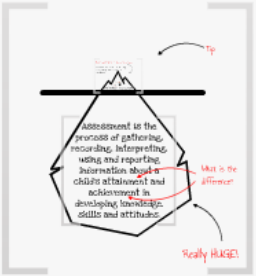
# Assessment



Outstanding teachers are those who...

Ofsted - (2005)




Assessment is for improving as well as proving learning!

Latin

AfL



L21 Accountability












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



Buzz groups



The multiplier effect in history lessons ( Michael Ross 2011)

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



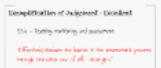
## AFL elements







Time for AFL speed dating!



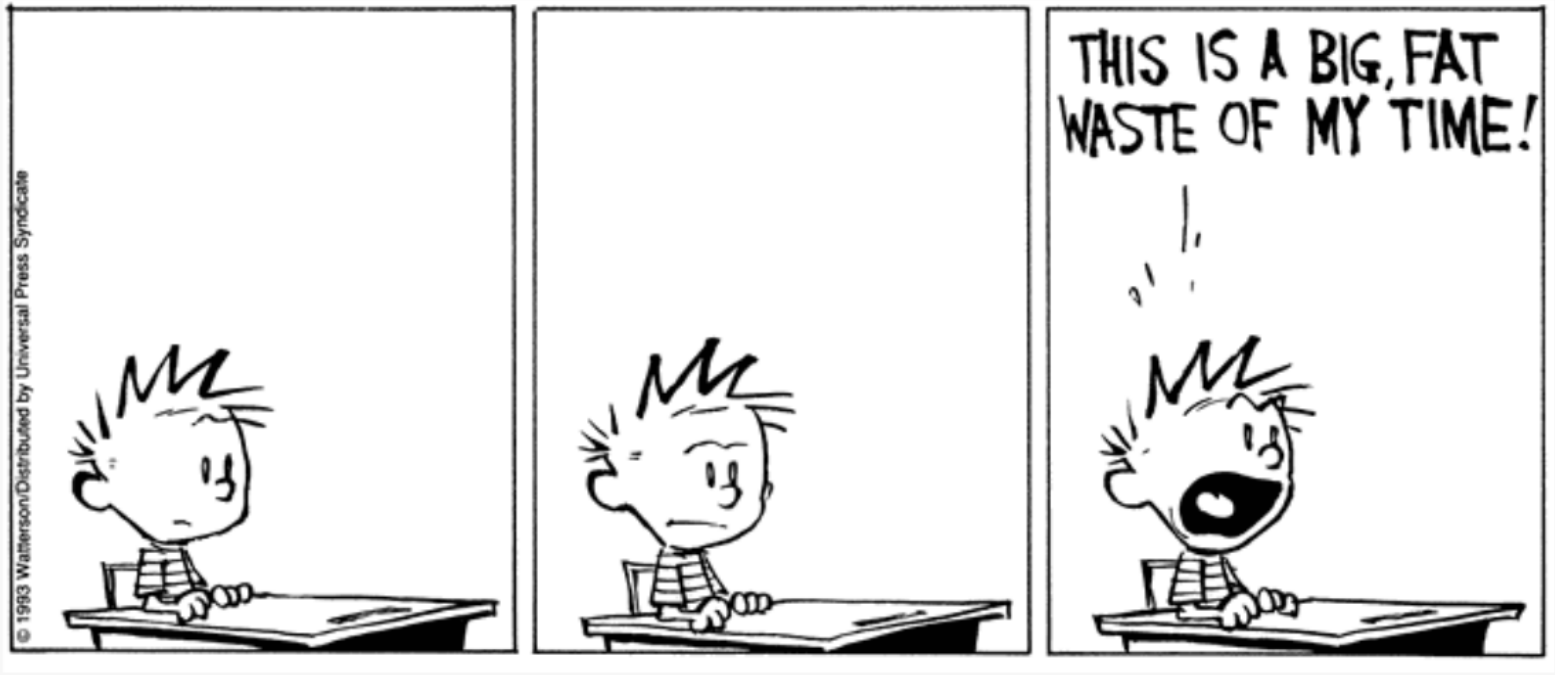
## AFL Thinking Skills strategies

- 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 (Red)
- Keep asking why?
- Early/ongoing/regular feedback (forms in)
- Feedback based on SC (Post focus)
- Peer evaluation (1st)
- Self evaluation (2nd)
- 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 1st)
- 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
- Voice

# Assessment for Learning



but first...

# MODULE REVIEW

Choose a question to answer.

1) What is one of the learning outcomes for this module?

2) How many words is the essay?

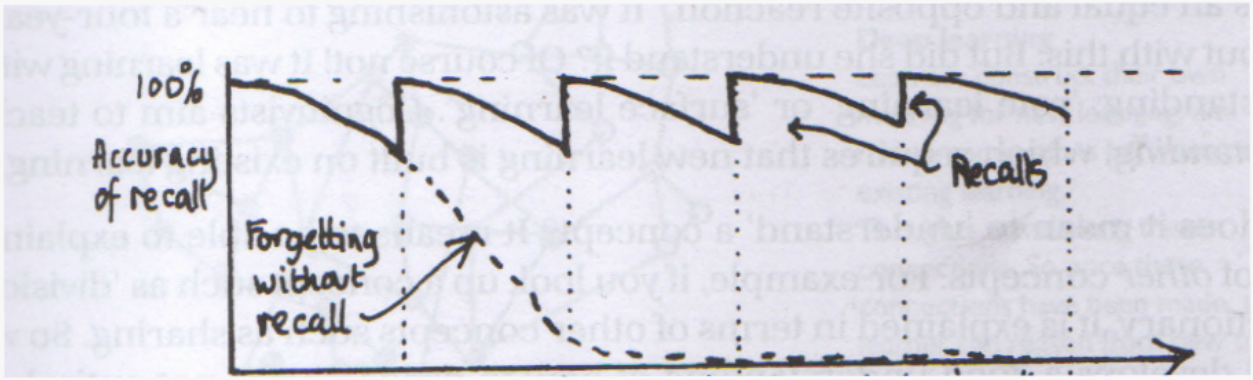
3) What is the Essay all about?

# Memory review

Choose a question to answer.

What must happen for information to pass from the STM to the LTM?

What factors make us forget things?



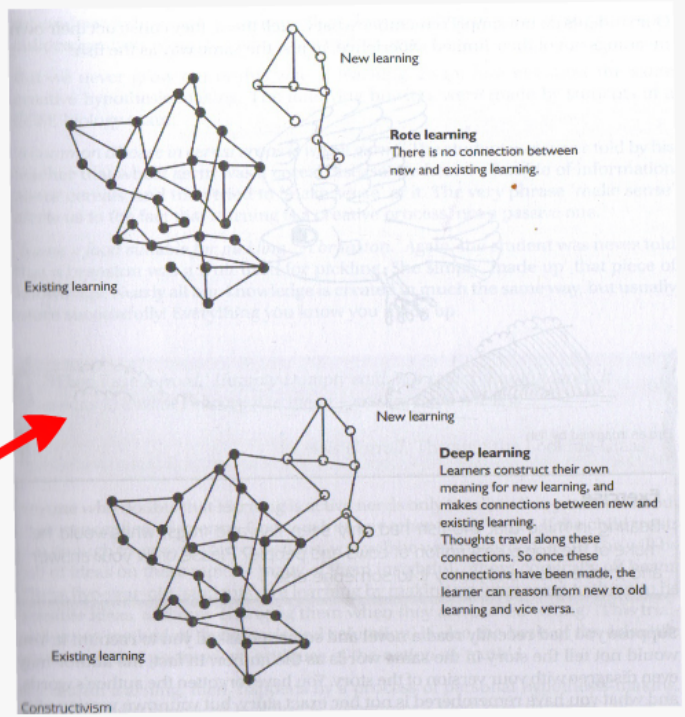

What are the missing time frames for recall?

# Learning Theory Review

Choose a question to answer.

Name three LEARNING THEORIES?

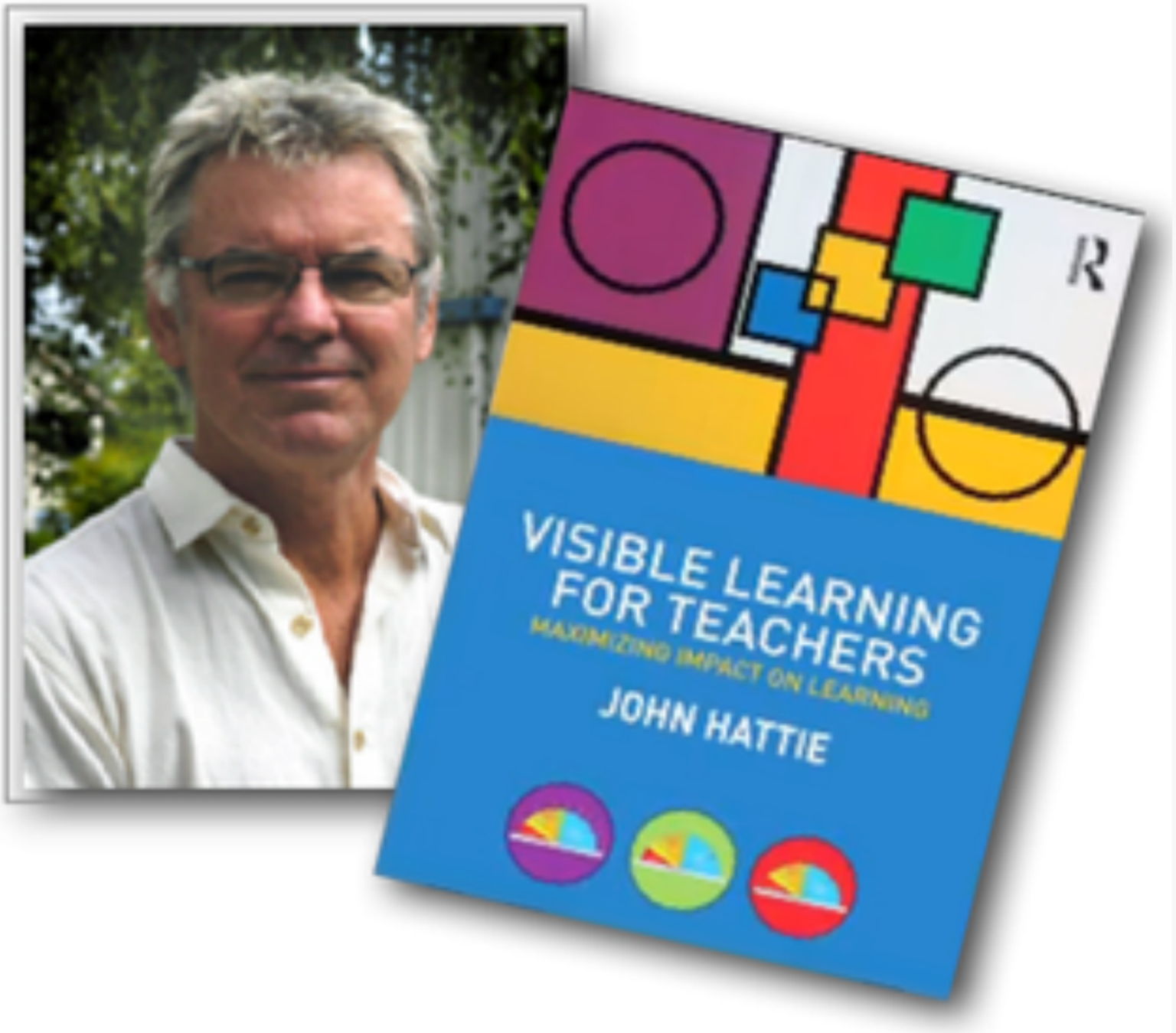
Who put cats in a box and
why is that interesting for us?




Children who are scared to fail
will do two things, what are
they?

Can you explain constructivist understanding?

# Directed Task

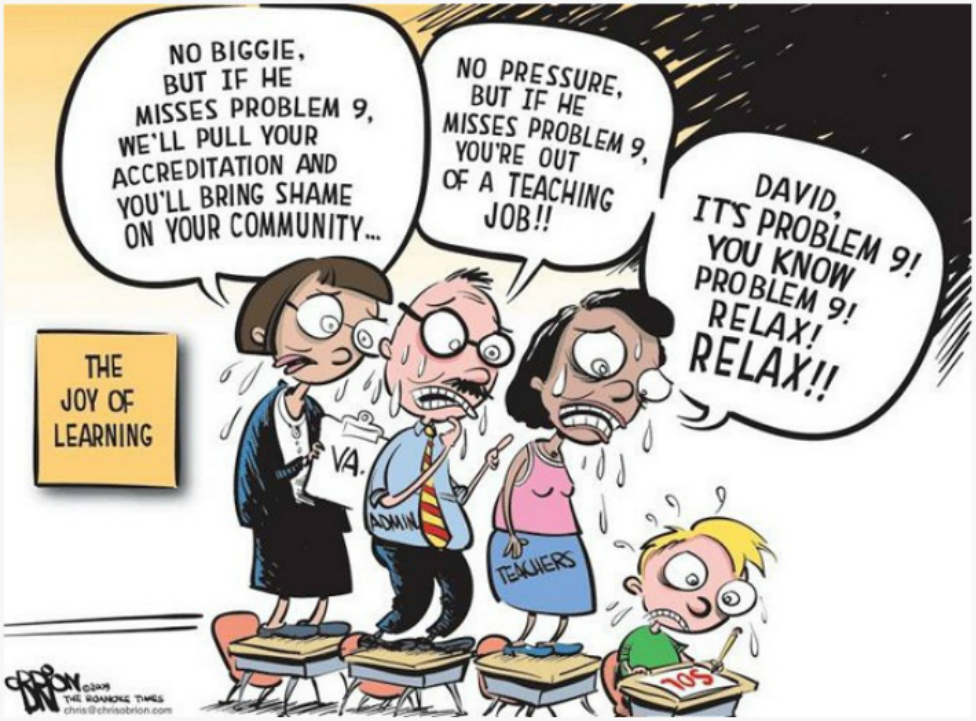

VISIBLE LEARNING
FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING
JOHN HATTIE

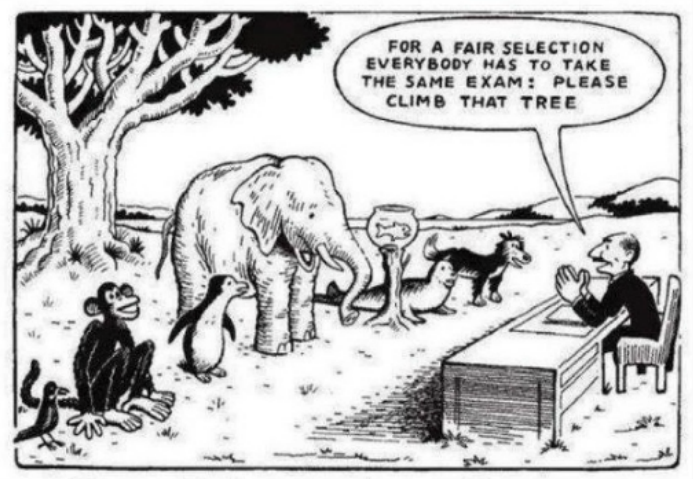
Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's attainment and achievement in developing knowledge, skills and attitudes.

How?

What is the difference?

# Buzz groups



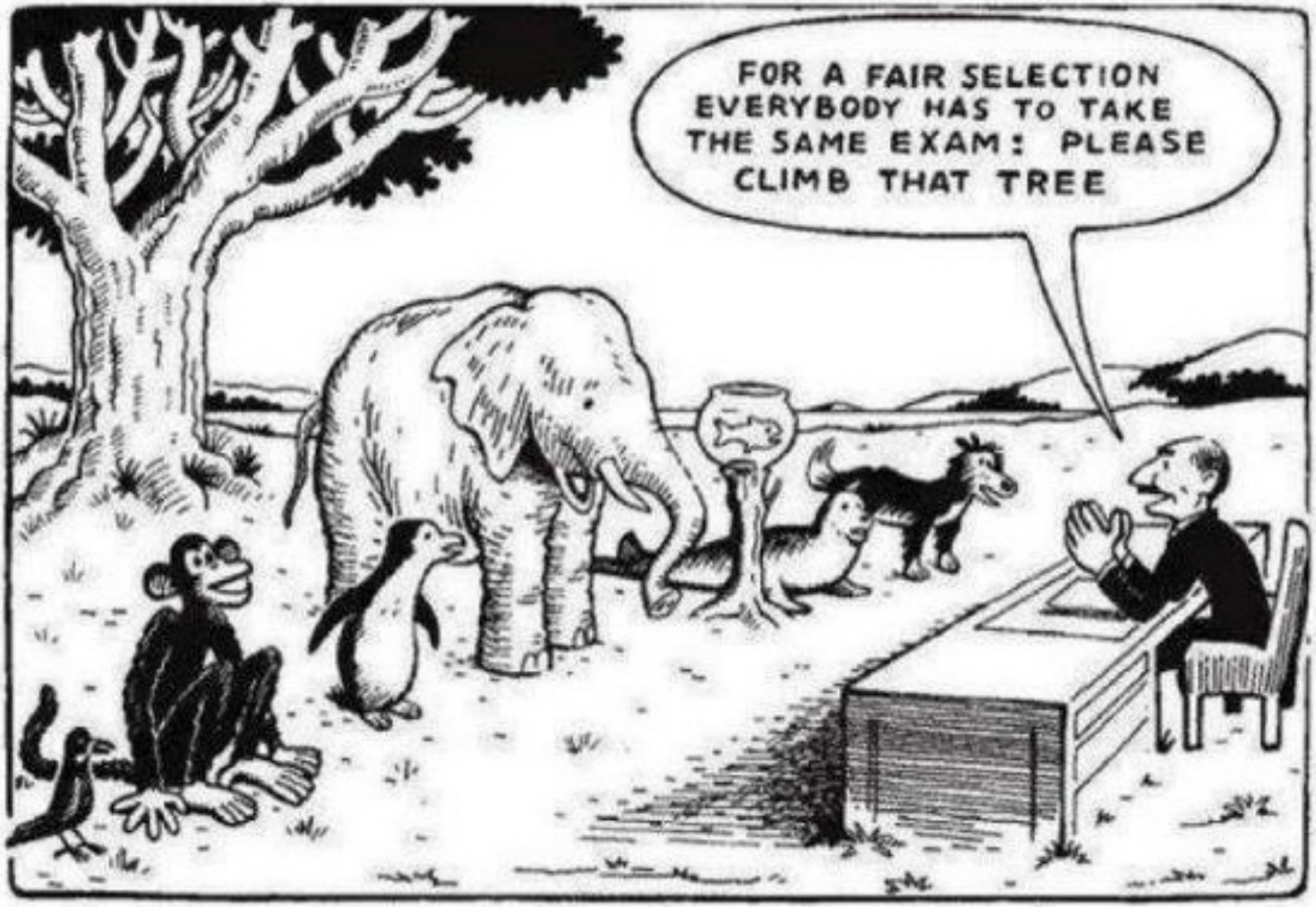




## 6 Reasons Standardised Testing Is, At Best, Problematic

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 As Guinea Pigs


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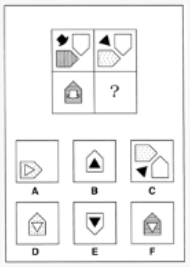
Tom, show the way you use standardised tests to identify pupil needs...the best graph in the world!

# GL assessments - online

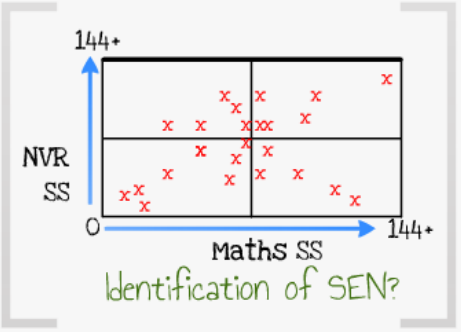
math

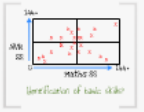
Standardised score - raw / age

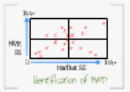
Non verbal reasoning



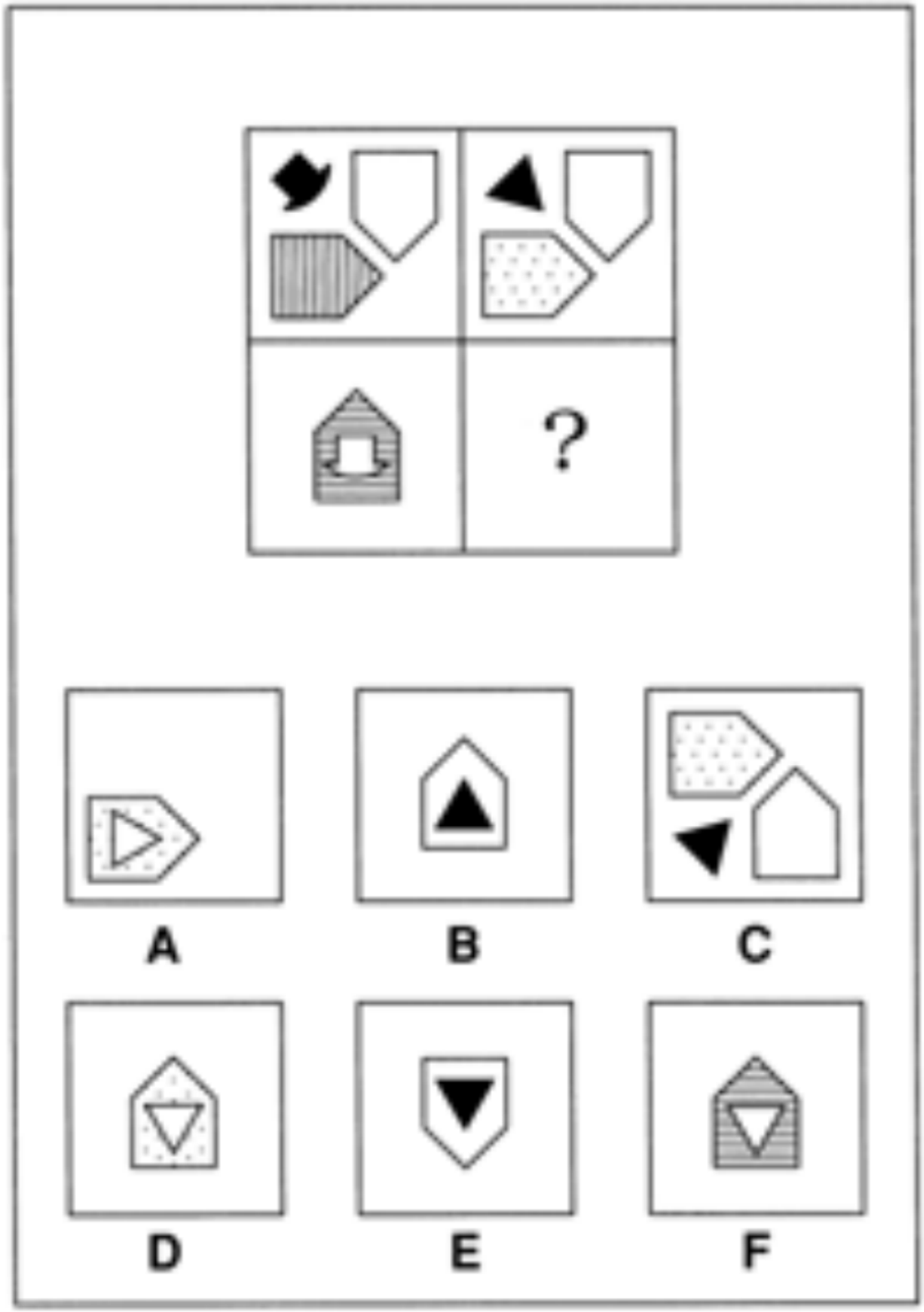
Standardised score - raw / age





Individual education plan

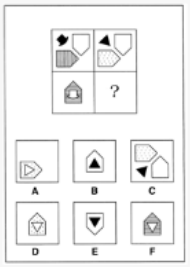

?
A
B
C
D
E
F

# GL assessments - online

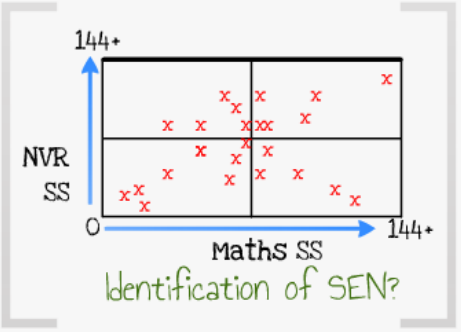
math

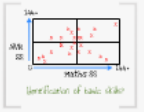
Standardised score - raw / age

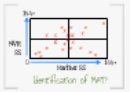
Non verbal reasoning



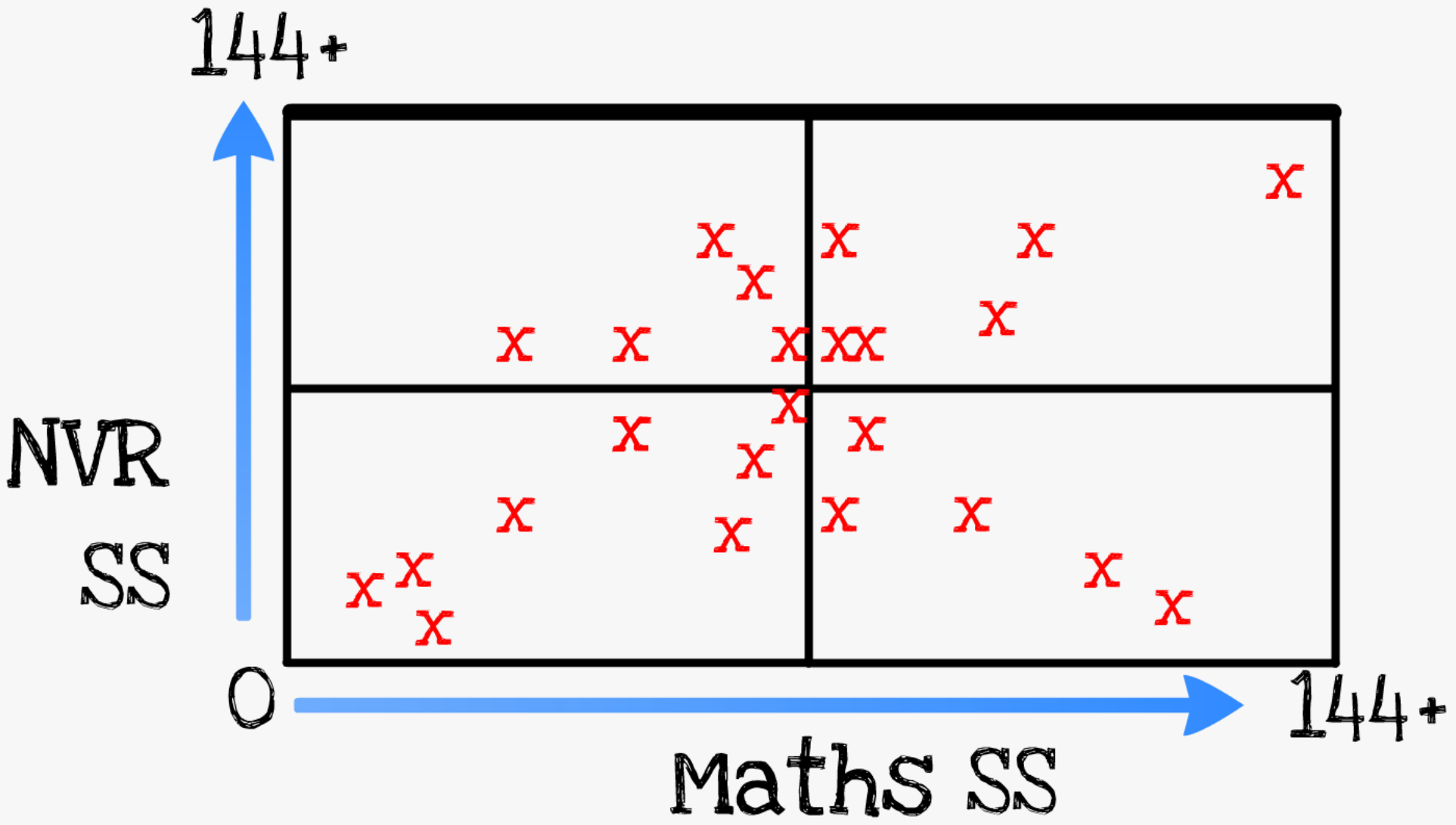
Standardised score - raw / age



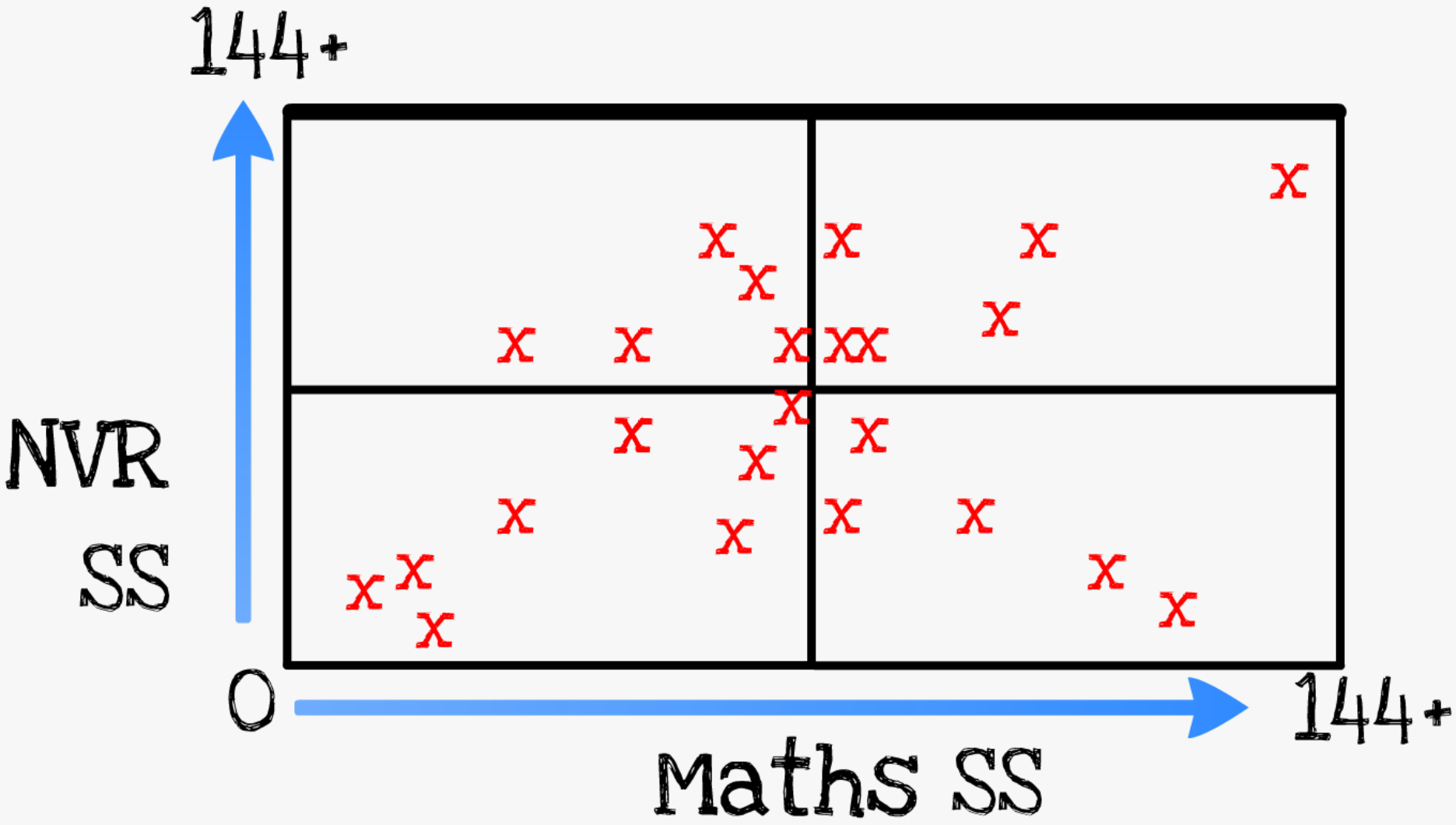





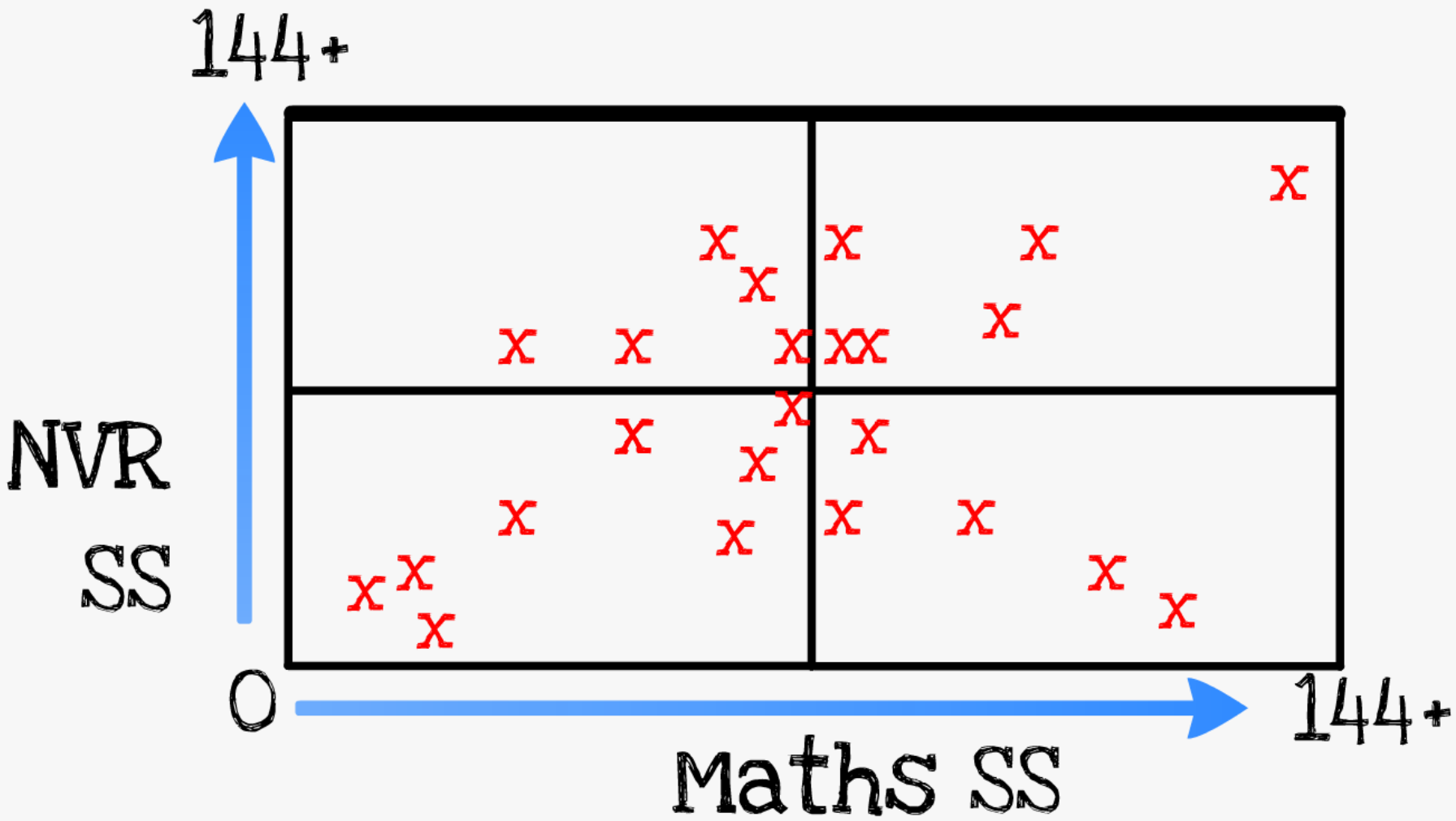
Individual education plan




# Identification of SEN?

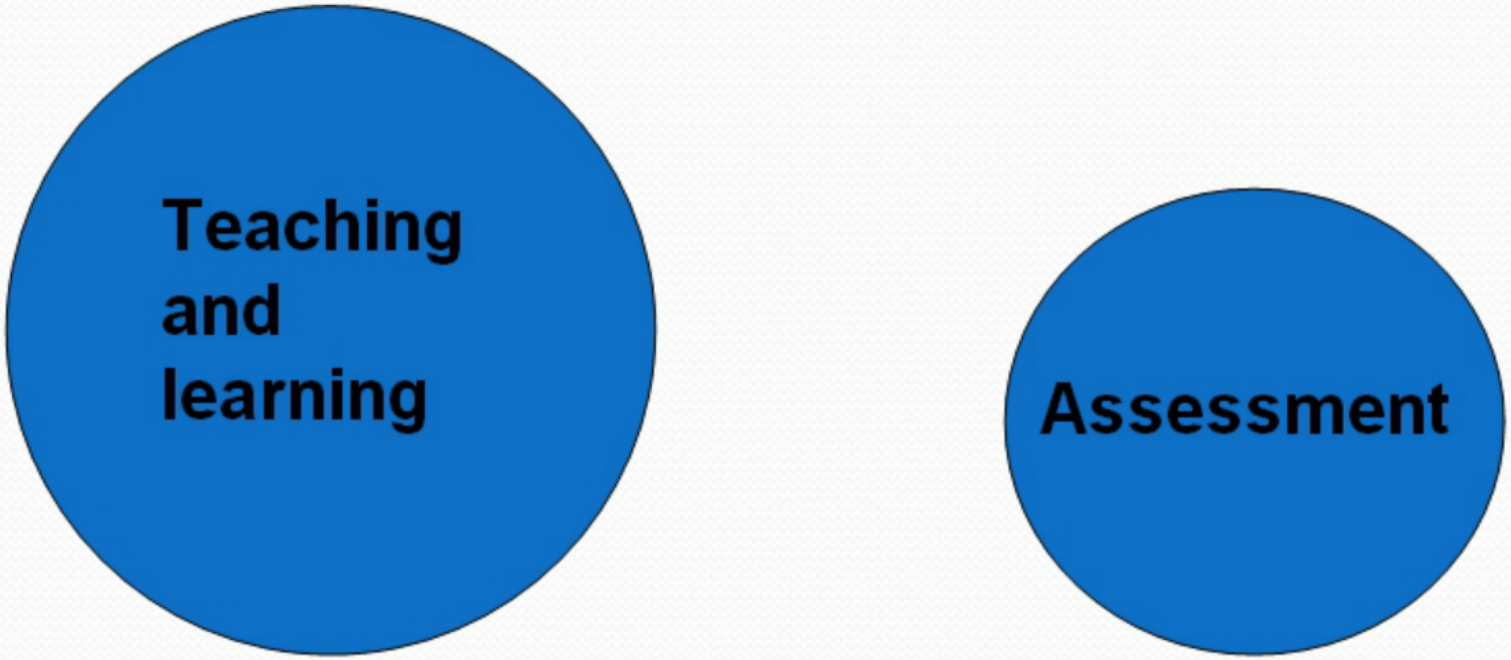



# Identification of MAT?




Identification of basic skills?

# Old style assessment




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

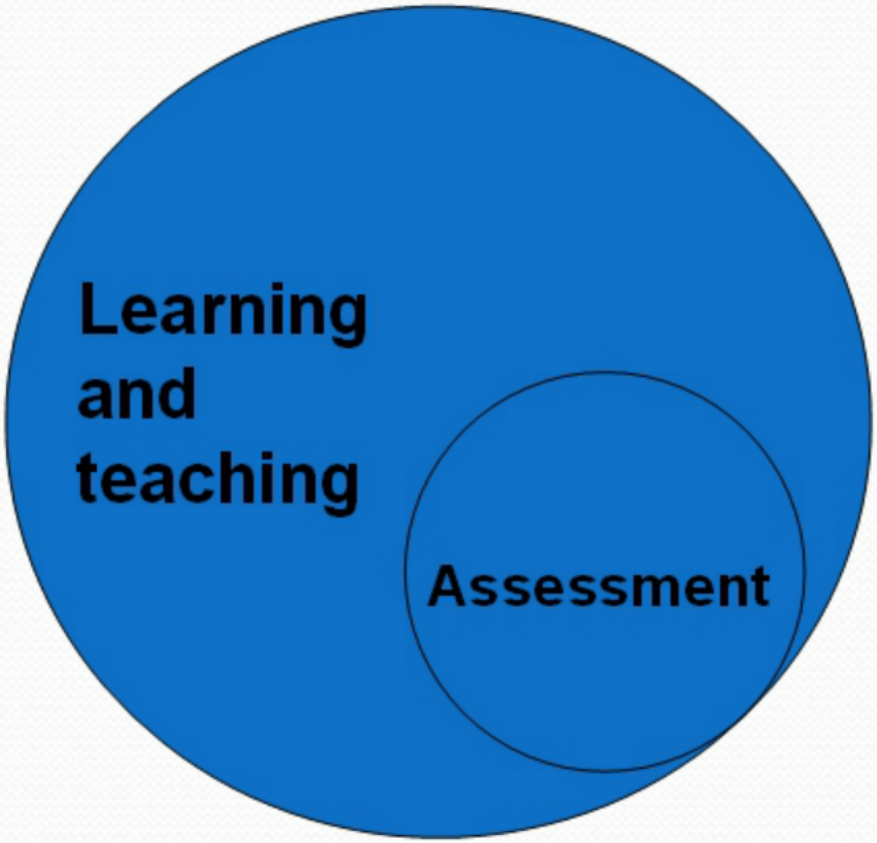
Graue, M. (1993) Integrating theory and practice through instructional assessment *Educational Assessment* 1: 283-309, quoted in Fautley and Savage (2008)

# 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



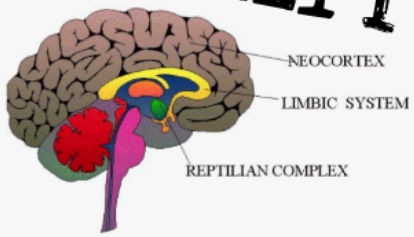

AfL

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

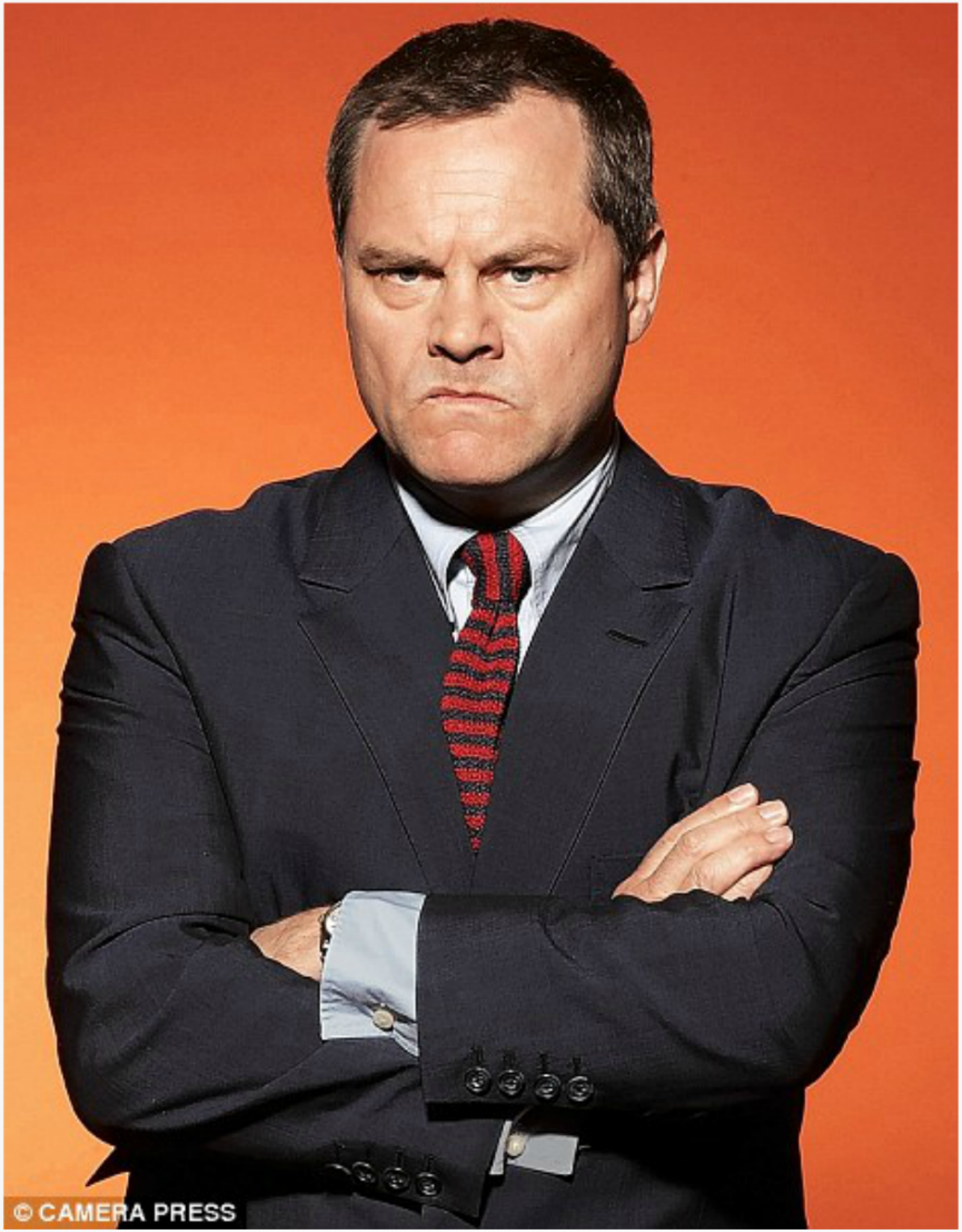
Exeter: Learning Matters

# 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
- To learn the 10 principles of AfL


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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."

Time for Tom's three step dance!

(The Assessment Reform Group 2002)

Assessment is for improving as well as proving learning!

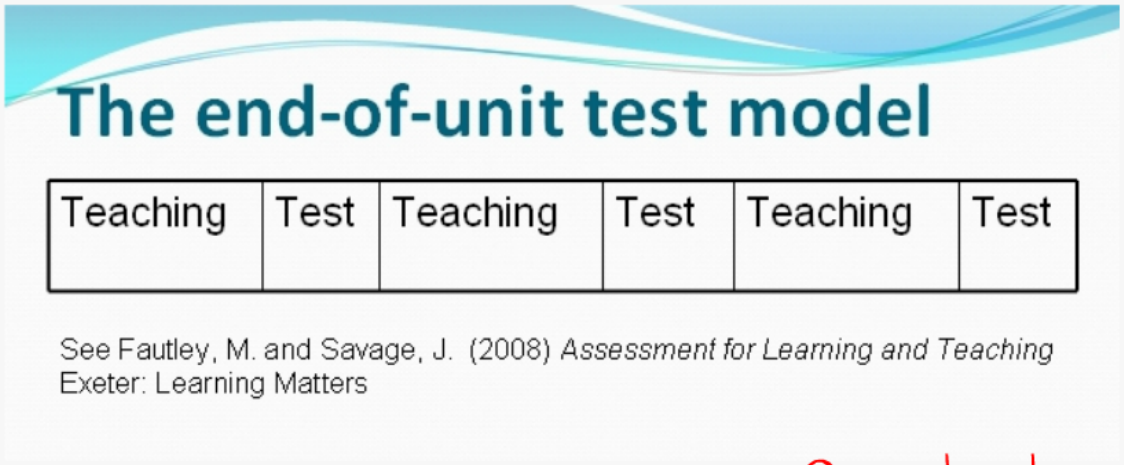



Summative

# 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.

Helpful for the assessment?

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)

**First to publish this concept of AfL**



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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.



# 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.

Helpful for the assessment?

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.

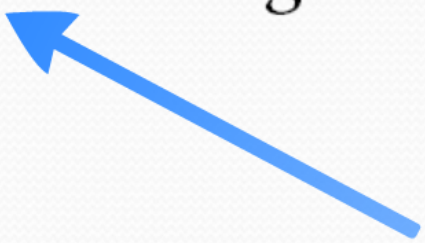
# Exemplification of Judgement : Excellent

S3.2 - Teaching monitoring and assessment

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

# 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

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?

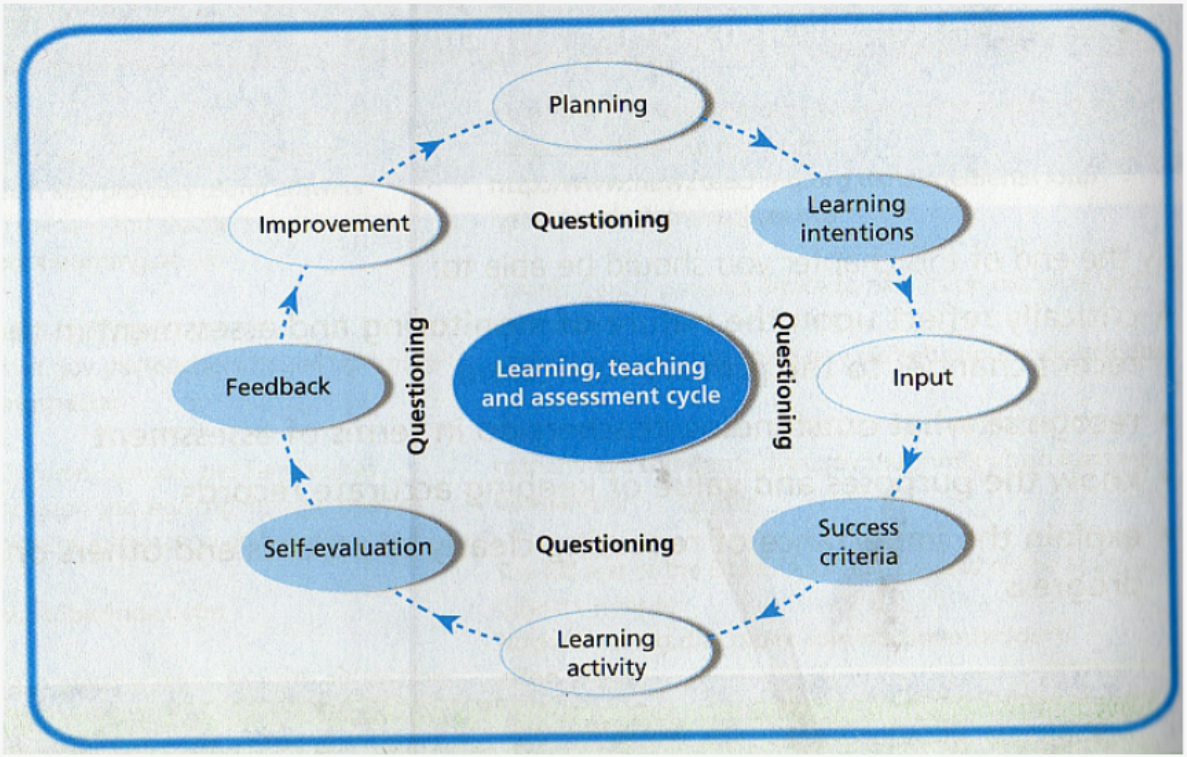
D. Royce Sadler Formative assessment and the design of instructional systems *Instructional Science* 18: 119 – 144 (1989)

# The 4 Elements of AfL



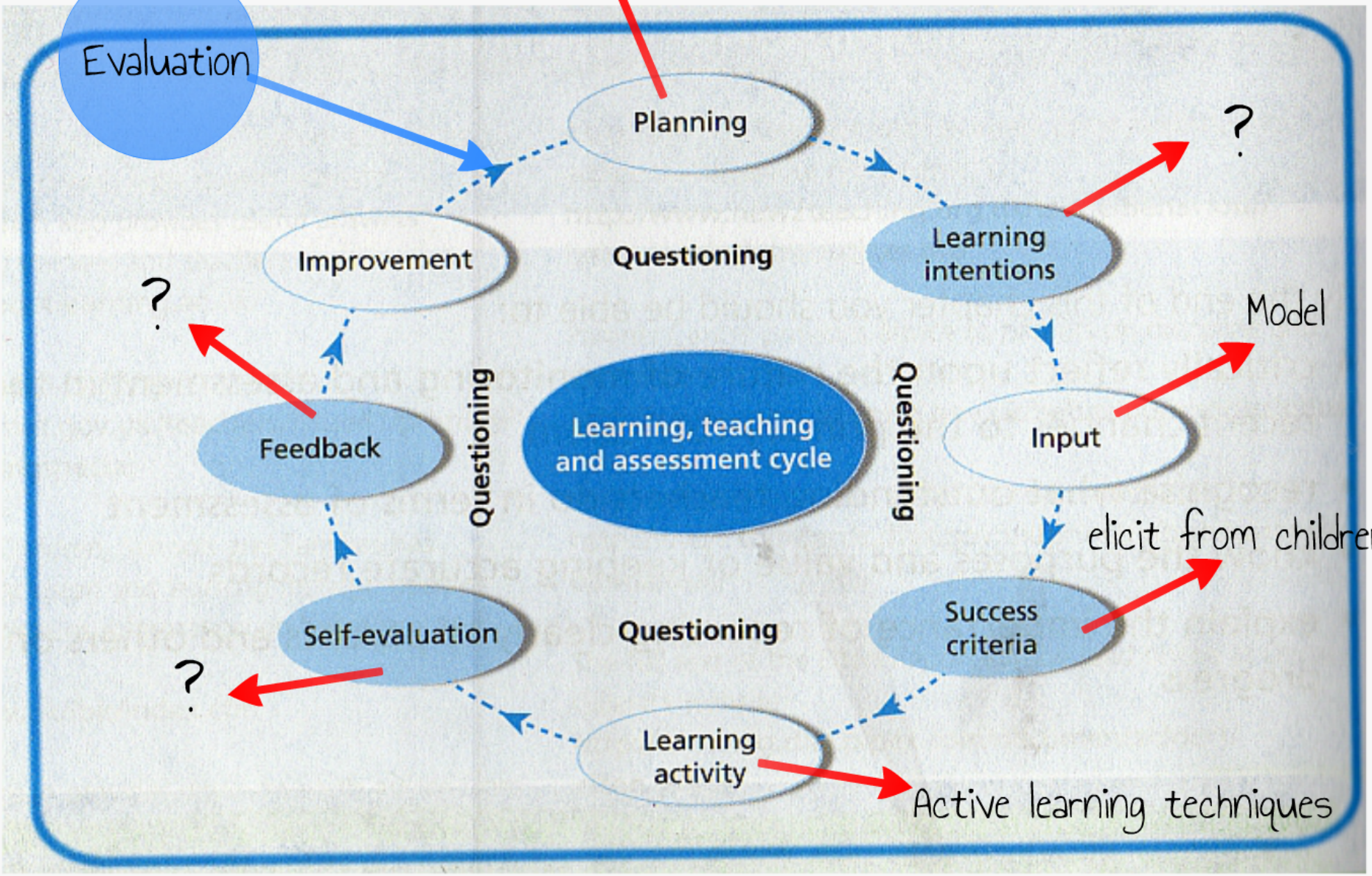
| Sharing criteria with learners | Quality of questions/ quality of talk | Use and quality of feedback | Peer and self assessment |
|---|---|---|---|
| *Learners know what will make their work good.* | *All learners actively think up answers to good, open questions.* | *Ongoing feedback keeps learning 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.* |

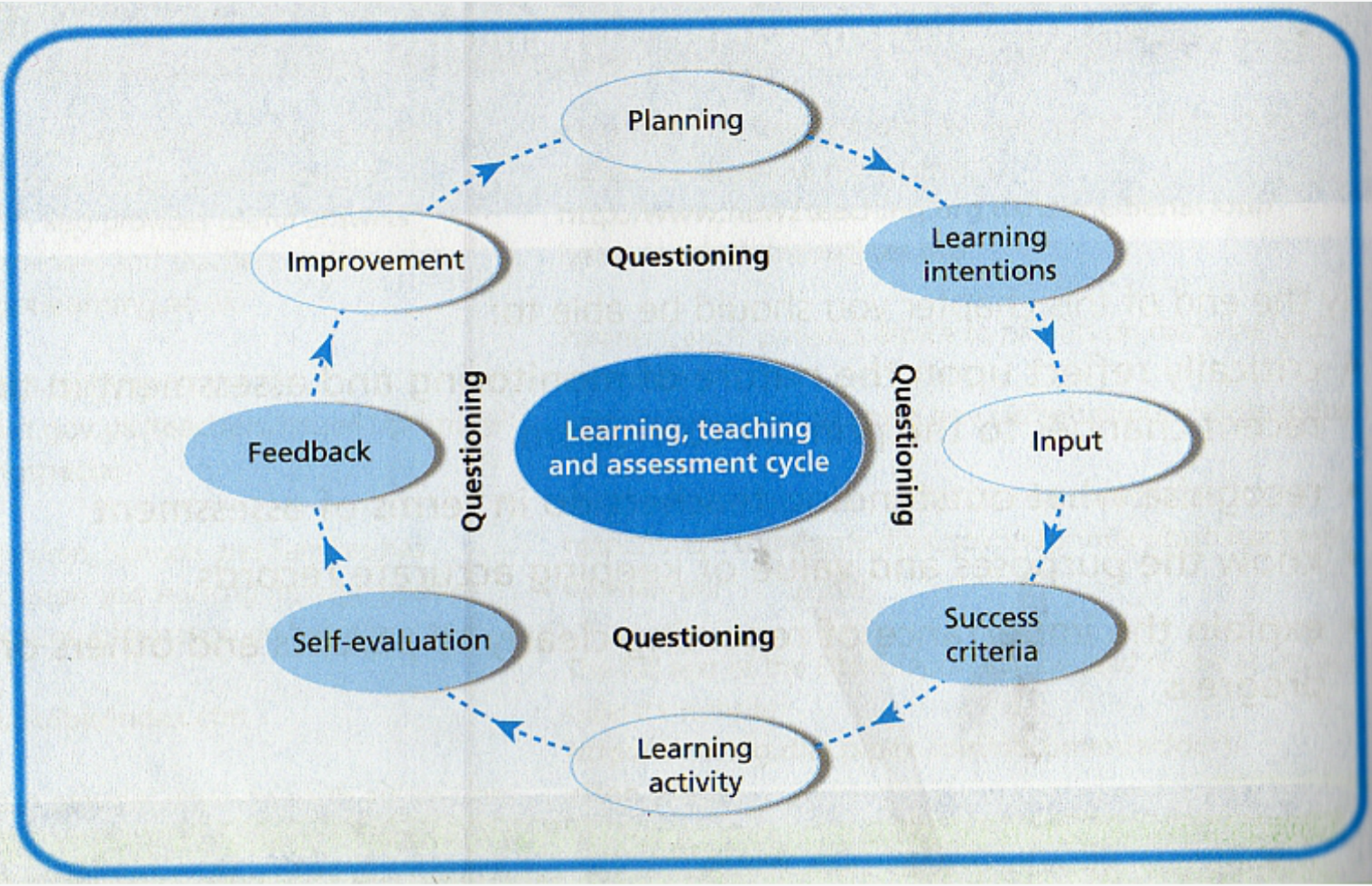
What are the blue ellipses?



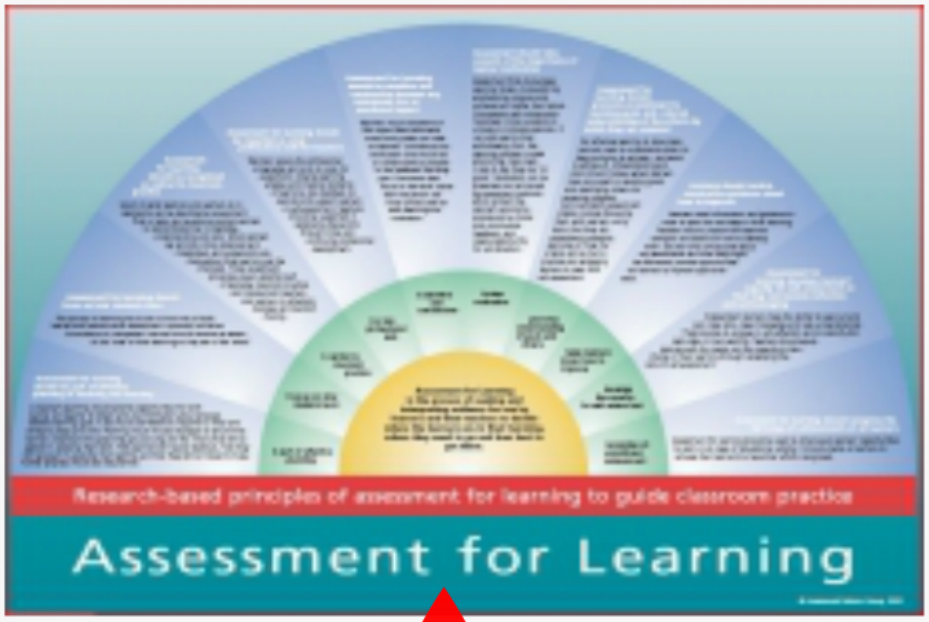

Source CCEA (2006)

# What strategies could you use?




Planning
Learning intentions
Input
Success criteria
Learning activity
Self-evaluation
Feedback
Improvement
Questioning
Questioning
Questioning
Questioning
Learning, teaching and assessment cycle

# Challenge time!





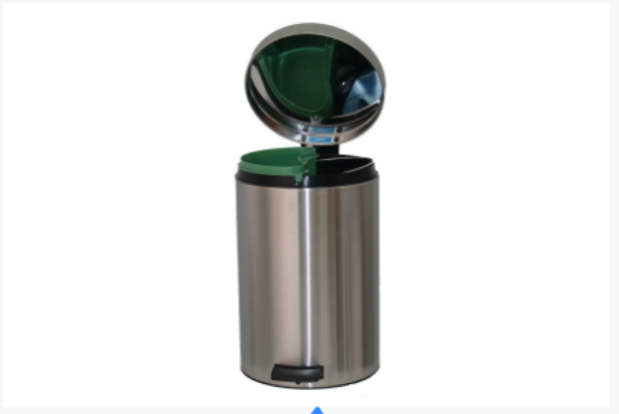


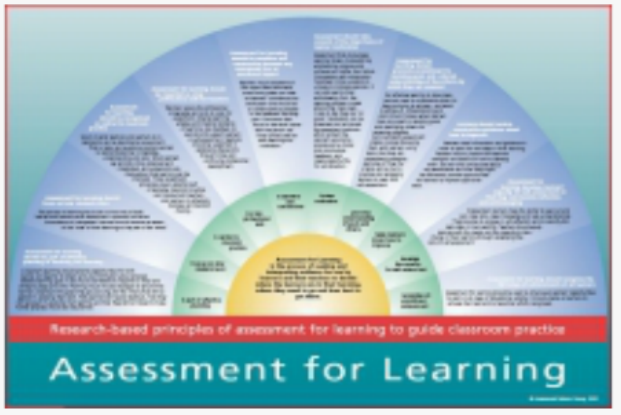
Direct link to assessment

You decide in pairs:

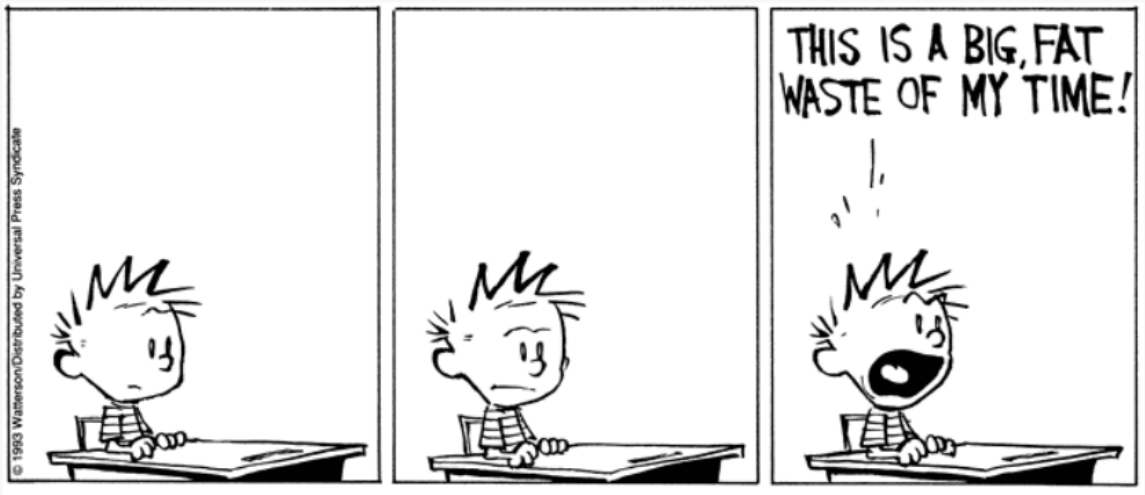
- How to learn it?
- How you want to be checked?


1
Highest
2
3
4
5
6
7
8
9
Lowest




Research-based principles of assessment for learning to guide classroom practice
Assessment for Learning

# Assessment for Learning



# Marketplace task for next week!

Maslow - Hierarchy of Needs

Brunner - Scaffolding

Vygotsky - ZPD

Dewey - Experience + Interaction

Piaget - Assimilation + Accommodation

Montessori - Holistic Approach

Skinner - Radical Behaviourism

Kolb - Experiential Learning

Fleming - VAK (Debate)


How?