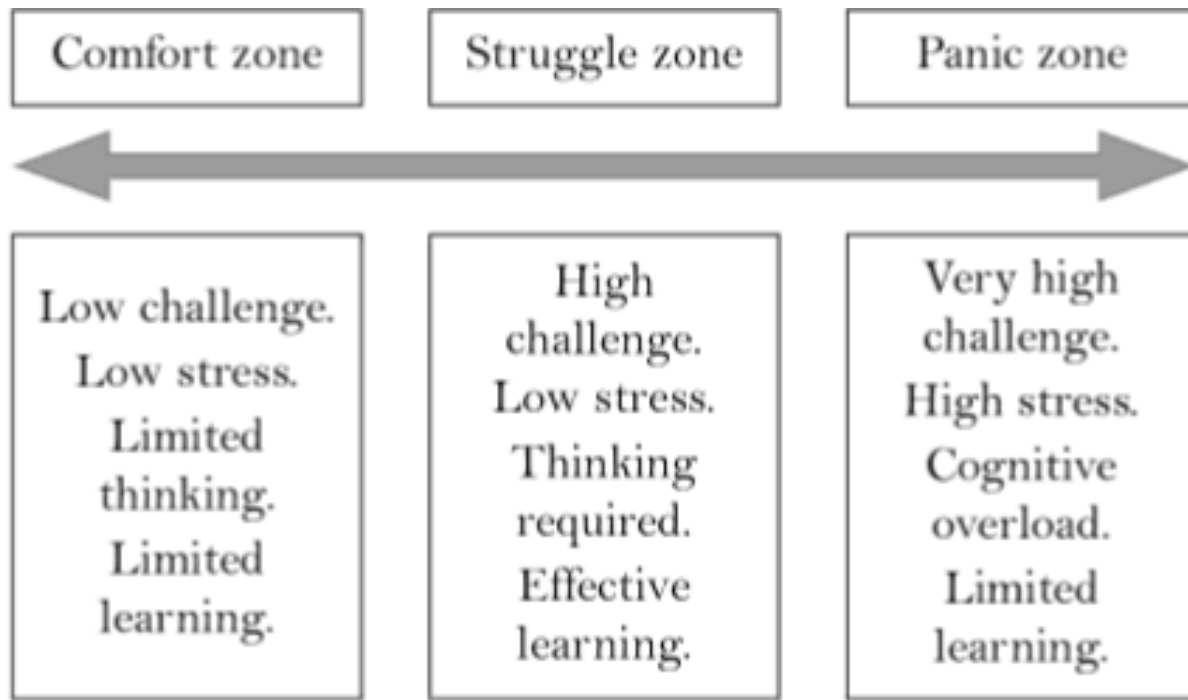
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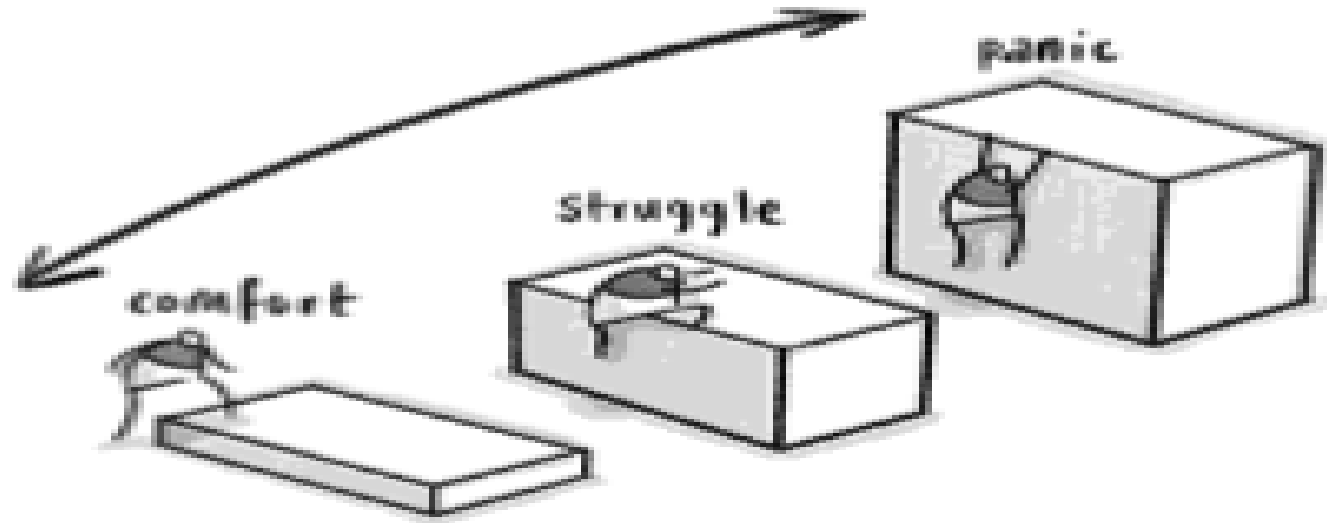
What is AfL based on?

Based on constructivist view





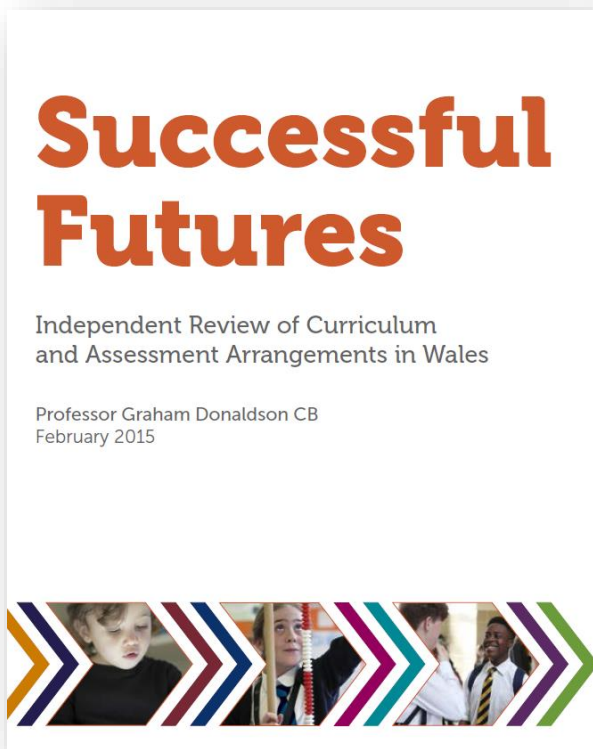
Providing Challenge...



‘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)





Welsh government's response to the Successful Futures:

*“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**...”*

You should now have
watched both episodes
of 'The Classroom
Experiment'

feedback

BBC

Episode 1

BBC

Episode 2



- What assessment strategies were used?
- What were the benefits and limitations of each one?
- Did anything surprise you about the assessment strategies?
- What assessment strategies have you observed in school? How did the teacher facilitate assessment, and how did the pupils react?



Statement describing what we want students to know, understand and be able to do as a result of a learning activity

Examples:

- ✓ We are learning how to design enquiry questions for research
- ✓ We are learning how to solve quadratic equations
- ✓ We are learning how businesses use social media as a marketing tool
- ✓ We are learning how to show temperature and rainfall on a map

These need to be shared with students – the learning intention should not just be in the teacher's head.



Provide success criteria to help students achieve the learning intentions. The purpose of success criteria, or “what we are looking for” is to make students understand the criteria for judging their work.

Example:

LEARNING INTENTION:

We are learning how to design enquiry questions for research

SUCCESS CRITERIA:

I can accurately create questions that generate qualitative and quantitative responses to answer my research question

William and Leahy (2015) consider the following techniques to be at the heart of Assessment for Learning. Take some time to think about WHY you may use them in your teaching and HOW you may use them.

1. Clarifying, sharing and understanding learning intentions and success criteria

Technique	Why?	How?
I know what the learning intention of the lesson is		
I communicate success criteria to the pupils		
I use at least 2 pieces of anonymous work to demonstrate quality		
At the end of the lesson, I ask pupils what they have learned		

2. Engineering effective discussion, tasks and activities that elicit evidence of learning

Technique	Why?	How?
I find out what every student knows at least once a lesson, by using an <i>all-student response system</i>		
I ensure that all pupils have time to think about an answer to a question before I choose who answers it		
I give a pupil a <i>way out</i> if unable to answer my question, but then I come back to them		
I adopt a 'no hands up' policy		
I use information from students to inform my planning for future lessons		

3. Providing feedback that moves learning forward

Technique	Why?	How?
I praise pupils for effort rather than ability		
I give pupils <i>task-involving</i> feedback rather than <i>ego-involving</i> feedback		
I give pupils time in class to respond to written feedback		
I make feedback into <i>detective work</i> for my pupils		
I sometimes use <i>comment-only</i> feedback (no grades/marks)		

4. Activating pupils as learning resources for one another

Technique	Why?	How?
I have groups working together at times		
My pupils give <i>formative feedback</i> to each other. (Example; What Went Well/Even Better If)		
I support some pupils with sentence starters		
I prioritise individual accountability in group work		

5. Activating pupils as owners of their own learning

Technique	Why?	How?
Pupil self-assessment is a regular part of my work		
I give all pupils challenging tasks that are achievable with effort, and make it clear that mistakes are not only acceptable but also accepted (or the work is too easy)		

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

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of business concepts and issues

AO2

Apply knowledge and understanding of business concepts and issues to a variety of business contexts

AO3

Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

EXAMINATION COMMAND WORDS

The following command words will be used within the examination papers to indicate which Assessment Objective (AO) will be asked:

AO1

Demonstrate Knowledge

- State
- Identify
- Name
- Suggest
- Label

AO1

Demonstrate Understanding

- Define
- Describe
- Outline
- What is

AO2

Reference to Specific Business/Context/Scenario

- Calculate
- Select
- With reference to
- Using the information

AO3

Demonstrate Analysis

- Analyse
- Explain
- Why is it

AO3

Demonstrate Analysis and Evaluate

- Discuss
- Assess
- Recommend
- Evaluate
- Justify
- Consider
- To what extent
- Advise





Consider the following, in terms of the Unit 1 WJEC 2022 GCSE paper:

- Identify the AOs for each question
- What do you notice in terms of allocated marks and different AOs?
- How would you advise learners to plan for a higher mark question?

Surname	Centre Number	Candidate Number
First name(s)		0



GCSE

3510U10-1



FRIDAY, 20 MAY 2022 – AFTERNOON

BUSINESS

Unit 1: Business World

2 hours

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	2	
2.	2	
3.	4	
4.	8	
5.	4	
6.	20	
7.	20	
8.	20	
9.	20	
Total	100	

ADDITIONAL MATERIALS

A calculator.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Do not use gel pen or correction fluid. You may use a pencil for graphs and diagrams only.

Answer all questions.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question. You are advised to divide your time accordingly.

The total number of marks available is 100.

You are reminded of the need for good English and orderly, clear presentation in your answers.



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