Session 2 - 14:00 - 15:45 - 25/1/2016

Student Evaluation Systems

Portugal
January 2016

Erasmus+

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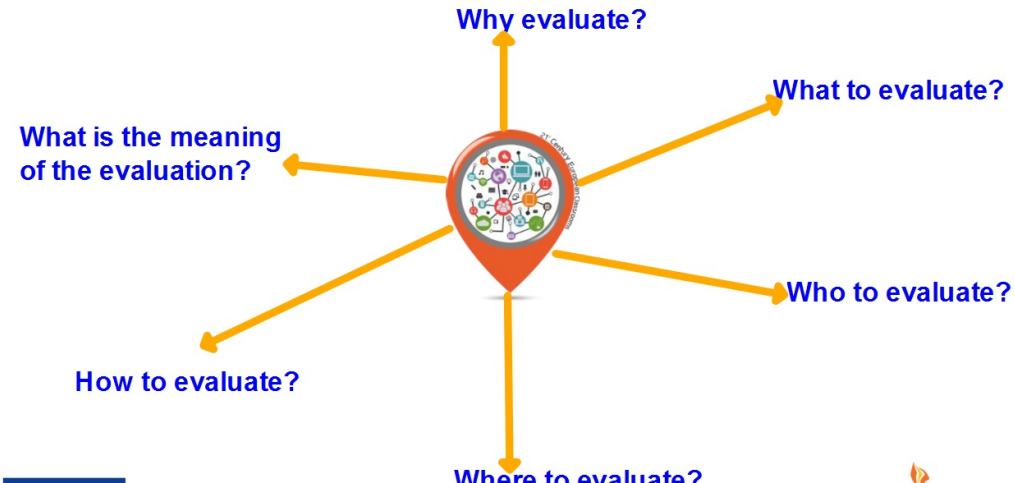
Student Evaluation Systems -Setting the Scene

What is "To evaluate"?

To describe the values/properties that a given variable/phenomenon assumes in a given case/individual or in different cases/individuals;

This happens via the sequence of independent and different processes that are interdependent and have mutual influences between the several organisers of Evaluation Systems:



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Student Evaluation Systems -Setting the Scene

Student Evaluation Systems -Setting the Scene

- Introduction in context of project
- Principles guiding assessment policy
- Practical task
- Practical task project specific implications
- Reflections from the UK 2000 - 2010
- Current practice and trends 2010 -2020
- Reflections from the project student evaluations

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Guiding Principles behind Student Evaluation Systems (Assessment Strategy)

Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.

Every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.

Every school has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.

Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

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A good student evaluation system will enable

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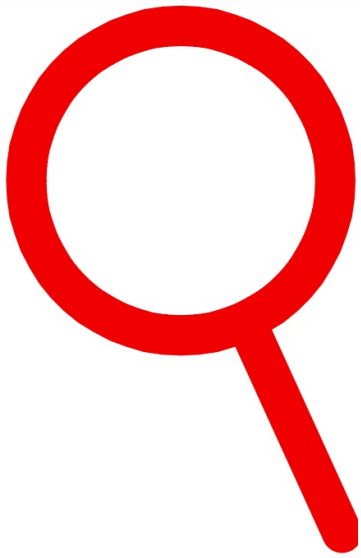
The benefits of good student evaluation systems



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Post it note activity- part 1

Task

In threes discuss some aspects of assessment that currently takes place in your classroom.

Record some of your ideas on the post it notes.

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Assessment: 3 ways to view

Close up

Day-to-day

Standing back

Periodic

Public view

Transitional

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Post it note activity- part 2

In threes decide where to place post it notes from your own practice and also the cards in the envelop on the A3 sheets.

Day-to-day	Provides a wide range of evidence of learning in specific contexts which shapes immediate next steps	
Periodic	Reviews day to day evidence to give a clear profile of pupils' achievements across a subject and informs and shapes future planning and targets for improvement.	
Transitional	Shares more formally the judgements from periodic assessment between pupils, parents and teachers at points between year groups. schools and phases.	

Day-to-day	Learning objectives shared with pupils Peer and self-assessment in use Pupils engaged in their learning and given immediate feedback on next steps for learning
Periodic	Broader view of progress for teacher and learner Use of national standards in the classroom Improvements to curriculum planning
Transitional	Formal recognition of pupils' achievement Reported to parents/carers and next teacher(s) May use external tests or tasks

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Aspects of day-to-day assessment

Day-to-day assessment	Learning objectives or intentions have been shared with and explained to pupils. Learning outcomes and success criteria are also made explicit so that pupils know not only what they are intended to learn but also how to demonstrate their achievement. Teachers provide feedback both orally, automated and written and allow time for pupils to reflect on the feedback. Pupils are encouraged to assess and evaluate their own learning. Peer and self-assessment in use Pupils engaged in their learning and given immediate feedback on next steps for learning

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Day-to-day assessment

Pupils

- immediate feedback
- relevant next steps
- reflecting on learning as it happens

Teachers

- detailed interactions with learners
- changes in short term planning

Aspects of periodic assessment

Periodic Assessment

Provides a broader view of progress for teacher and learner

Reviews a range of a pupil's work to see whether they have consolidated what they have been taught and are able to apply their learning with a degree of independence.

Uses assessment criteria and /or national standards in the classroom

Records assessment criteria which allows teachers to see relative strengths and weaknesses by individuals, groups and whole class.

Informs improvements to curriculum planning

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Periodic assessment

Periodic Assessment

Pupils

- applying learning in different contexts
- being able to show what they know
- revealing strengths and areas for development

Teachers

- profile of attainment against national standards
- adjust planning and pedagogy
- track progress
- patterns of performance
- make connections across learning contexts

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Transitional assessment

Transitional

Pupils

- formal recognition of acheivement
- Influences future choices and opportunities

Teachers

- related to national standards - often externally validated
- information and data provided for the next teacher
- used for teacher and school accountability

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Reflections from the UK, 2000 - 2010

Assessment at the Heart of Learning - UK view point

" Assessment for learning is 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 and how best to get there."

Assessment Reform Group, 2002

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Assessment has a vital role to play

"Assessment has a vital part to play in building pupils' understanding of mathematics but it remains an area of weakness, particularly in secondary schools. This is not just about lesson objectives,questioning and marking, but also about seeking and acting on clues from pupils'responses and their written work, noticing early errors and the sticking points that hold back learning"

Mathematics: understanding the score, Ofsted 2008, Executive Summary

In the best lessons....

" In the best lessons the teachers were perceptive listeners and observers..... They strove to understand how each pupil was thinking and were concentrating on using this as a basis for structuring learning rather than aiming to convey a particular mathematical method. It was their focus on trying to interpret what was in pupils' minds, to help them make better sense of the mathematics for themselves, that singles out these lessons. They realised that, unless they know how a pupil was thinking, they would not be in a position to help them learn effectively."

Mathematics: understanding the score
Ofsted 2008 paragraph 116

Assessment for Learning- European viewpoint

"frequent interactive assessment of students' progress and understanding to identify learning needs and to adjust teaching appropriately"

OECD 2012

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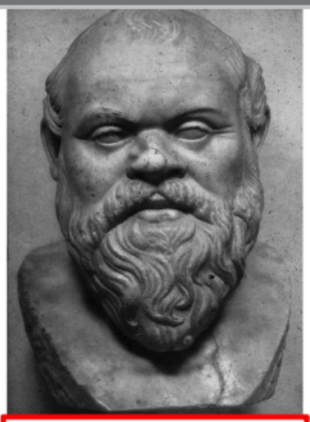
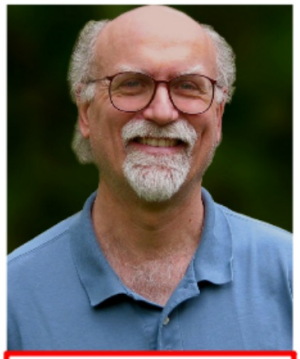
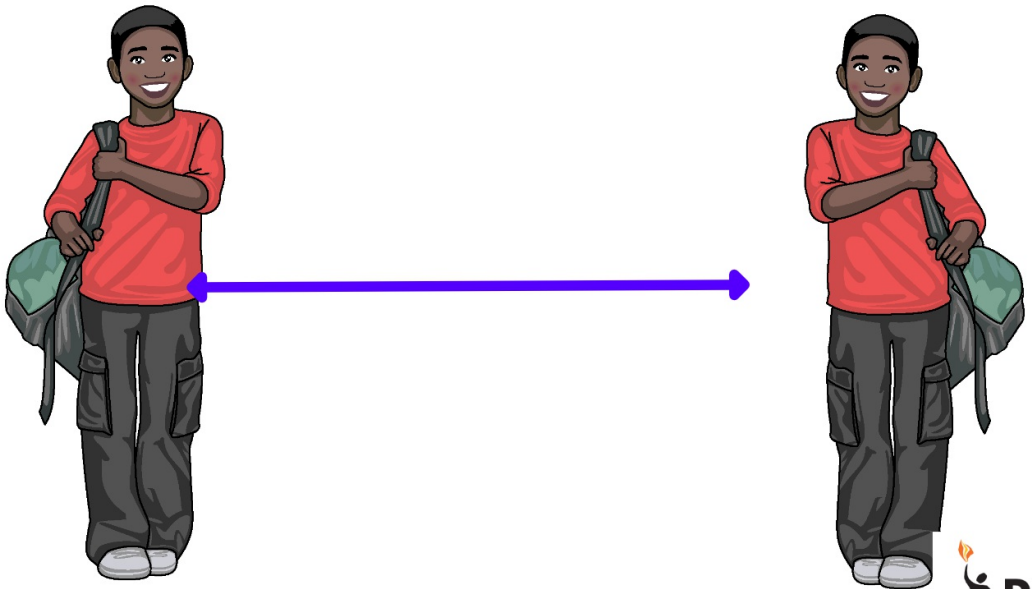
Main influencers 2000 +







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Current Practice and Trends 2010 - 2020

Table 1: Aspects of formative assessment

	Where the learner is going	Where the learner is right now	How to get there
Teacher	**1** Clarifying learning intentions and criteria for success	**2** Engineering effective class-room discussions and other learning tasks that elicit evidence of student understanding	**3** Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	**4** Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	**5** Activating students as the owners of their own learning	

extracted from academic review of Black and Wiliam formative assessment evaluation.

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Current Practice and Trends 2010 - 2020

Three priorities emerged from the report:

- development of assessment tools to support individual progress
- development of assessment tools to capture and record progress
- use of technology to track attainment and progress

Alternative assessment approaches developed by teaching schools,NCTL - Research report - September 2014

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Assessment tools to support individual progress through feedback

"An assessment functions formatively to the extent that evidence about student acheivement is elicited, interpreted and used by teachers, learners, or their peers to make decision 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 evidence."

Wiliam, D. 2011, Embedded Formative Assessment p43

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Assessment tools to support individual progress through feedback

"When teaching and learning are visible - that is, when it is clear what teachers are teaching and students are learning, student acheivement increases." Approaches featured include self and peer assessment initiatives, which offer students increasing agency over their own learning.

Hattie, J. 2012, Visible Learning for Teachers

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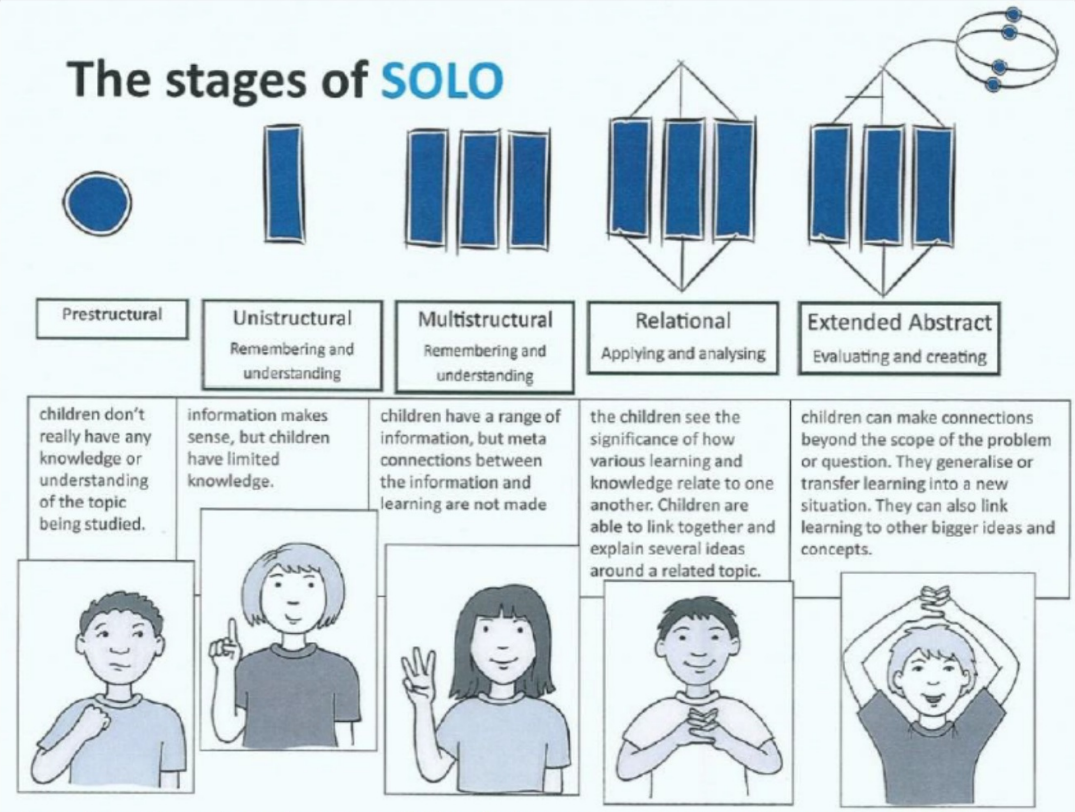
Assessment tools to support individual progress through feedback



Levels of understanding in SOLO taxonomy developed by Severn TSA

Assessment tools to support individual progress through feedback

Feedback grids using "I can" statements developed by Alban TSA

	Learning outcome	Before the topic	After the topic	Teacher Assessment
Foundation	1. I can recall the difference between elements and compounds and that electrolysis can be used to split compounds into their elements.			✓T, CW
Foundation	2. I can describe how elements are arranged in the Periodic Table including the location of metals and non-metals.			✓PR,VF
Developing	3. I can describe the uses of important non-metal elements such as carbon, hydrogen, oxygen and carbon.			✓HW, T
Developing	4. I can describe the properties of halogens, semi-metals and noble gases and identify their locations in the Periodic Table.			✓
Developing	5. I can represent chemical reactions using word equations.			½
Secure	6. I can use the particle model to explain what density is. I can use experiments to calculate the density of a substance.			½
Secure	7. I can explain how scientists work together to develop theories including the importance of publishing results.			X
Excellent	8. I can evaluate the risks of a practical and make recommendations about how to work safely.			X
Excellent	9. I can evaluate the effectiveness of using hydrogen as a fuel.			X
Excellent	10. I can link together experimental and numerical data to illustrate patterns in the properties of elements.			X

Codes For Teacher Assessment:
T = Test
CW = classwork
HW= Homework
PR = Presentation
PJ = Project work
PW = Practical work
VF = Verbal Feedback

Foundation (1,2)
Developing (3,4,5)
Secure (6,7)
Excellent (8,9,10)

Pupil dialogue combined with teacher feedback is very powerful.

Assessment tools to support individual progress through feedback

Revised Bloom's taxonomy

The knowledge dimension	1 Remember	2 Understand	3 Apply	4 Analyse	5 Evaluate	6 Create
A. Factual Knowledge	list	summarise	classify	order	rank	combine
B. Conceptual Knowledge	describe	interpret	experi-ment	explain	access	plan
C. Procedural knowledge	tabulate	predict	calculate	differ-entiate	conclude	compose
D. Metacognitive Knowledge	appropriate use	execute	construct	achieve	action	actualise

Questioning cards developed by Balcarras TSA

You want to find out what the child knows or can recall	You want to find out what the child understands
Who...?	Tell me in your own words...
What...?	How are these the same?
Where...?	How are these different?
Why...?	What is the main idea of...?
When...?	What does this mean?
Which...?	What is the effect of...
Describe....	What fact/idea shows you...?
Tell me/show me/find...	What is the info telling you?

3. Applying You want to support the child in solving a problem	4. Analysing You want to support the child to break info into parts
What do you know already that could help you?	What are the main features of...?
What would happen if...?	What is the theme of...?
What other way could you...?	How is...related to...?
What do you think you need to do next?	How could you sort these?
How could you solve that problem using what you have learned?	What is the function of...?
Why has this happened?	What conclusion can you draw?
Where could you get info from?	What evidence do you have to support this?
	What might happen next?
	How do you know?

Assessment tools to capture progress

- Systems need to develop that will ultimately offer coherence and consistenct across all schools
- Teachers need to be involved and have ownership over planning for classroom assessment systems.
- Systems need to allow pupils, parents and school governors to receive feedback that is more meaningful.
- Tools being developed by schools include SOLO taxonomy grids, progressive mastery statements and marking grids.

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Use of technology to track progress- 4 key tests

- **BENEFIT** - the change should have a clear relative advantage for those being asked to change practice: it should be seen as a " a better way"

- **COMPATABILITY** - the change should be as compatable as possible with the exisitng values and expriences of the people being asked to change

- **SIMPLICITY** - the change should be no more complex than necessary: it must be an easy as possible for people to understand and use.

- **TRIABILITY** - the change should be something that people can try on a step - by- step basis and make adjustments as things progress.

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Current Practice and Trends 2010 - 2020- conclusions

Successful pedagogy involves thinking about the relationship between individual lessons and longer term outcomes. Too frequently lessons fail because they have been designed backwards; ie resources, activities, learning intentions and then success critieria. It is now evident the necessity to plan in the opposite way ie success criteria, learning intentions, activities that deepen thinking and then resources.

A culture shift regarding the nature, range and purposes of assessment needs to take place, in recognition of the new opportunities provided by new curricula, new pedagogies, student agency and technology.

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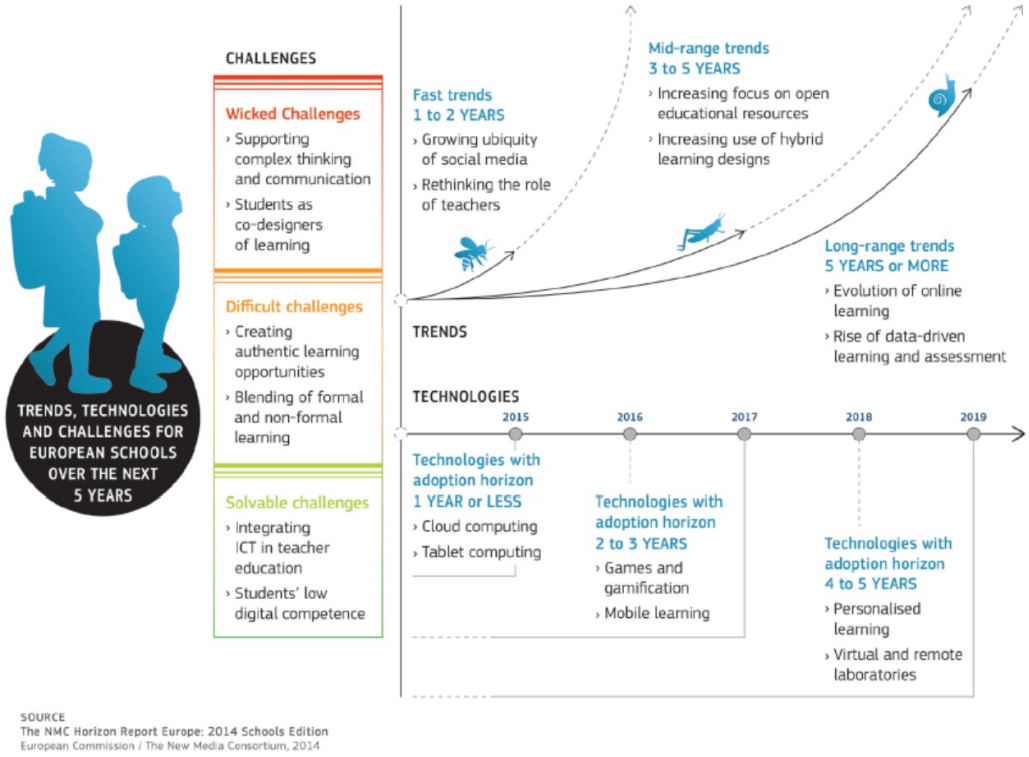
Current Practice and Trends 2010 - 2020- predictions



SOURCE
The NMC Horizon Report Europe: 2014 Schools Edition
European Commission / The New Media Consortium, 2014

Reflections from the student survey