

ASSESSMENT FOR LEARNING



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UNDERSTANDING ASSESSMENT FOR LEARNING

WHAT ASSESSMENT STRATEGIES DO YOU TEND TO USE IN THE CLASSROOM?

How often do you do the following assessment strategies with students (and be honest)?

PROVIDE NUMERICAL RESULT E.G. 8/10 AT THE END OF A PIECE OF WORK/TEST	Never	[]
	Occasionally - so 'occasional' I should really tick 'never'	[]
	Occasionally i.e. at least once per term	[]
	Routinely	[]
GRADE A PIECE OF WORK/TEST	Never	[]
	Occasionally - so 'occasional' I should really tick 'never'	[]
	Occasionally i.e. at least once per term	[]
	Routinely	[]
PLACE A TICK AT THE END OR TICKS THROUGHOUT A PIECE OF WORK	Never	[]
	Occasionally - so 'occasional' I should really tick 'never'	[]
	Occasionally i.e. at least once per term	[]
	Routinely	[]
WRITE A MIXTURE OF COMMENTS AND A GRADE/MARK AT THE END OF A PIECE OF WORK	Never	[]
	Occasionally - so 'occasional' I should really tick 'never'	[]
	Occasionally i.e. at least once per term	[]
	Routinely	[]
ENCOURAGE STUDENTS TO MARK THEIR OWN WORK	Never	[]
	Occasionally - so 'occasional' I should really tick 'never'	[]
	Occasionally i.e. at least once per term	[]
	Routinely	[]

UNDERSTANDING ASSESSMENT FOR LEARNING

ASK STUDENTS TO MARK A COLLEAGUE'S WORK	Never [] Occasionally - so 'occasional' I should really tick 'never' [] Occasionally i.e. at least once per term [] Routinely []
WRITE COMMENTS ONLY ON A PIECE OF WORK WITH NO MARK/GRADE AT THE END	Never [] Occasionally - so 'occasional' I should really tick 'never' [] Occasionally i.e. at least once per term [] Routinely []
CREATE AN ACTIVITY THAT INVOLVES STUDENTS USING THE MARK SCHEME TO SELF-ASSESS AND PEER ASSESS	Never [] Occasionally - so 'occasional' I should really tick 'never' [] Occasionally i.e. at least once per term [] Routinely []
VARY THE WAY I ASK QUESTIONS IN CLASS SO THEY ARE OPEN-ENDED - CREATING OPPORTUNITIES FOR STUDENTS TO SHOW THEIR REASONING	Never [] Occasionally - so 'occasional' I should really tick 'never' [] Occasionally i.e. at least once per term [] Routinely []
CREATE OPPORTUNITIES TO GIVE INDIVIDUAL FEEDBACK ABOUT AN ASSESSMENT - WRITTEN OR VERBAL	Never [] Occasionally - so 'occasional' I should really tick 'never' [] Occasionally i.e. at least once per term [] Routinely []

UNDERSTANDING ASSESSMENT FOR LEARNING

WHAT IS ASSESSMENT FOR LEARNING?

Which type of assessment do you mainly set – assessment **of** learning or assessment **for** learning?

Much research shows that teachers tend to place emphasis on assessment of learning rather than assessment for learning. What's the difference?

- Assessment of learning is deemed to be summative: it is carried out for the purposes of grading and reporting e.g. SATs, GCSEs, AS Levels or internally graded tests ie. it tests how much a student has learned rather than what strategies will help the student learn more effectively.
- Assessment for learning promotes formative assessment ie. assessment that helps identify how to improve from a present position.

1. Circle the type of assessment you use in the classroom.
2. Tick the following in terms of assessment **of** learning and assessment **for** learning. The crucial difference is that assessment for learning helps students know how to move forward.

			of	for
Provide numerical result e.g. 8/10 at the end of a piece of work/test	USE	NOT USE	[]	[]
Grade a piece of work/test	USE	NOT USE	[]	[]
Place a tick at the end or ticks throughout a piece of work	USE	NOT USE	[]	[]
Write a mixture of comments and a grade/mark at the end of a piece of work	USE	NOT USE	[]	[]

UNDERSTANDING ASSESSMENT FOR LEARNING

			of	for
Encourage students to mark their own work	USE	NOT USE	[]	[]
Ask students to mark a colleague's work	USE	NOT USE	[]	[]
Write comments only on a piece of work with no mark/grade at the end	USE	NOT USE	[]	[]
Create an activity for students to use the mark scheme / version of the mark scheme	USE	NOT USE	[]	[]
Vary the way you ask questions in class so they are open-ended - creating opportunities for students to show their reasoning	USE	NOT USE	[]	[]
Create opportunities to give individual feedback about an assessment – written or verbal	USE	NOT USE	[]	[]
Create opportunities to give general feedback about an assessment – written or verbal	USE	NOT USE	[]	[]

UNDERSTANDING ASSESSMENT FOR LEARNING

WHAT IS ASSESSMENT FOR LEARNING, EXACTLY?

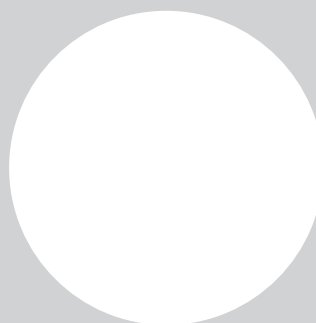
NAME:

DEPARTMENT:

DATE:

Read through the resources offered about assessment for learning to decide how you currently meet / intend to meet the assessment for learning criteria set out below

Which methods of assessment do you USE or INTEND to use that address the three assessment for learning areas outlined below:

1 Assessment to identify where the learners are in their learning**2 Assessment to identify where they need to go****3 Assessment to identify how best to get there**

UNDERSTANDING ASSESSMENT FOR LEARNING

WHAT IS ASSESSMENT FOR LEARNING, EXACTLY?

NAME: Alex Jones

DEPARTMENT: Geography

DATE: 14/02/2007

Read through the resources offered about assessment for learning to decide how you currently meet / intend to meet the assessment for learning criteria set out below

Which methods of assessment do you USE or INTEND to use that address the three assessment for learning areas outlined below:

1 Assessment to identify where the learners are in their learning

Questioning in class
offer comment / mark in response to an answer
e.g. that answer would score 7/10 because...
(see Sections 4 & 5)

Self-assessment
e.g. student uses mark scheme to mark own work
(see Section 10)

Peer-assessment
e.g. student uses mark scheme to mark colleagues work
(see Section 9)

2 Assessment to identify where they need to go

Questioning in class
e.g. offer correct answer and ask students to explain why it gains top marks
(see Sections 4 & 5)

Self-assessment
e.g. student marks model answer using mark scheme
(see Section 10)

Offer models
e.g. photocopy for students a top performing and achievable answer after each assessment as a model
(see Section 6)

3 Assessment to identify how best to get there

Engaging with a mark scheme
e.g. students construct a mark scheme themselves
(see Section 7)

Offering feedback
e.g. teacher offers group feedback after a class assessment exercise
(see Section 6)

Teacher Feedback
e.g. offer students comment-only marking occasionally to identify strategies to improve
(see Section 8)

ASSESSMENT FOR LEARNING IN THE CLASSROOM

SUBJECT _____

CLASS _____

STUDENT _____

DATE _____

YOUR PERFORMANCE IN THIS SUBJECT

1a How well are you doing in this subject?

Making very little progress			Making good progress	
1 []	2 []	3 []	4 []	

1 b How do you know how well you are doing in this subject?

Having an understanding of the specific areas YOU need to work on is important to making progress e.g. better timing in examinations, offering more examples in an answer.

2 a In terms of your knowledge or skills in this subject, what is preventing you from making further progress?

ASSESSMENT FOR LEARNING IN THE CLASSROOM

2 b What feedback have you received to let you know about these specific areas?

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Understanding the mark scheme can be helpful so that you know how your teacher and examiner assess your work.

3 Have you used the mark scheme to help you understand the ways you are assessed? Yes / No

Explain how this was / was not useful.

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Questioning in class by the teacher and by the students is an important part of learning.

4 Outline the ways that questions in class in this subject help you to improve your understanding.

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CREATING EVEN MORE ACTIVE DISCUSSIONS

Research outlined in Assessment for Learning by Professor Paul Black, King's College, London (2003) identified a number of key concerns about questioning style:

- extending the wait time for an answer to give students a chance to think
- more effort needs to be spent framing questions that are useful and force students to think rather than just recall specific knowledge.

Given that wait time will be sufficient, here are a number of strategies to help improve questioning technique.

Staff Exercise

- 1 Read through the tips on questioning.
- 2 Which of these do you apply already?
- 3 Which of these do you think you might apply in future?

METHOD & EXPLANATION

<h3>1. START WITH KEY WORDS</h3>	USE REGULARLY []
<p>At the beginning of a lesson, ask students to remember key words from the previous lesson: you will not receive rich answers until students have orientated themselves. You might ask them to spend one or two minutes looking through their notes before you ask them to volunteer their answers: why not use the opportunity as a learning exercise rather than solely a memory task?</p>	WILL TRY USING []
<h3>2. ASK MORE OPEN-ENDED QUESTIONS</h3>	USE REGULARLY []
<p>Closed questions such as 'What organ pumps blood around the body?' limits the learning to a simple do you, or don't you know. Why not ask more open-ended questions that explore how well students understand a concept or process such as 'Explain how the heart pumps blood around the body?'</p>	WILL TRY USING []

CREATING EVEN MORE ACTIVE DISCUSSIONS

METHOD & EXPLANATION

3. REWARD STUDENTS FOR LISTENING

Before you can encourage peers to comment / join in the discussion, there needs to be an environment in which students are listening. As a matter of routine, make positive comments to students when it is clear they have listened carefully to your question or a colleague's answer e.g. "It is obvious you have been listening carefully" or "You are gaining a reputation as someone who listens carefully".

USE REGULARLY []

WILL TRY USING []

4. FOCUS ON STUDENTS WHO DO NOT LISTEN

Exercising your judgment as to how and when to apply this strategy, return to students who do not listen to your question by asking further questions and requesting a response. Students then learn that life is harder in the classroom if they do not listen. If you avoid students who do not listen, they are rewarded in the classroom for their lack of commitment. Also challenge students who make others feel uncomfortable when joining the discussion – endeavour to create a psychologically safe environment.

USE REGULARLY []

WILL TRY USING []

5. ALLOW PEERS TO JOIN IN – DO YOU AGREE?

When exploring an open-ended question and before you give your comment on an answer, ask a student whether they agree or not. Ask them to explain themselves. Use probing questions to draw out students' responses e.g. when one student has answered a question ask another "Why do you think this is so?" and another "What else might happen when..." This encourages students to listen to each others' answers to questions.

USE REGULARLY []

WILL TRY USING []

6. ALLOW PEERS TO JOIN IN – COULD YOU ADD ANY MORE TO THE ANSWER?

Encourage peers to complete an answer for a student before you do.

USE REGULARLY []

WILL TRY USING []

USING EVEN MORE PEER ASSESSMENT

Assessing work together helps students to understand assessment objectives and also helps them develop self-assessment skills.

Which of the following peer assessment strategies might be helpful in your classroom?

1. STUDENT AS EXAMINER

This exercise is useful before embarking on a revision programme. The task helps students to focus on the specification as well as the nature of exam-style questions. The opportunity to appraise the difficulty of questions is an additional feature of this activity.

Preparation

- Teacher explains the rules about setting examination-style questions e.g. that questions need to be drawn from the specification wording and content.

Task

- Students work in pairs or small groups to develop examination questions.
- Students read out their questions to the class so that others can comment on whether the question is realistic or not.

Follow-up

- Students vote for the easiest/hardest questions
- Students choose hardest question and try and plan an answer.

2. MARK A PARAGRAPH

This exercise helps focus attention on just one type of response rather than an entire exercise/essay and can therefore take just a few minutes rather than whole lesson.

Preparation

- Teacher discusses with class what would make a top level answer to a short-answer question so the assessment objectives are clear. Provide a brief outline of a simple mark scheme.
- Teacher moves students so they are not sitting next to someone with whom they are familiar: the students might then treat the exercise more seriously.

Task

- Students swap answer to a question with their unfamiliar colleague
- Each student marks question in pencil.

Follow-up

- Students asked to comment on the paragraph to their colleague.
- Students offered opportunity to ask questions to class/teacher for clarification.
- Teacher selects students to explain features that were awarded different marks to help illustrate different level answers.

3. MARK ANSWERS ON A TEST

This exercise helps students focus on a responses written in formal test.

Preparation

- Teacher provides range of test answers from a formal assessment.
- Teacher moves students so they are not sitting next to someone with whom they are familiar: the students might then treat the exercise more seriously.

Task

- Each student marks question in pairs or individually followed by discussion with a colleague. Pairs can be asked to agree on their marking.

Follow-up

- Students asked to comment on the marking with the class.
- Students offered opportunity to ask questions to class/teacher for clarification.
- Teacher selects students to explain features that were awarded different marks to help illustrate different level answers.

4. MAKE THIS WORSE!

This exercise, which attempts to make a top level answer worse, is more fun than providing a poor response to improve - yet it illustrates all the same issues.

Preparation

- Teacher provides a top level answer from an essay/exercise/test paper.
- Discussion with class regarding mark scheme for the question about to be provided to students.

Task

- With a colleague, students attempt to change the answer so that becomes a middle band response followed by a very low scoring response (but not zero)

Follow-up

- Students asked to comment on the way they changed the response with the class.
- Students offered opportunity to ask questions to class/teacher for clarification.

USING EVEN MORE PEER ASSESSMENT

5. DESIGN A MARK SCHEME

This exercise helps students to focus on the way marks can be awarded for different levels of response. By designing a mark scheme for a question students can be guided, in a more active and fun way, to approximate the official mark scheme

Preparation

- Provide a top level answer from an essay/exercise/test paper.
- Discuss the way a mark scheme provides marks for different bands of answer. Discuss features that might appear in a mark scheme for different bands.

Task

- Ask pairs/small group to design a mark scheme for the question provided based on the following bands of increasing complexity:
 - i High band answer and a low band answer
 - ii Middle band answer
 - iii Top-middle band answer & bottom-middle band answer

Follow-up

- Students offered opportunity to ask questions to class/teacher for clarification.
- Students asked to comment on their mark scheme.

6. MARK AN ACTUAL TEST RESPONSE / HOMEWORK ANSWER

Only carry out this peer assessment if you believe the students are ready. Do not over-use the strategy otherwise students will view it as a way of the teacher avoiding marking. Teacher assessment is also important.

Preparation

- Think carefully about how the pairs / groups will be organised e.g. will you have friends switching answers or will you mix up the seating plan and swap answers etc?
- Discuss the way the homework / test is to be marked.
- For each question provide guidance about the way the question is to be marked – either verbal, question by question or written.

Task

- In pairs/small group, mark a question at a time then ask for feedback immediately after marking the question. In this way, students improve their marking throughout the task rather than provide feedback at the end of the task.

Follow-up

- Students offered opportunity to ask questions to class/teacher for clarification.
- Students asked to comment on their mark scheme.

Having your work assessed is like being judged. Few people like being judged so the process can be an emotional one. However, we all want to improve if we strive to be successful. So we must place ourselves in a position to be judged and to receive feedback. In what ways can you offer feedback that is useful yet preserves a person's self-esteem?

FEEDBACK TOP TIPS

DO

Be honest

Don't make up a strength or weakness

Try to offer a positive comment to balance a negative one

"I like the amount of detail when you wrote about X but I think, when you wrote about Y, it was not as detailed"

Point out your weaknesses

"I make the same mistake" or "I also find it difficult"

Point out less obvious strengths

Evidence of care over the work, quantity of work, well constructed sentence, good idea, relating points to the title, evidence of understanding

Listen

A conversation about the work can be useful to both parties

Ask if the listener agrees with you

You might have made a mistake yourself

Learn

Mistakes others make can help you avoid making the same mistake

Be sensitive

Try to make the listener relax and feel that the whole exercise is there to help you both make progress

Use humour

But not jokes at the other person's expense. Humour can help the process become more informal by helping you both talk in a less emotionally-charged environment

USING EVEN MORE STUDENT SELF-ASSESSMENT

1 You will need to read through an answer which is regarded as a very good response to a question.

2 Read the answer and tick words, phrases, points that you think score marks.

3 State the grade that you would award the response regarded as very good.

COMPLETE THE FOLLOWING

1 Why do I think this answer is regarded as a very good response?

2 What do I do already that was also demonstrated in the response I read?

3 What have I learned from reading a good response that I could do easily in future?

4 What have I learned from reading a good response that I could do if I practise?

5 What have I learned from reading a good response that I feel would be very difficult to demonstrate myself?
