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ECAD6008: Session 3

Assessment

12 Sep 2023

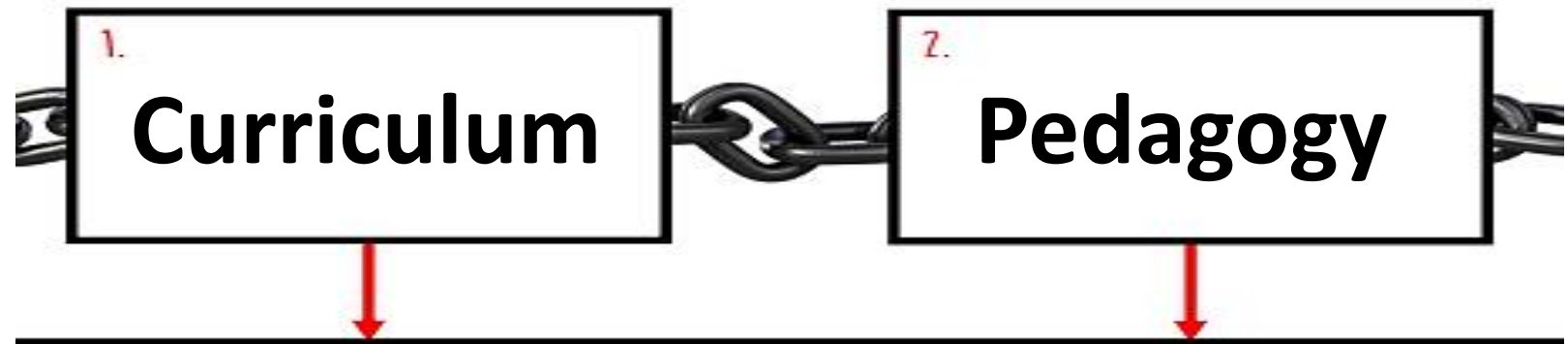


Activity	Time
Opening session on Assessment	09.00
Break	10.00
Understand AfL in the context of CfW	10.15
Explore Learning Intentions & Success Criteria	12.00
Lunch	13.00
Explore Questioning, Self & Peer Assessment	14.00
Break	15.00
Develop practical AfL strategies for MFL	15.15



Starter

Links to previous sessions



Assessment:

✓ 1

✓ 2

✓ 3





- Origin: Latin 'ad sedere', to sit down beside, therefore primarily concerned with providing guidance and feedback to the learner.
- Traditionally, assessment was a terminal activity (**summative**). It should be an on-going and integral part of teaching and learning (**formative**).



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;
- 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 etc.



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Formative Assessment

“When the cook tastes the soup, that’s formative assessment; when the customer tastes the soup, that’s summative assessment.” – Robert Stakes



Why Formative Assessment?

It is a tool which helps to identify:

- Foundations
- Gaps
- Repairs





BEFORE

- can be used to **uncover gaps** in learning, assumptions, misconceptions etc.
- **baseline assessment** helps teachers to tailor their plans to pupils' actual needs

DURING

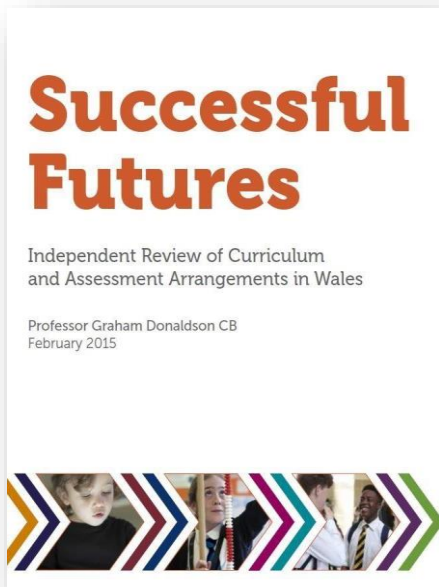
- helps teachers to **monitor pupils' progress** and adjust their approach accordingly
- provides **regular feedback** to pupils on how effectively they are learning so that they can respond

AFTERWARDS

- teachers use feedback to evaluate their teaching and **decide if change is needed** and how to **amend targets and related support** for pupils



Assessment as the bridge



- Dylan Wiliam describes **assessment as the bridge between teaching and learning.**
- There is **no automatic relationship between what is taught and what is learned**, and we can only find out what actual learning has taken place through sound assessment.



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Successful Futures

Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



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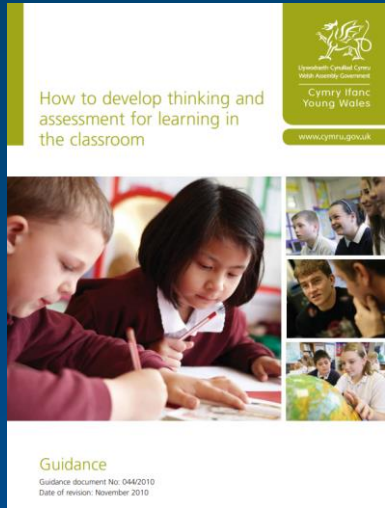
Chapter 6: Assessment

WG's educational improvement plan recognises that there is a need to provide the kind of high-quality feedback that comes from good formative assessment – **assessment for the purpose of informing the next steps in teaching and learning by identifying whether children and young people are progressing as intended.**



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How to develop AfL in the classroom?

- planning effectively;
- having clear purposes;
- understanding the factors influencing learning;
- making flexible use of different techniques;
- seeing **assessment as an ongoing and constructive** part of classroom practice;
- sharing **assessment criteria**;
- **early identification of difficulties** in learning;
- giving **effective and timely feedback and support**;
- and promoting **self- and peer assessment**.



Assessment arrangements should:

- align assessment with the purposes of learning: **assess what matters**;
- be clear about the reasons for assessment and **plan in advance for the intended uses of assessment results**;
- promote the use of a **wide range of techniques** that are appropriate to their purpose;
- **engage students in their own assessment**;
- ensure that reports to parents and carers **focus on progress**;
- be as light-touch as possible and **avoid unnecessary bureaucracy**;
- **use assessment evidence systematically** and in combination with other evidence to inform school self-evaluation;
- address the implications of **good assessment practice** for teacher capacity;
- form a **coherent, agreed assessment and evaluation framework** with a clear vision and strategy based on all of the above.



Links to 12 Pedagogical Principles

Good teaching and learning means **employing AfL principles.**

- An AfL approach provides practitioners with insight into the effectiveness of learning and involves **providing regular and meaningful feedback and adapting teaching and materials to meet the needs of individuals.**
- Implementation of AfL strategies is relatively straightforward; the challenge is to **change practitioner behaviour to embed AfL practices consistently into classroom practice.**

Links to Professional Standards

Refining teaching towards sustained highly effective practice: **Assessment**

- **Sustained highly-effective practice descriptor:** **Specialised assessment techniques are employed for identified learners** and there is a commitment to working with colleagues and other agencies to best meet identified needs.
- **QTS descriptor:** **The range of purposes and practices for assessment is understood and articulated.**

Links to Professional Standards

Professional Learning: **Wider reading and research findings**

- QTS descriptor:
- The teacher demonstrates an **increasingly confident understanding of the theories and research about assessment**, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.



Teachers' Standards (DfE)

A teacher must: **6. Make accurate and productive use of assessment**

- know and **understand how to assess the relevant subject and curriculum areas**, including statutory assessment requirements;
- **make use of formative and summative assessment** to secure pupils' progress;
- **use relevant data to monitor progress**, set targets, and plan subsequent lessons;
- **give pupils regular feedback**, both orally and through accurate marking, and encourage pupils to respond to the feedback.



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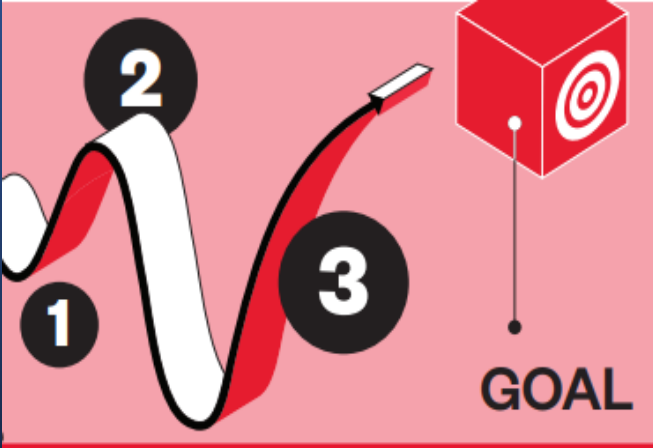


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	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students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

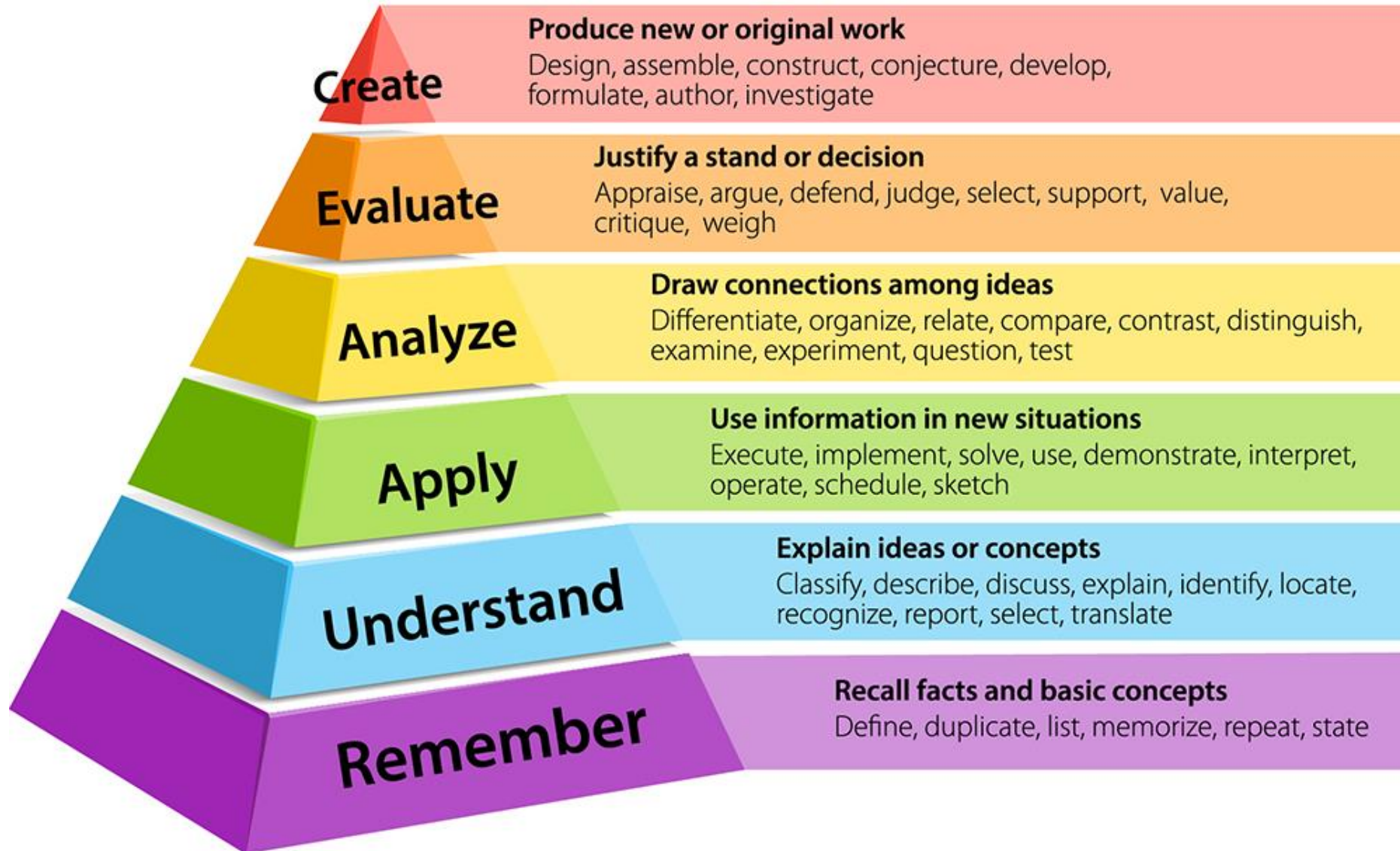


Learning intentions & Success criteria

Learning intentions are descriptions of intended **learning** and are useful for educators when planning their teaching.

Success criteria are descriptions of task **performance** and are useful for both teachers and students.

Involving pupils in AfL



Bloom's Taxonomy



Benjamin Bloom Ph.D

1913-1999

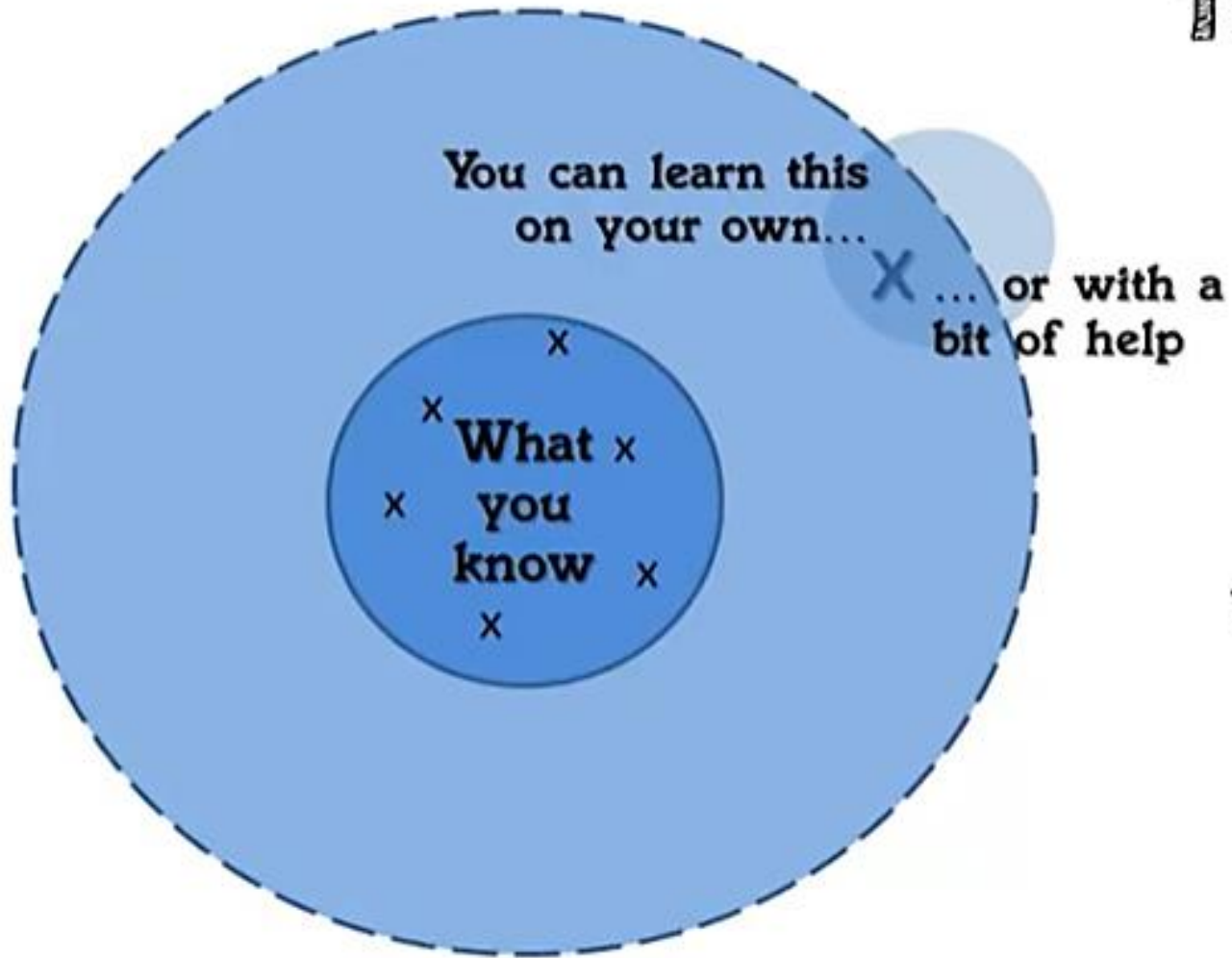
Ph.D in Education who made significant contributions to the classification of educational objectives and researching mastery.

Main Contribution:

Bloom, Benjamin S. *Taxonomy of Educational Objectives* (1956).

Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

Zone of Proximal Development



1934: Thinking and Speech,
Chapter 6



Lev Vygotsky, 1896-1934

X
You're kidding,
right?



Discuss

My Weekends - Y8 Writing

Stage	Content	Language
1	Write a list of five words to say what you did last weekend.	Accurate spelling with accents
2	Write five things about what you did last weekend.	Accurately with accents
3	Describe last weekend: Include: Activities Times of day	Say what you liked Use three different past tense verbs
4	Describe last weekend: Include: Activities Times of day	Use four different past tense verbs Say what you did and didn't like doing Use two different connectives



Discuss

5	Say what you usually do at the weekend and describe last weekend. Use at least two paragraphs. 80 words. Include: - Activities - Times of day - Opinions	As for level 4 + - Use five different present and past tenses - Say what someone else did - Use at least three different connectives - Use at least one negative - Use a topic sentence for each paragraph - Sequence your ideas carefully
6	Say what you usually do at the weekend, what you did last weekend and describe what you're going to do tonight. Use at least three paragraphs. 100 words. Include: - Activities - Times of day - Opinions	As for level 5 + - Use seven different present, past and future tenses - Use at least five different connectives - Use two relative pronouns - Use five different adjectives



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Start with 4 purposes

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Consider learning intentions and success criteria for your Taster

- *E.g. You are a Year 7 Spanish teacher. The next lesson topic is 'Social Media'. Design some **learning intentions and success criteria** to help pupils to be **more ethical, informed citizens**.*
- ChatGPT only as a tool: Evaluate the answers critically and amend the learning intentions and success criteria for the CfW context.



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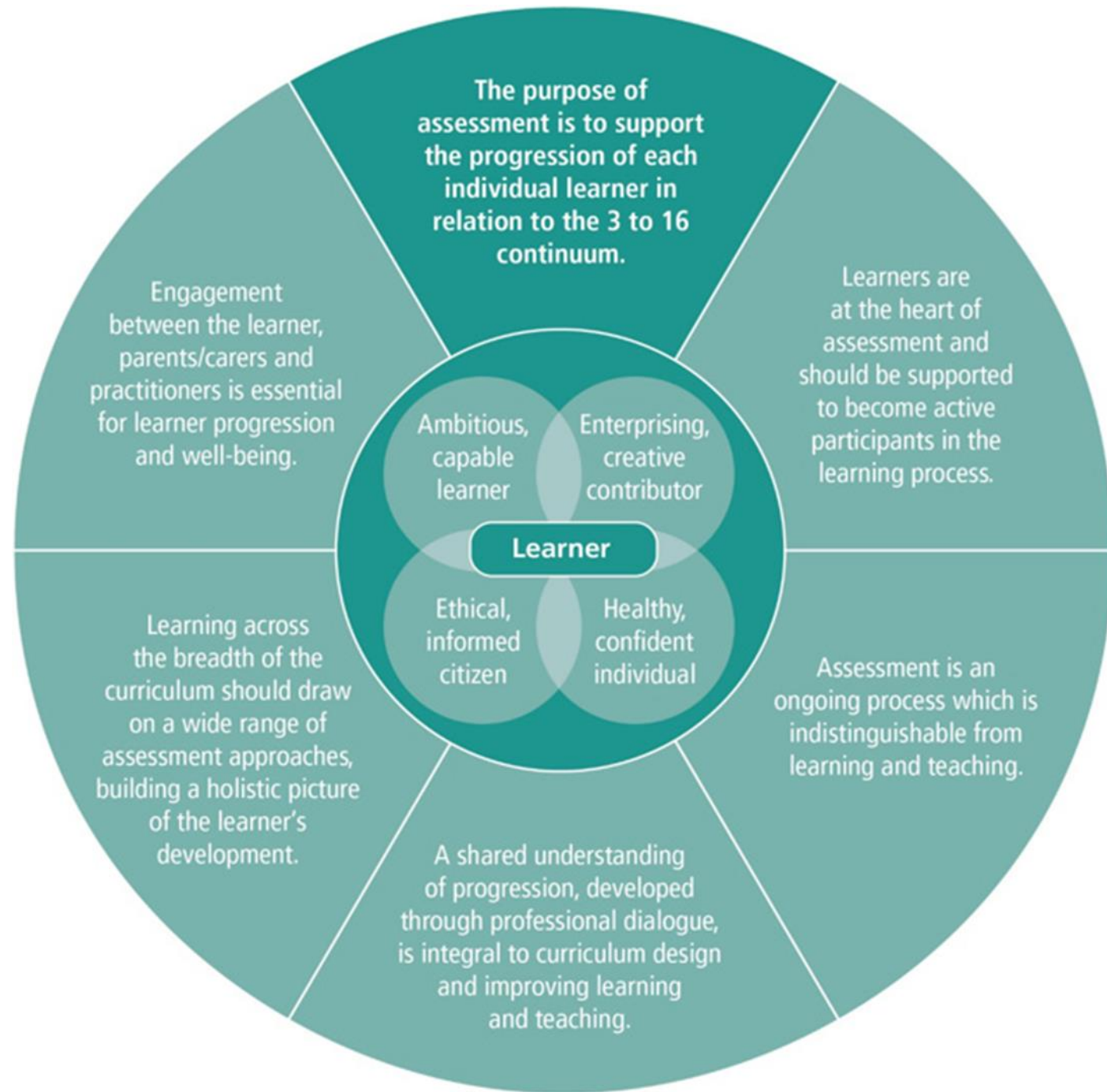
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Consider Principles of Progression

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5 overarching principles for LLC

- Increasing effectiveness;
- Increasing breadth and depth of knowledge;
- Deepening understanding of the ideas and disciplines within the Areas;
- Refinement and growing sophistication in the use and application of skills;
- Making connections and transferring learning into new contexts.



5 key elements of AfL

1. Learning Intentions and Success Criteria
2. Effective Questioning
3. Effective Feedback
4. Peer-assessment: Students as instructional resources for each other
5. Self-assessment: Students as owners of their own learning

(Assessment for Learning – A Practical Guide, 2010:38)



Example Learning intentions

Hao: To compare social media in China and Wales (e.g. weixin= WeChat).

Hen hao: To explain what we use social media (e.g. xinwen=news; pengyou=friends).

Feichang hao: To give reasons for our uses (e.g. yinwei=because, youqu=fun).



Sharing Learning Intentions

Learning Objectives

- Focus on learning
- Revisited

Outcomes

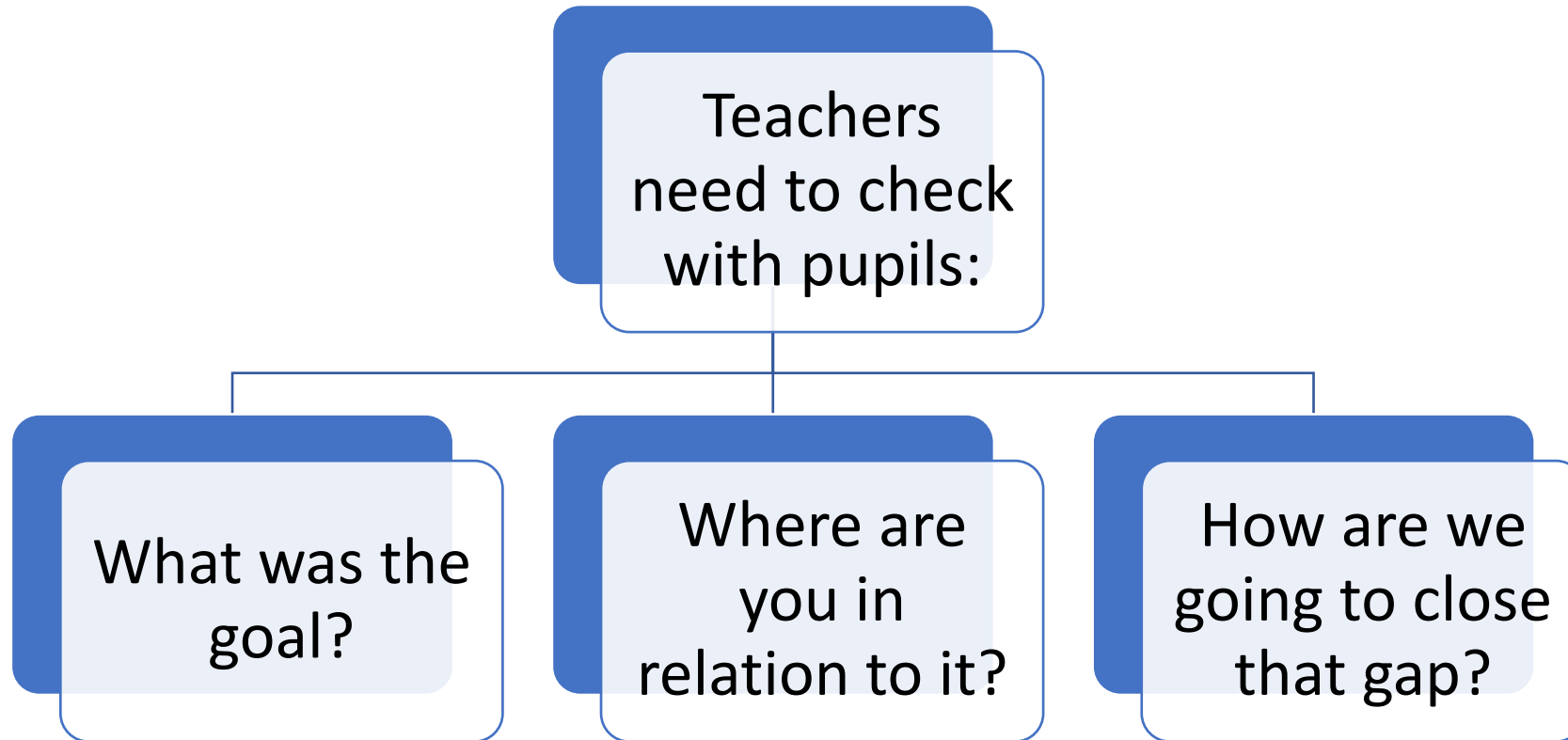
- Focus on what will be different
- Differentiated

Success Criteria

- Link to learning intentions
- Scaffold
- Feedback



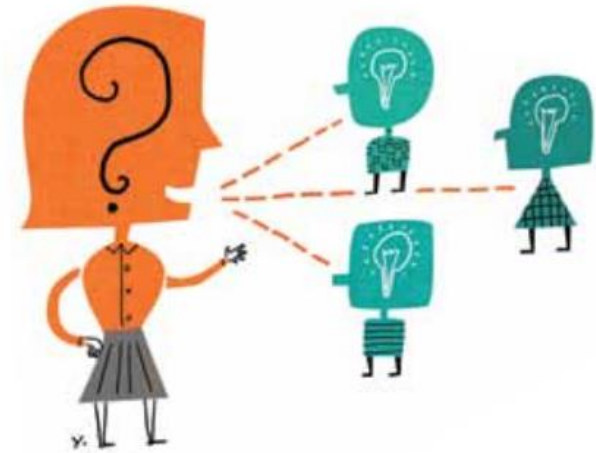
Check for pupils' understanding





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Rosenshine's Principles

- Ask a **large number of questions** and check the **responses of all students**: Questions help students practice new information and connect new material to their prior learning.
- **Check for student understanding**: Checking for student understanding at each point can help students learn the material with fewer errors.
- Ask a large number of questions and check for understanding; Ask students to explain what they have learned; Check the responses of all students; Provide systematic feedback and corrections



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Effective Questioning

- Wait time
- Minimal encouragers
- Reflective listening
- Basketball dialogue
- Think Pair Share
- No hands up
- Traffic lights



Remembering

Can you remember...?'
Who was it that said...?'
What can you say about...?'
Can you list three...?'

Understanding

What do we mean by..?'
What can you say about...?'
Can you explain....?'
Do you know what he/she means...?'

Applying

What other examples can you think of...?'
What method would you select to show...?'
Do you know of another situation where...?'
Where else would you use this method...?'

Analysing

Why did....occur?'
What might this mean...?'
What were the problems with...?'
How does...relate to...?'

Evaluating

What changes would you recommend...?'
How effective was that...?'
What is your opinion of...?'
What do you think of that idea...?'

Creating

What would happen if...?'
Can you think of a way to...?'
How many ways could you...?'
Could you design something to...?'



Examples of AfL techniques

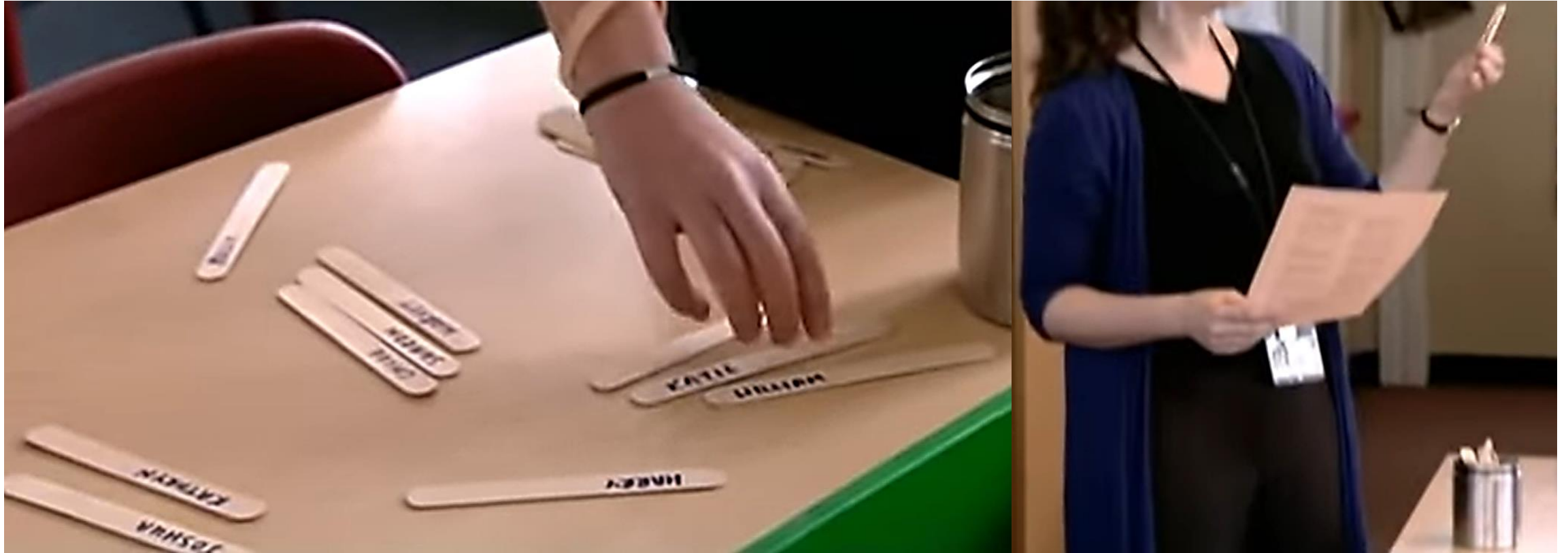
- **Learning intentions**
 - “sharing exemplars”
- **Eliciting evidence**
 - “mini white-boards”
- **Providing feedback**
 - “match the comments to the essays”
- **Students as learning resources**
 - “pre-flight checklist”
- **Students as owners of their learning**
 - “colored cups”

Discuss: what are the (dis)advantages?

- No hands up (Cold Call + Wait time)
- Mini whiteboards
- Traffic lights/Colored cups
- Comment only feedback
- Self and Peer assessment: WWW+EBI; 2 stars and a wish
- Pupils compose own success criteria
- Exit tickets



All Student Response System: Lollipop sticks



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All Student Response System: Mini whiteboards



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All Student Response System: Traffic lights/Colored cups

- **Red:** I don't understand this.
- **Amber:** I think I understand this, but I have difficulty explaining it to someone else.
- **Green:** I can explain this to someone else.





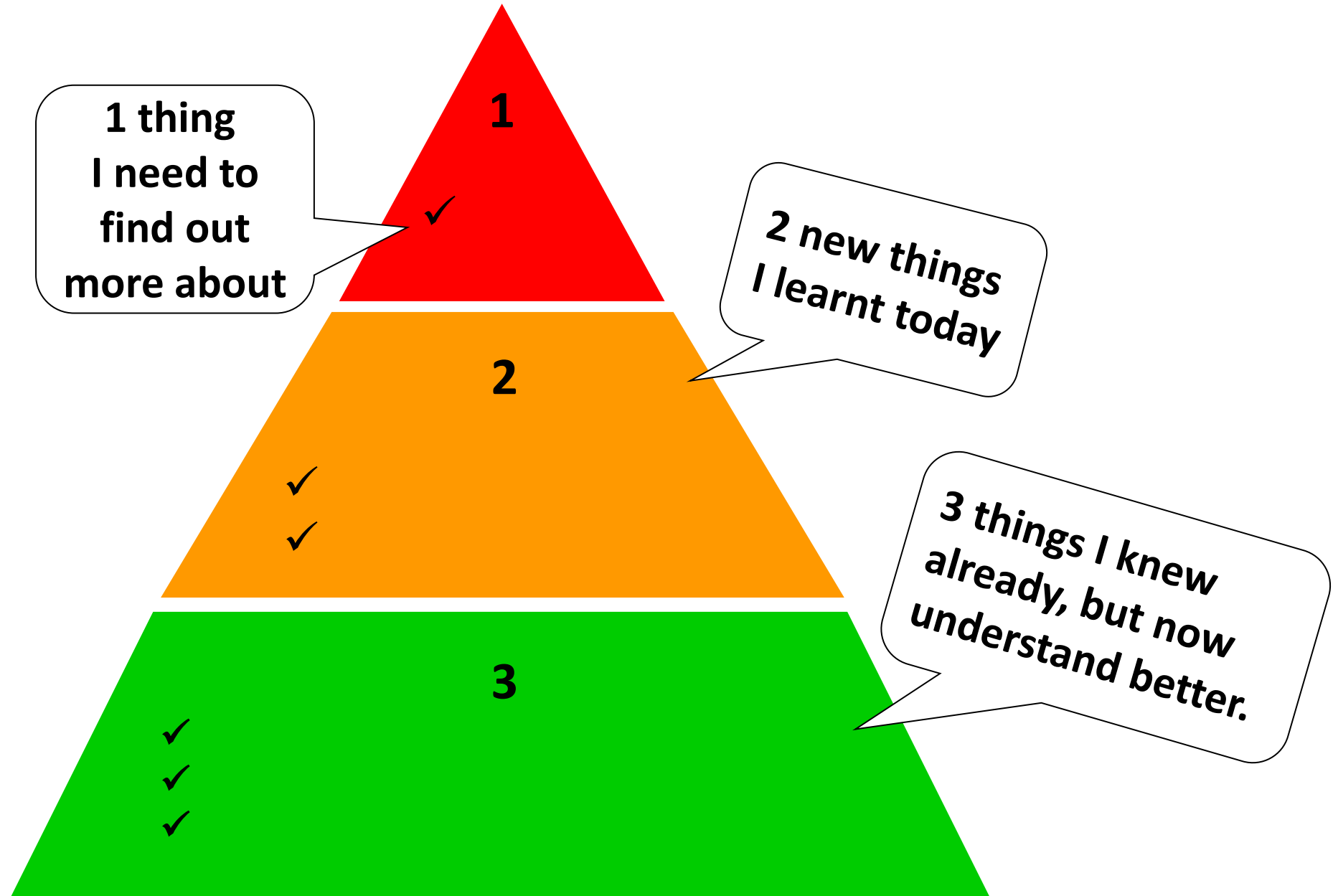
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Two Stars and a Wish



I like...

I enjoyed...

I learned...

I used....

I wrote/said/read...

I'm proud of myself because....

I would like...

....was difficult.

I tried to use...

I would like help with.....



What went well:



Even better if:



Next steps:

2 Stars and a Wish	What I think about my work:	My teacher thinks ...
		
		
		



BAM!

Superhero exit ticket

WHAT WAS YOUR SUPERPOWER SKILL/ACHIEVEMENT TODAY?

POW!

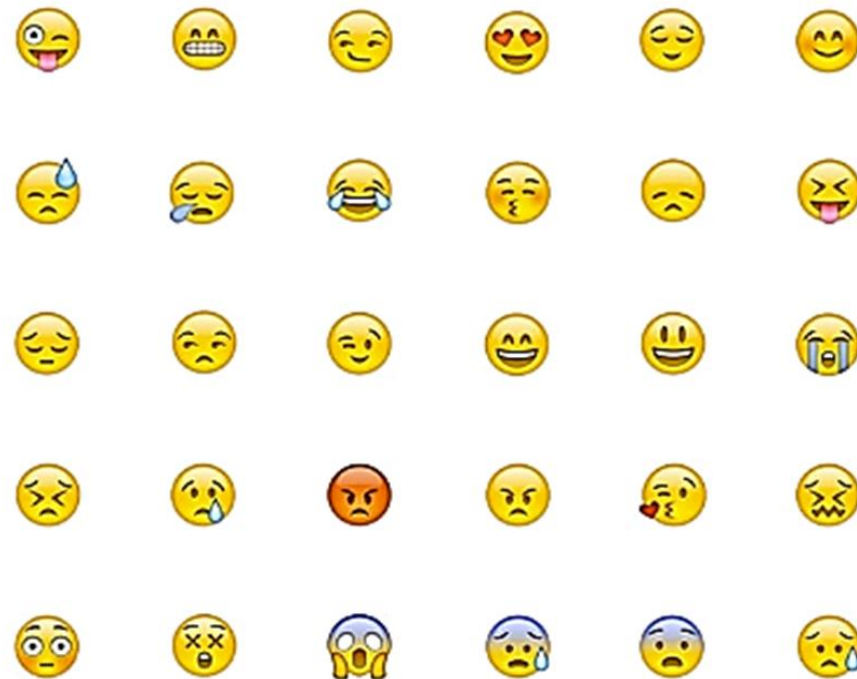
My effort today was:

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Poor



Emoji exit ticket

HOW DID YOU GET ON TODAY? CIRCLE THE EMOJIS BELOW THAT BEST REFLECT YOUR UNDERSTANDING OF TODAY'S LESSON...



I CHOSE THESE EMOJIS BECAUSE.....



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Peer and Self Assessment

Black and Harrison (2003) found that, if they haven't understood something after a second explanation from a teacher:

- boys don't ask again because they don't want to seem stupid.
- girls don't ask again because they don't want to waste the teacher's time.
- but, when they are peer assessing, they will go on asking each other.



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Peer and Self Assessment

“Assessment by pupils, far from being a luxury, is an essential part of formative assessment.”

Black and Wiliam

[...] In modern languages, the best assessment was built into lessons - for example, with the teacher ‘eavesdropping’ on students working in pairs, and students regularly evaluating each other’s work to suggest improvements. In a minority of the schools visited, peer and self-assessment were based on level descriptions which students were able to apply confidently.

Peer Assessment – Individual Task

The peer assessor is.....

I peer assessed

PEER ASSESSMENT	WWW (What went well?)	EBI (Even better if...)

Self-assessment:

I am pleased that I

.....

.....

.....

.....

.....

.....

.....

Next time I am going to improve

by.....

.....

.....

.....

.....

.....

Peer Assessment – Group Task

The peer assessors are.....

We peer assessed

PEER ASSESSMENT	WWW (What went well?)	EBI (Even better if...)

Group self-assessment:

We are pleased that we.....

.....

.....

.....

.....

.....

Next time we are going to improve by.....

.....

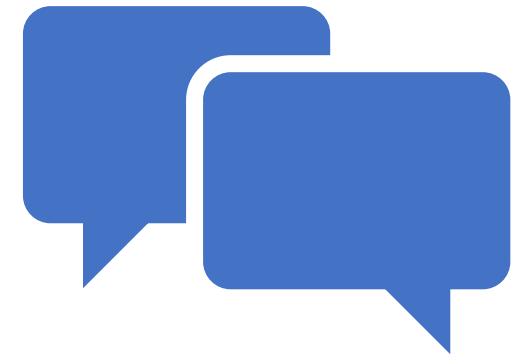
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Design a task based on your Taster

E.G. **Role Play**



1. List the learning intentions and success criteria
2. Create a worksheet for pupils to self and peer assess

A: Hola!

B:

A:

B:

A:

B:

ROLE PLAY – Peer assessment

The peer assessor is.....

I peer assessed

ROLE PLAY TOPIC:	2 – clear message	1 – partially clear message	0 – message not understood
1			
2			
3			
4			
5			
WWW: _____			
EBI: _____			

Self-assessment:

I am pleased that I

.....

.....

.....

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Next time I am going to improve by.....

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Effective Peer and Self Assessment

Key requirements in developing these skills:

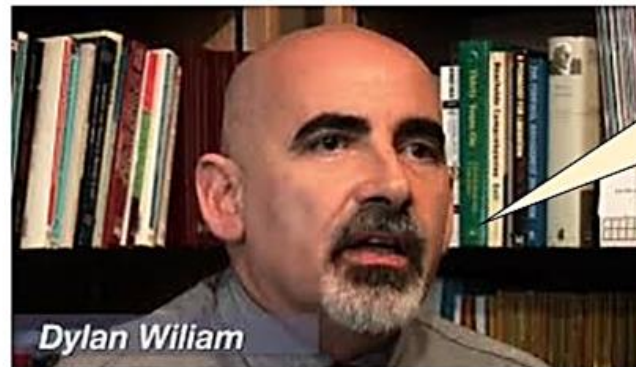
- Expected learning outcomes must be explicit and transparent to pupils
- Pupils need to be able to identify when they have met some or all of the success criteria
- Pupils need to be taught the skills of collaboration in peer assessment
- Pupils need to be able to assess their own progress to become more independent



Techniques to use before **you** provide any feedback...

- They **self** assess
- They find “faults and fix”
- They **peer** assess
- They provide **critique**
- You return sub-standard work

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



Dylan William

Before submission

- Pupils use a highlighter to identify places where they feel their work has met the **success criteria**
- **Pupils add a comment** indicating areas of difficulty or uncertainty

After submission

- Teacher uses a highlighter to identify places where the work has met the success criteria
- Teacher **uses pupil's written comments** to guide their feedback, set appropriate targets and assign more work for pupils to improve



Why feedback?

Help pupils to know:

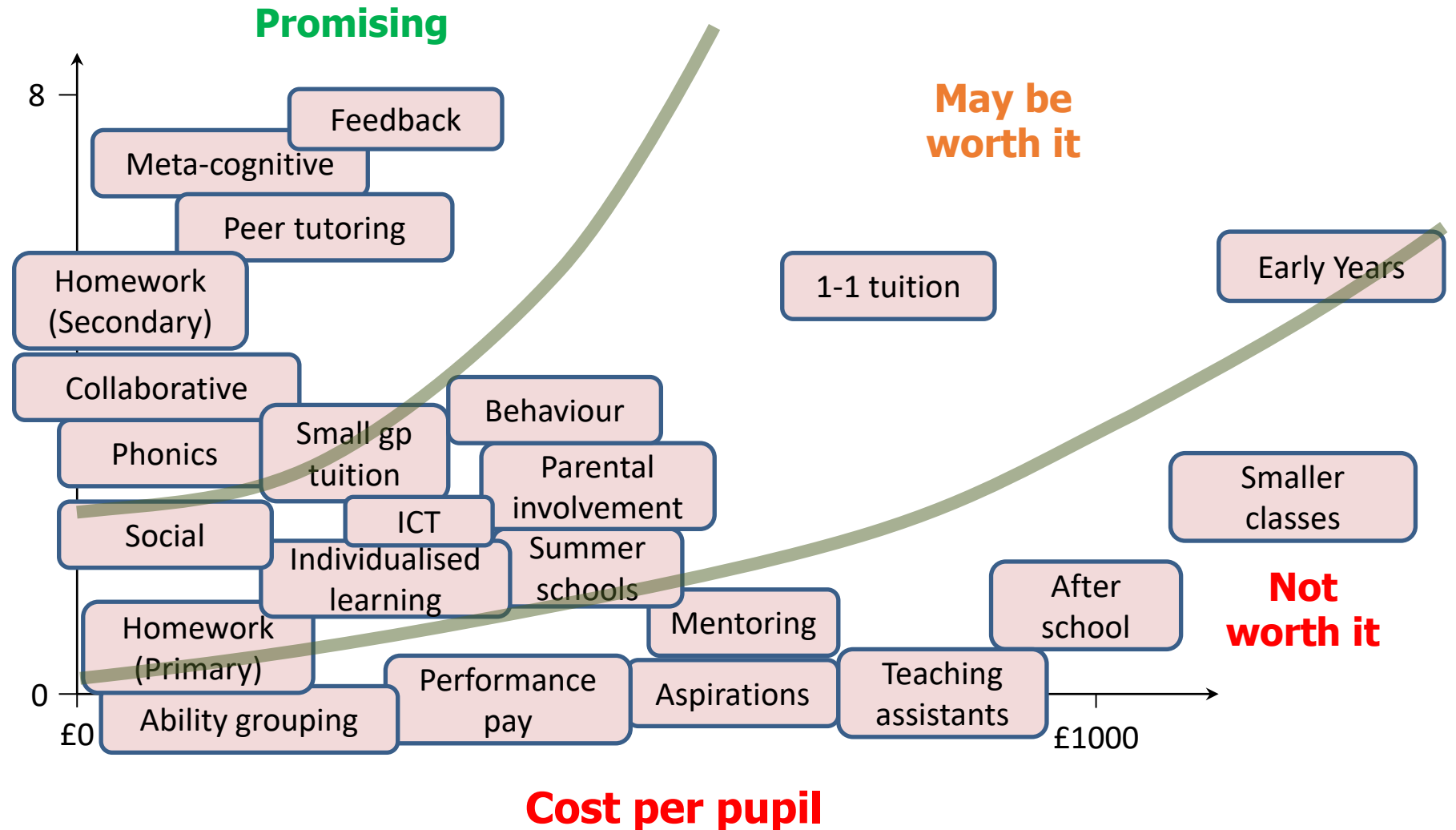
- Where they are in their learning
- Where they need to go
- How to get there

“If I only do what I did before then I’ll only get what I got before”
(quotation from a child)



Effect Size (months gain)

Weston on Feedback effect size





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Approach	Potential Gain	Cost	Applicability	Evidence	Summary
Feedback	9 months	££	Pri, Sec, Maths, Eng, Science	★★★	Very high impact for low cost
Meta-cognition	8 months	££	Pri, Sec, Eng, Maths, Science	★★★★	High impact for low cost
Peer tutoring	6 months	££	Pri, Sec, Maths, Eng	★★★★	High impact for low cost
Early years intervention	6 months	££££££	Pri, Maths, Eng	★★★★	High impact for very high cost
One-to-one	5 months	££££££	Pri, Sec, Maths, Eng	★★★★	Moderate impact for very high cost
Homework	5 months	£	Pri, Sec, Eng, Maths, Science	★★★	Moderate impact for very low or no cost
ICT	4 months	££££	Pri, Sec, All subjects	★★★★	Moderate impact for high cost
Phonics	4 months	£	Pri, Eng	★★★★	Moderate impact for very low cost
Parental involvement	3 months	£££	Pri, Sec, Eng, Maths, Science	★★★	Moderate impact for moderate cost
Sports participation	3 months	£££	Pri, Sec, Eng, Maths, Science	★★	Moderate impact for moderate cost



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Effective Feedback

- Timely
- Relates to the learning intention
- Identifies where success has occurred
- Identifies where and how improvement can take place
- Supports pupils in improving their work

Does the type of feedback a learner receives matter?

Group	Performance	Motivation
Comment only	Raised and the improvement was sustained over a series of tasks.	Influenced by ability: High achievers maintained a high level of interest irrespective of feedback type. Low achievers who received grades quickly lost interest.
Grade + comment	Steady decline across series of tasks.	
Grade only	Initial improvement which was not sustained.	



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What's bad feedback like?

- Feedback that **comes too late** is worthless
- Feedback that **isn't understood** is worthless
- Feedback that is **wholly negative** is damaging
- Feedback that **doesn't indicate what to do in the future (feedforward)** is less valuable
- **Feedback that isn't acted on is worthless**

Comments. Not grades.

“Feedback should cause thinking. It should be **focused**; it should **relate to the learning goals** that have been shared with the students; and it should be **more work for the recipient** than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which **students are owners of their own learning.**”

Dylan Wiliam, Embedded Formative Assessment





Developing Quality Written Feedback

In order to improve the quality of feedback there must be explicit expectations about it. Teachers need to explain to pupils that:

- they will receive feedback on their work periodically and selectively;
- such feedback will be focused on key priorities [the learning objectives];
- such feedback will identify what they need to do to improve;
- seeking help is an essential part of their learning and leads to useful discussion about ways of learning
- feedback will require interactivity/action by the pupil.

Formative assessment: implications for classroom practice
McCallum, B (2000)



Examples of Written Feedback

Examples of feedback	Pupil response	Evaluation
'This is a good piece of writing Peter! Your use of adjectives (arrows point to examples) adds interest and you have used time expressions really well to make extended sentences. In your next piece, try writing at least one sentence in the past tense.'	In his next draft, Peter included a wider range of adjectives found independently from the dictionary. He also wrote two sentences correctly formed in the past tense.	
'Your use of connectives is great. You are using plural forms very effectively and have understood that nouns need determiners. As a result you are producing interesting writing and I am enjoying reading it. The next step is for you to focus on writing more complex sentences. For instance...'	The pupil's next piece of work included some connectives that the pupil had not used before. He wrote a three clause sentence containing 'qui'.	



‘An excellent description! Please don’t forget to include the date and title.’	The pupil remembered to include the date and title but the comment made no discernible difference to the work.	
‘The description of the meal you had is really funny! And so many dishes ... you must have felt really full by the end!’	The pupil’s next piece of work contains a list of poorly spelt nouns with no attempt to form them into complex sentences or even phrases.	



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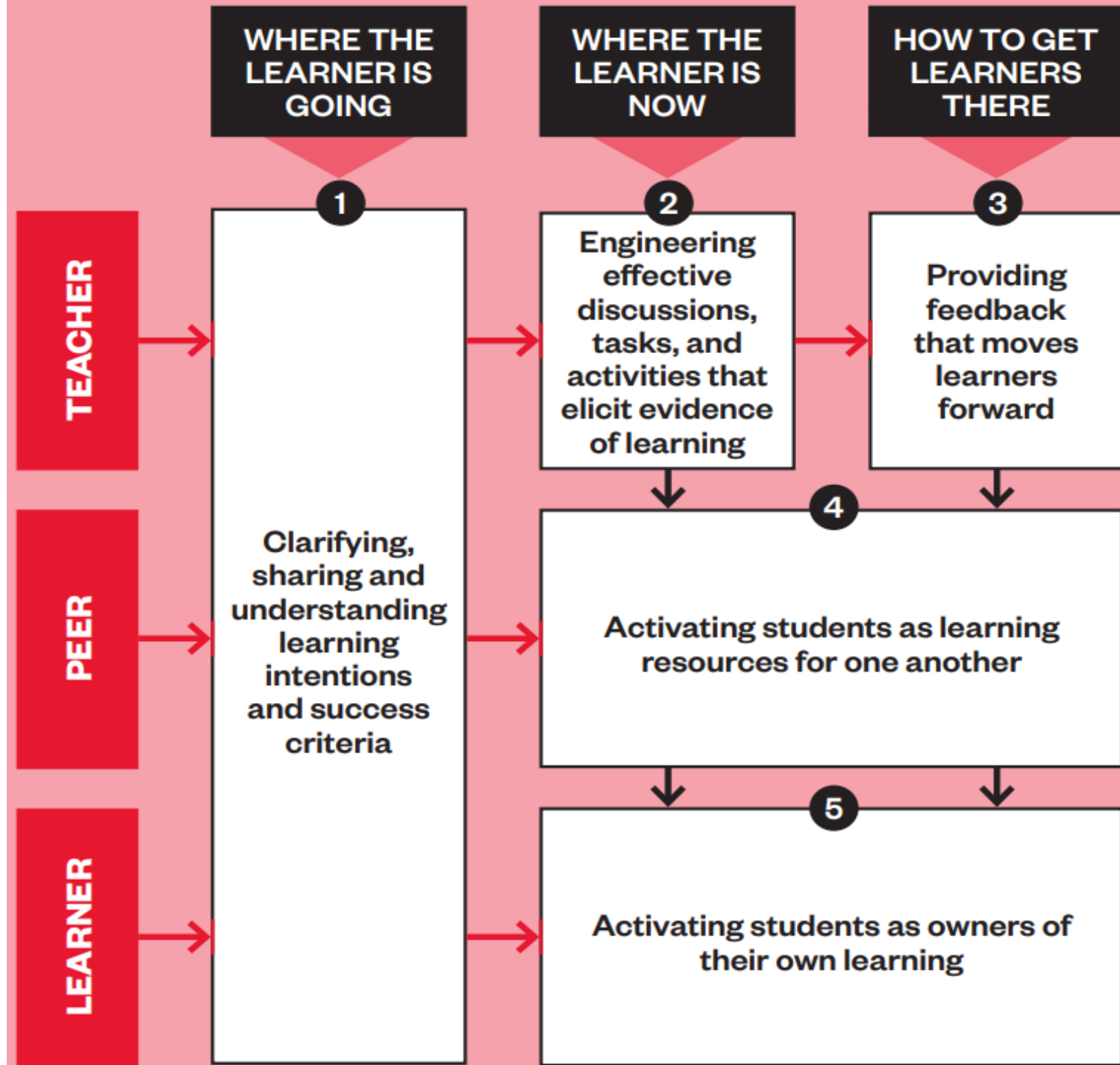
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Responsive teaching?

“There are very few schools where all the principles of AfL, as I understand them are being implemented effectively”.

Dylan William wished he had called AfL **‘responsive teaching’**. Do you agree?

AfL is not just about teachers being responsive; it is also about pupils responding to information about their progress (2/3).



Responsive teaching and learning

Feedback to feedforward: to inform learning and teaching

- ‘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’.
- ‘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).

Assessment For Learning Tools

**AfL is successful when embedded in
teaching and learning.**

**This toolkit aims to help by presenting
different facets, activities and tools for
teachers to use in order to achieve this.**

I hope you find it useful!



Glossary

- **Assessment – formal**: Evaluating student performance through a structured (often written) assessment.
- **Assessment – formative**: Evaluating student learning to provide feedback to students and devise/change teaching and learning programmes.
- **Assessment – informal**: Evaluating student performance through techniques such as observation and anecdotal records.
- **Assessment – summative**: Evaluating student achievement of learning goals at a point in time.



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