Assessement for Learning

- Assessment is the bridge between teaching and learning
- Assessment of learning is also known as summative assessment.
- Assessment for learning is also known as formative assessment.

Assessement for Learning

- Assessment of learning is usually summative
- Carried out periodically, e.g. at the end of a unit or year or key stage
- Fails to identify the quality of student learning at the point at which it happens

Assessment for Learning

- '…..assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'

  Black, P. and Wiliam, D. (1998) Inside the black box: raising standards through classroom assessment. King's College, London.

- "An assessment functions formatively to the extent that **evidence** about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make **decisions** about the next steps in **instruction** that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.

  Dylan Wiliam, Embedded Formative Assessment, p43

- Any assessment can be formative and that assessment functions formatively when it improves the instructional decisions that are made by teachers, learners, or their peers.

  Dylan Wiliam, Embedded Formative Assessment, p45

Assessment for Learning

- "What did the student learn as a result of what I did as a teacher"

- How well did the student learn as a result of what I did as a teacher?

Assessement for Learning - Setting the Scene

- Set the classroom as a learning environment. Define this!
- Encourage a growth mind set
- Encourage positive attitudes towards learning mistakes
- Pens down, eyes up
- No running commentary; one voice
- 5-4-3-2-1

Assessment for Learning

- 5 strategies that are core to successful formative assessment practice in the classroom:

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

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

    3. Providing feedback that moves learning forward

    4. Activating learners as instructional resources for one another –

    5. Activating learners as owners of their own learning

Assessment for Learning – Learning Intentions

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

- There are good reason for not showing objectives at the start of the lesson
    - Sometimes you don't know
    - Sometimes it spoils the journey
    - Can be a recipe for uninspired and uninspiring teaching
- BUT - In general children should know where they are going

Assessement for Learning

- Learning Objectives
  - Statements about what students are expected to be able to do at the end of a lesson/series of lessons
    - Specific vs general – what does the topic dictate?
    - Student Centred
    - Expected outcomes simply stated
    - Success criteria defined
    - Attainable criteria
    - Time Bound

Assessment for Learning- Learning Objectives

Student will learn about river process

Vs

At the end of this lesson, student will be able to name three river processes At the end of this lesson, student will be able give a definition of each river process

Assessement for Learning

- Learning Outcomes
  - What products are students expected to produce
  - Instead of produce a poster on a volcano, produce a poster that meets certain criteria
  - What generalisations should they be able to make
  - Use Blooms to frame learning intentions (HO)
  - Avoid wall paper objectives
  - **All learning in the classroom should relate to the objectives**

Assessement for Learning

Suggested Strategies

- Show students samples of work they have to complete and ask them to decide which ones are better and why
- Can be used to co-construct outcomes but teacher sets the standard

Assessement for Learning - Activities

2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning –

- High engagement classrooms
- Strategies
  - Wait time
  - Student answers – use lollipop stick to choose another student to summarise
  - Lollipop sticks
    - No opt out. "Don't know"; I'll come back to you.
    - Choose one, put aside
    - Choose one, put back in pot
    - Student chooses stick
    - No hands up except to ask a question

Assessement for Learning - Activities

All student response systems

- A,B,C,D cards
  - A. We should built the pylons
  - B. We should put the cables underground even if it results in higher energy costs
  - C. We should use a mix of the two
  - D. All electricity cables should run underground
- Mini Whiteboards
- Exit passes
- Red/Green Discs/Cards

Where grades are necessary for group work, assign grade of the lowest scoring member - everyone gets this grade.

Assessement for Learning - Feedback

3. Providing feedback that moves learning forward

- Information to teacher and student about where they are in their learning, where the need to go and how they can get there.
  - Don't give grades - use comments
  - Communicate success criteria
  - Give feedback based on this
  - Comments should offer praise and suggestion for moving forward/ improving

Assessement for Learning - Feedback

Balancing two kinds of feedback
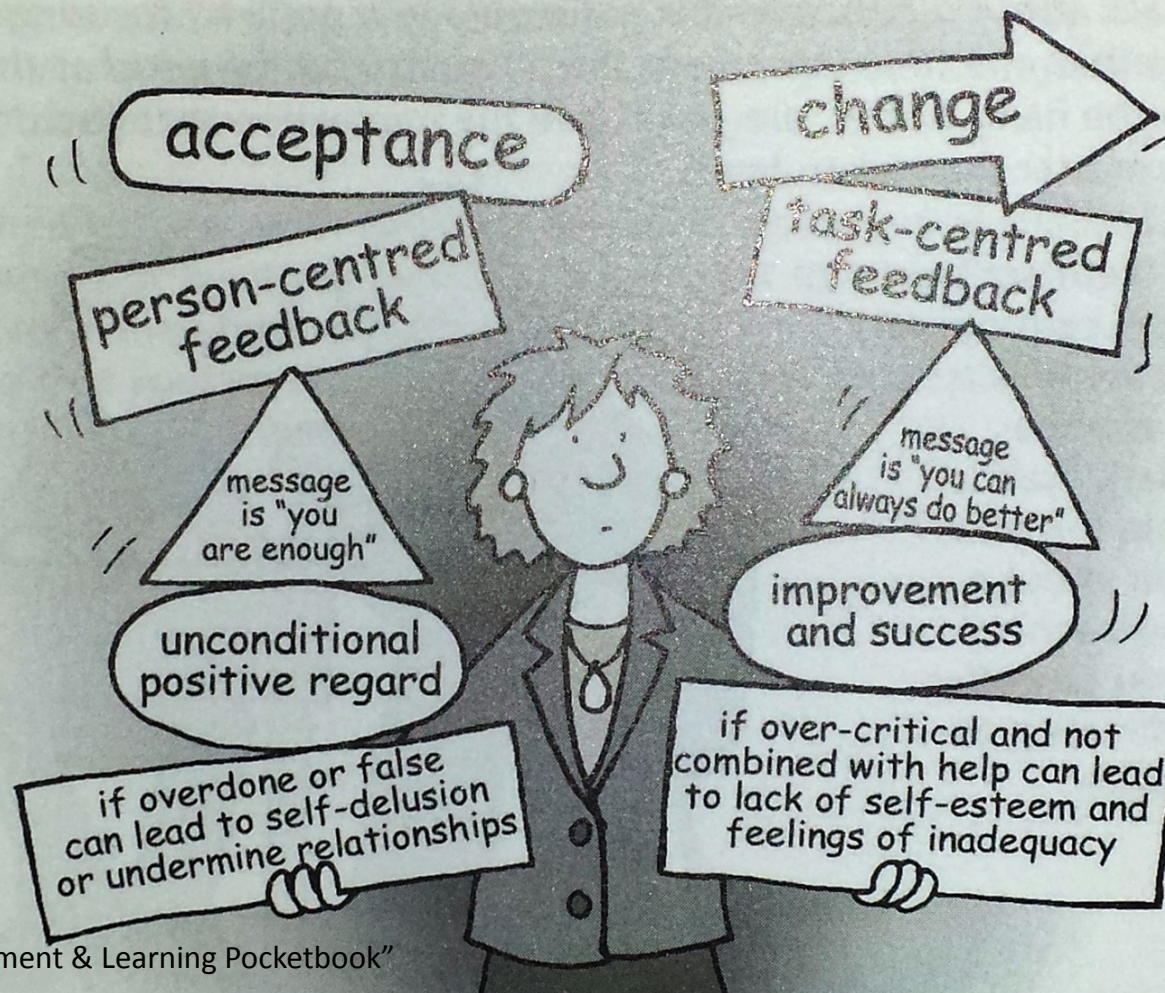
- Smith, I.,(2007) "Assessment & Learning Pocketbook"

Assessement for Learning - Feedback

- "Feedback should be viewed through the windscreen and not the mirror"!
- To be effective, feedback should cause thinking to take place.
- Require action on feedback - don't just give it and not demand to see it.
  - Water Cycle
  - Personal Best
  - Plus/Minus/Equals

Assessement for Learning - Peer Assessment

4. Activating learners as instructional resources for one another –

- Encourage collaboration and cooperation in learning

- Students can learn better from each other than us

- "research on cooperative learning is one of the greatest success stories in the history of educational research" (p. 177).

Slavin, R. E., Hurley, E. A., & Chamberlain, A. M. (2003). Cooperative learning and achievement. In W. M. Reynolds & G. J. Miller (Eds.), Handbook of psychology: Vol. 7. Educational psychology (pp. 177-198). Hoboken, NJ: Wiley.

Assessement for Learning - Peer Assessment

Strategies

- Peer Evaluation of Homework
- Two stars and a wish
- End of class review
- You've learned it, help someone who hasn't

Assessement for Learning -Self Assessment

5. Activating learners as owners of their own learning –

- Students are independent learners capable of assessing their own learning

Dylan Wiliam, Embedded Formative Assessment, p46

  - Red/Green Discs/Cards

  - Coloured Cups

  - Learning Portfolios

Take any opportunity to have student reflect on their own learning

  - Learning Logs

Assessement for Learning - Formative Assessment of Summative Tests

- The formative use of summative tests
- Students mark their own test relative to a sample text

Assessement for Learning - Student Assessment of Classroom Learning Experience

- Student review of the class