

PROGRAMME FOR INTERNATIONAL SCHOOL ASSESSMENT

PISA

ASSESSMENT FOR LEARNING

Day :2

Session: 4

ASSESSMENT

The action of assessing someone or something.

"the assessment of educational needs"

Synonyms:

Evaluation · judgement · gauging ·
rating · estimation · appraisal · opinion
· analysis · valuation · calculation ·
computation ·

Assessment is the only way to know whether what has been taught ,has been learned

Assessment is the bridge between learning and teaching

Assessment is done for selection

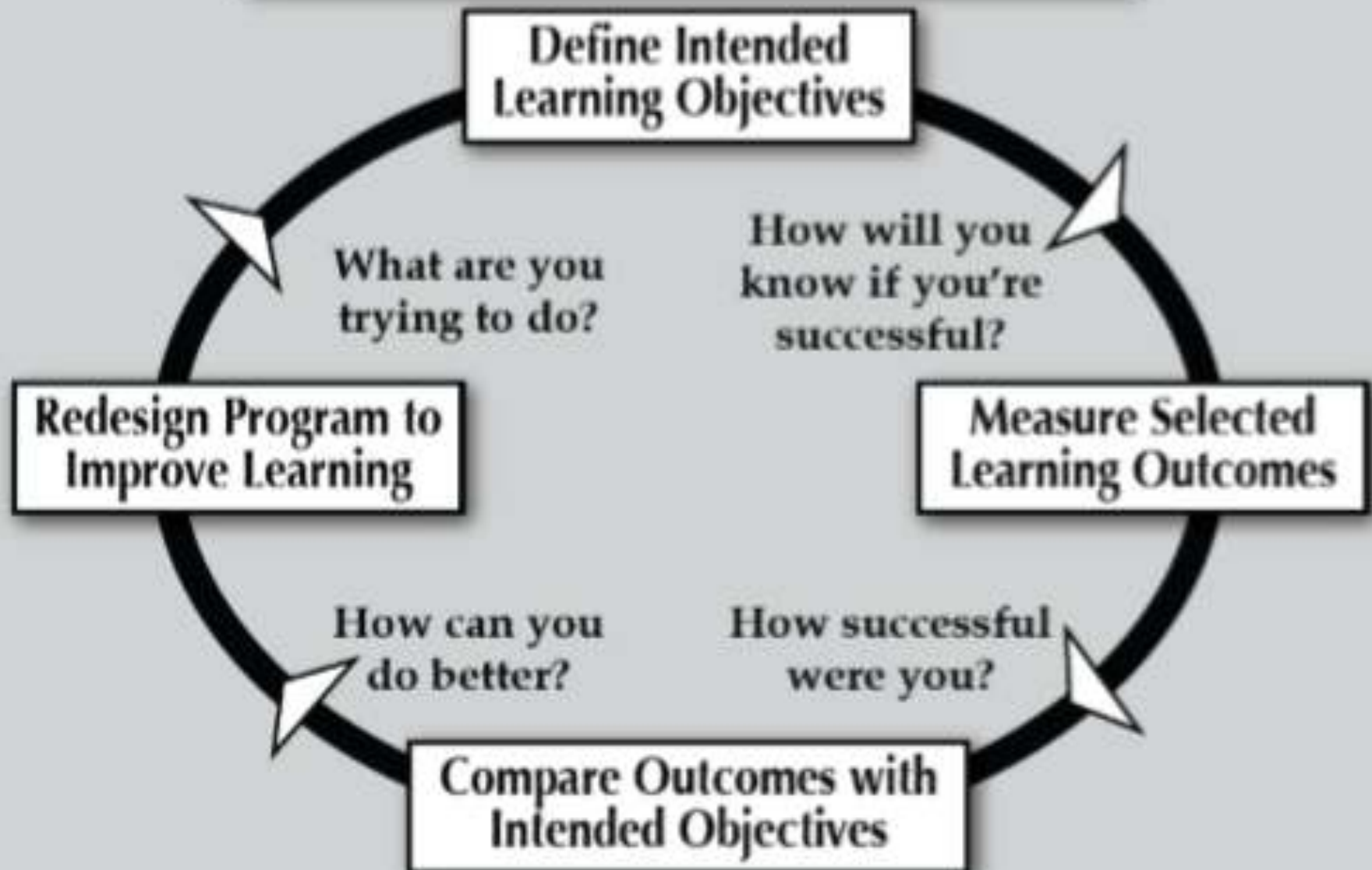
The term assessment refers to the wide variety of methods or tools that educators use to

***Evaluate,**

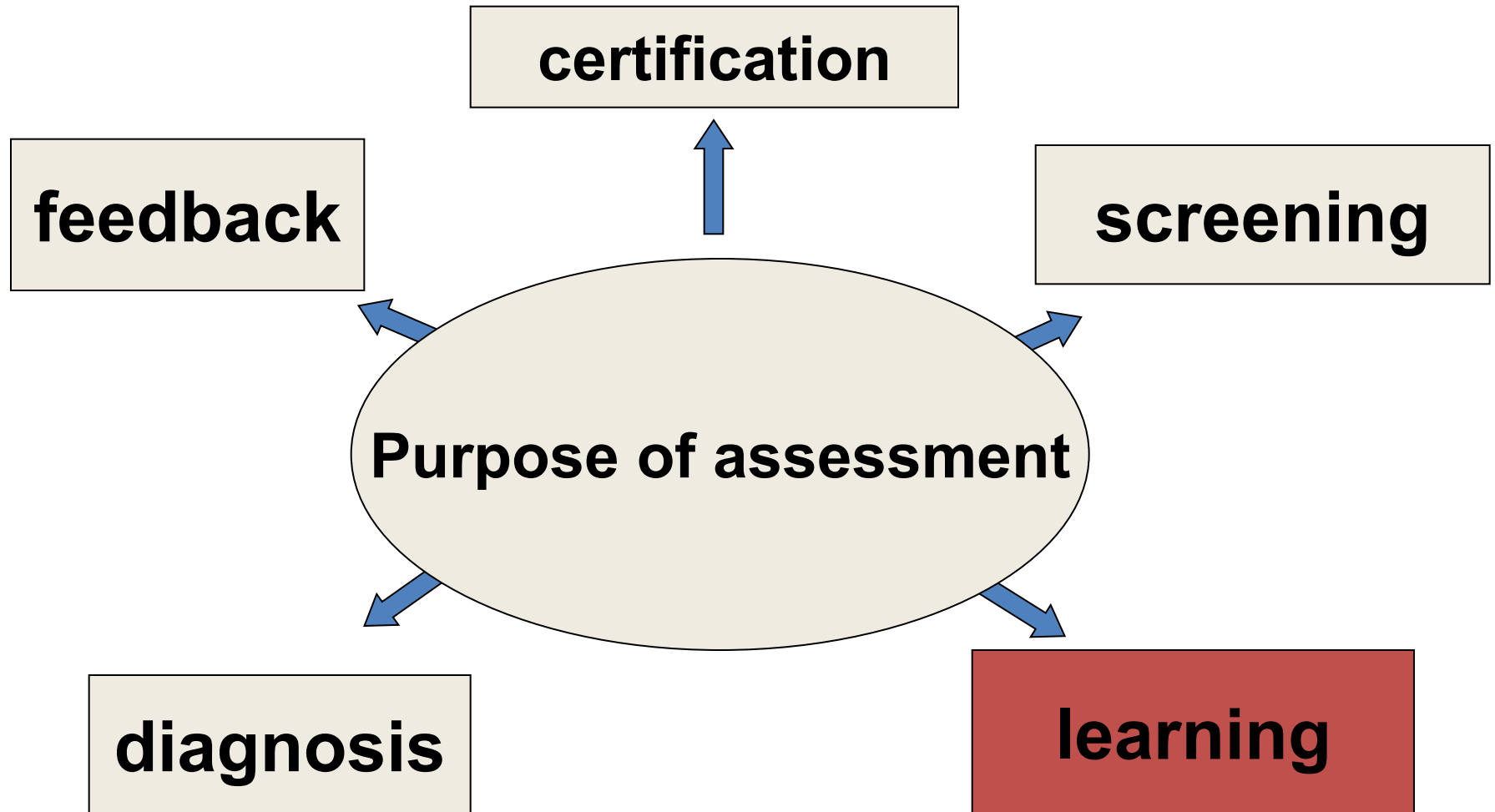
***Measure,**

***Document the academic readiness, learning progress, skill acquisition, or educational needs of students**

Figure 2.1: Assessment Learning Cycle



ASSESSMENT IS THE PROCESS OF GATHERING INFORMATION ABOUT CHILDREN'S LEARNING



According to 'Source Book on Assessment' by NCERT, in science subject, assessment should focus on whether the child has learnt the following:

- Observation: Has the child observed a phenomenon accurately or superficially?

- Experimentation: Has the learner skillfully planned and performed an experiment or activity? Was the learner able to handle the material and equipment properly?

- Measurement: Was the learner able to take and tabulate the readings accurately?

- Analysis and Interpretation: Did the learner use reason for analysing the results of the experiment and interpret them correctly?

- Communication: Did the learner express the outcome in an organised way?

Assessment

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graph LR; A[Assessment] --- B[Formative]; A --- C[Summative];
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The diagram consists of three light beige rounded rectangular boxes. The box on the left contains the word 'Assessment'. Two blue lines originate from the right side of this box and branch out to the left sides of two stacked boxes on the right. The top box on the right contains the word 'Formative', and the bottom box contains the word 'Summative'.

Formative

Summative

FORMATIVE SUMMATIVE



WHEN THE **CHEF**
TASTES THE SOUP



WHEN THE **GUESTS**
TASTE THE SOUP



LET US COMPARE

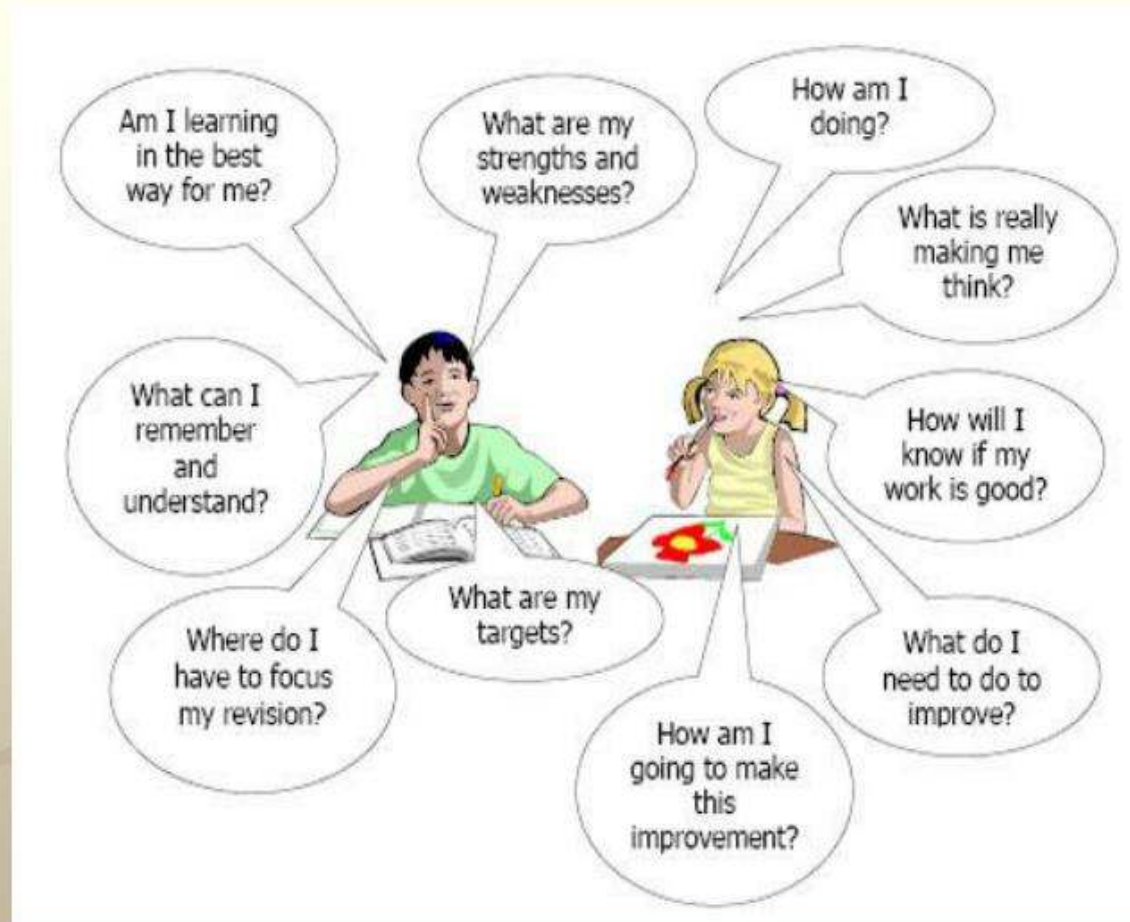
	Summative (AoL)	Formative (AfL)
Purpose	To find out what students know, understand and can do. To measure the progress they have made	To help students learn (assessment that enhances the learning process)
Timing	Terminal (after the learning)	During the early stages of learning
Examples	Tests and exams	Questioning Feedback (marking & oral) Peer & self assessment
Control	Teacher and external	Teacher and student

TWO RECOGNISED 'WAYS' TO ASSESS

- **'Both...and' not 'either...or'**
- **Assessment practice often engages both at the same time**
- **When is one emphasis more appropriate than the other?**

Assessment for Learning

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ASSESSMENT FOR LEARNING (FORMATIVE ASSESSMENT)

Assessment for learning is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful.

This assessment provides students with the timely, specific feedback that they need to make adjustments to their learning.

AFL – PRINCIPLES AND PLANNING

- **Main Principles of AFL**
- **Rationale**
- **Planning Strategies**

AFL as summarized by Ramaprasad

Where are we going?

**FORMATIVE
ASSESSMENT**

Where are we now?

How will we get there?

Where are we going?

This step involves the teacher setting and clarifying learning goals and the information that will be considered as evidence of achieving those learning goals

Where are we now?

This step refers to the specific practices in which teachers seek to understand students' current and prior knowledge, as well as their conceptual framework as they relate to the learning goals

How will we get there?

This step includes teacher design or modification of instruction to meet students' needs.

Assessment for Learning

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify success criteria	Check understanding	Teacher Feedback on how to improve
Peer	Share success criteria	Peer Evaluation of criteria	Peer Feedback on how to improve
Learner	Understand success criteria	Self Evaluation of criteria	Pupil Feedback on how to improve

AFL in the classroom is characterised by five principles:

- **Sharing the Learning Intention**
- **Sharing the Criteria for Success**
- **Quality Questioning based on Criteria for Success**
- **Providing Feedback based on Criteria for Success**
- **Peer & Self Assessment**

SHARING THE LEARNING INTENTION

- Students should have clear notion of learning intention of each lesson (put on board at start of class)
- The learning intention is what you hope students will know, understand or be able to do by the end of lesson

Examples:

- By the end of this lesson you should be able to separate sand, salt and water.
- By the end of this lesson you should be able to understand the character of
- By the end of this lesson you should be able to draw a diagram of ...

SHARING CRITERIA FOR SUCCESS

- Give students clear and easy-to-understand criteria that relate to the learning intention

Example:

- you should know how to separate sand, salt and water using certain procedures and you should know the reasons why they are separated
- Help students to know and recognise the standards they are aiming for - show them other students' work which has met with the criteria and explain reasons why.

QUALITY QUESTIONING

Create a classroom environment where all students feel safe to take risks and make mistakes

How would you define a good question?

(Why ask questions in class?)

- One which causes students to think
- One which promotes discussion
- One to which every child has an answer
- One which has a purpose...

Some students for various reasons do not answer in class. How do you encourage these students to answer in class?

QUESTIONING

When looking at questioning in the classroom we should consider:

- Wait time
- Variety of questioning
- Developing key questions (for key stages of the lesson)
- Quality of questions (Why does..? Could you explain..?)
- Well thought out questions
- Involving more than one student in the answer

Feedback

Ramaprasad said

“Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way.”

FEEDBACK THROUGH COMMENT

How clear is the feedback we give the students?

- *Develop these ideas further
- *Incorporate example/graph/data to improve your work
- *Good answer, could be supplemented with a diagram
- *More details needed here

FEEDBACK THROUGH COMMENT

How does the student interpret the feedback?

- *a tick means he probably likes it
- *there is a lot of writing at the end—this means it is bad
- *this is one of my best because my handwriting is neat, I checked my spellings and I put in the date'

FEEDBACK THROUGH COMMENT

Comment only marking vs giving marks

- Students respond to constructive comments more than just grades
- Marks emphasise competition not personal improvement, discourage collaborative learning
- Marks de-motivate low achievers
- Marks don't give learners advice on how their work can be improved

EFFECTIVE FEEDBACK

Feedback is most effective when it confirms for the students:

their **S**trengths

their **W**eaknesses

where to go **N**ext (and how)

(S.W.N.)

PEER AND SELF ASSESSMENT

Self Assessment

- Students are involved in and responsible for assessing their own piece of work (students know criteria for success)

Peer Assessment

- Students are involved in assessment of the work of other students (students have to have a clear understanding of what to look for in their peers' work)

Peer and self assessment are often considered together. Peer assessment can help self assessment. By judging the work of others, students gain insight into their own performance.

PEER AND SELF ASSESSMENT

According to the literature, peer and self assessment have several advantages over teacher assessed work. They:

- Require students to take responsibility for their own work (take the initiative)
- Encourage learning through discussion (students required to justify ideas)
- Increase motivation and interest
- Make students think
- Develop collaboration skills

STRATEGIES FOR SELF ASSESSMENT

- Traffic lighting

Students are asked to use a colour code to indicate current understanding of learning outcomes

- Samples of work

Students are given samples of work. They are asked to identify best piece of work, common mistakes and reasons why

- Marking schemes

Students are given marking scheme and asked to use it to correct their own answers

STRATEGIES FOR PEER ASSESSMENT

- Start in a small way and gradually move forward e.g. get 1st years to swap copies, check that diagrams are labelled, keywords for topics are present
- Give out answers to a test and ask them to correct each other's tests (short test)

AFL TEACHING METHODOLOGIES

- **Comment only marking**
- **Student input into decisions about homework**
- **Students writing questions for tests**
- **Students asking questions**
- **Teacher questioning (no hands!)**
- **Wait time**
- **Group work (on classroom assignments)**
- **Student self-assessment (traffic lights)**
- **Student peer-assessment**
- **Other...**

WHY ASSESSMENT FOR LEARNING - RESEARCH

- AFL encourages students to become more active and responsible participants in their own learning
- Achievement gains associated with formative assessment have been described as among the largest ever reported for educational interventions (OECD, 2005)
- Formative assessment brings about an improvement in student learning and the improvement is greatest for the weaker student

WHY ASSESSMENT FOR LEARNING – SCHOOL PLANNING & IMPROVEMENT

- Encourages teachers to reflect on their classroom practice
- Embeds culture of innovative practice
- Encourages a collaborative culture among teachers within and across subject areas
- Places teaching and learning on school development agenda
- AFL should be practised more frequently in conjunction with other forms of assessment

PLANNING CONSIDERATIONS

- Preplanning
- Time etc.
- Roles & Responsibilities
- Once off events – supporting existing procedures / policies
- Criteria re success from students
- Materials
- Info to parents
- Project Implementation
- Evaluation



BENEFITS OF ASSESSMENT FOR LEARNING



**MOTIVATE
UNMOTIVATED
STUDENTS**



**RESTORE
STUDENTS DESIRE
TO LEARN**



**ENCOURAGE
STUDENTS TO
KEEP LEARNING**



**CREATE
INCREASED
ACHIEVEMENT**



THANK YOU!