

Assessment in schools

Assessment for learning

Assessment of learning

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Thinking about learning

- What kind of learners do we want?
- Assessment that supports good learning
 - Finding out where learners are – good diagnostics as feedback for teachers.
 - Making learning goals and standards clear – feed forward
 - Giving feedback that works
 - Encouraging self-regulated learners

Separating the learning from the task

Doing this makes it easier to differentiate instructions.



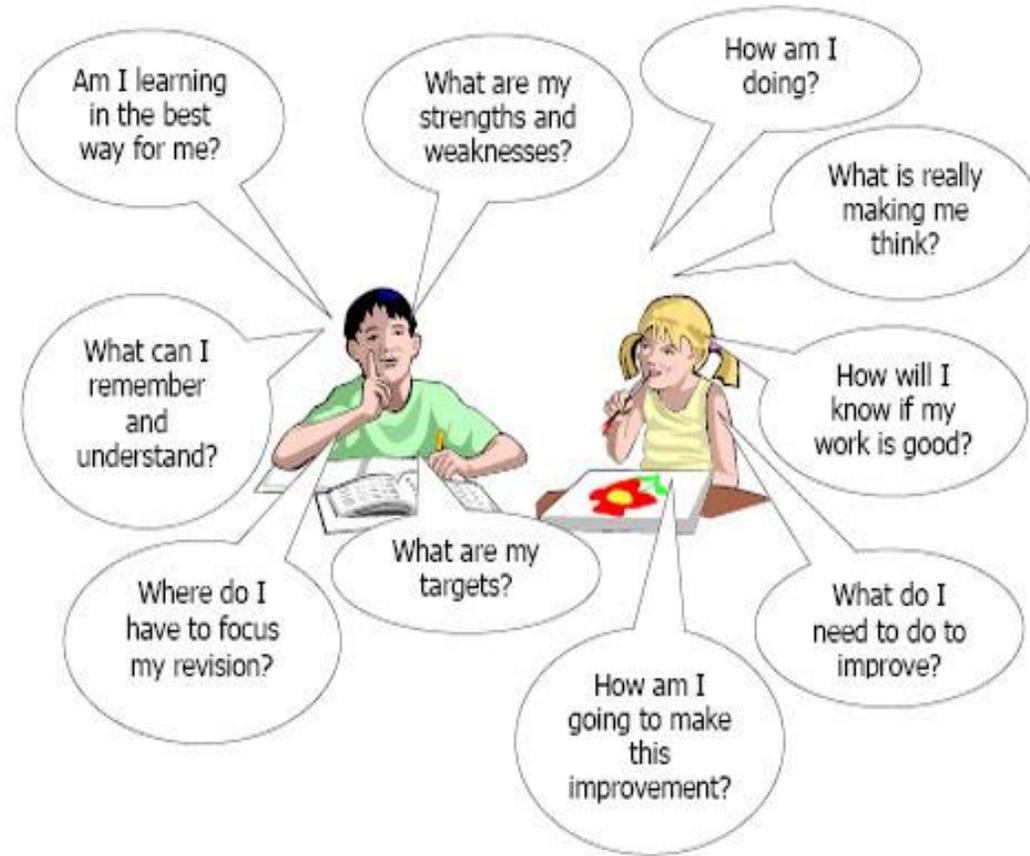
What is the main purpose of assessment?

- Improve **students learning** and **teachers teaching** as both student and teacher respond to the information it provides.

Schools need to consider how they will **gather** , **analyze**, and **use** assessment information so that it is **effective** in meeting its purpose.

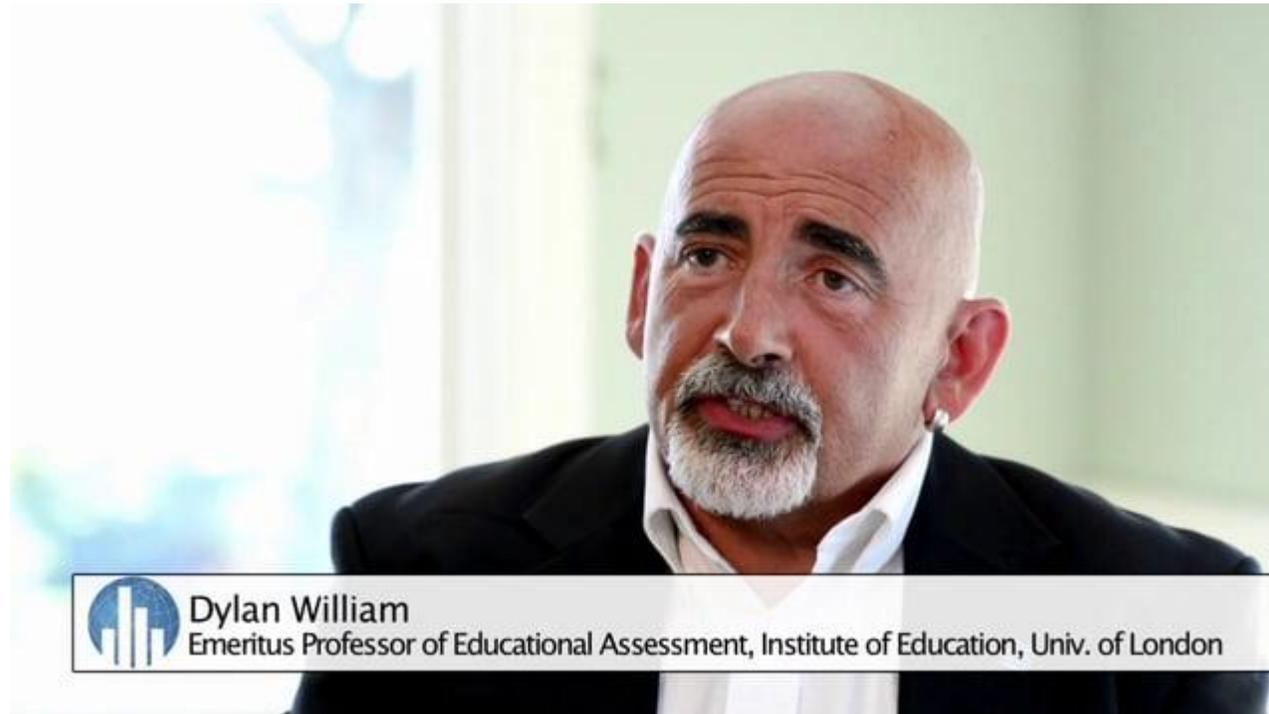
What is assessment in schools?

- Knowing what students can



Dylan William

« For many students, school is just a series of tasks where the purpose is unclear, and even what counts as a success is a mysterious, especially for students from less advantaged backgrounds.»



Howard Gardner

« In school, assessment is mystifying. Nobody knows what's going to be on the test, and when the test results are back, neither the teacher nor the student knows what to do.»



Dr. Howard Gardner
Professor of Cognition and Education, Harvard University

Skills without understanding?

NAEP in the USA in mathematics.

« How many buses do the army need in order to transport 1128 soldiers if each bus takes 36 soldiers? »

Almost 1 of 3 answered : « 31 per bus and 12 remain. »

(Schoenfeld 1988, in Wiggins and MC Tighe 2005)

Motivation and assessment

. High and low motivation

. **Inner motivation**

. Challenge

. Curiosity

. Control

. Fantasy

. Competition

. Collaboration, etc.

(Mallone and Lepper)

Outer motivation

. Profit/wage

. Pressure

. Avoid punishment, etc.

(Petri, H. 1991)

Norman Vincent Peale

« People become really quite remarkable when they start thinking that they can do things.

When they believe in themselves, they have the first secret of success.»



Goal in learning situations

- Happiness
- Grades
- Degrees
- Education
- Job

The price is paid in different ways:

- . Time
- . Money
- . Frustrations
- . Boredom
- . Loss of confidence, etc.

Hattie; 2007 : 700 studies « Influences on Achievement »

- The **teacher** who
 - . gives the forward feedback
 - . activates the learner
 - . helps the learner see themselves as their own teacher

Effects of Educational Methods

(measuring recall after 3 weeks without announcing beforehand)

- . Lectures 4,5 %
- . Reading 11%
- . Audiovisual media 22%
- . Demonstration 32%
- . Group discussion 56%
- . Practica 75%
- . Instruction to teach the subject to others (peers) 82 %

(Dochy and co., 2002)

Finding out where learners are

- Classroom dialogue: questions, discussions

Teachers:

- . talk 70 – 80 % of time
- . ask 200 – 300 questions a day, 60 % recall facts, 20 % procedural;
- . < 5 % group discussion or meaningful ideas;
- . 70 % answers less than 5 secs (3 words)

(source: J. Hattie, 2012)

How long do teachers wait after asking a question before taking action ?

Question > thinking time (wait time) > pair and share > no hands up

The 21st century learner agenda

Are students prepared for future challenges? Can they analyze, reason and communicate effectively? Do they have the capacity to continue learning throughout life?

(PISA homepage: www.pisa.oecd.org)

As never before, the next generation will need to be innovative, creative, and skilled at managing knowledge as a resource.

(Alberta Province, Canada, Inspiring Education, 2010, p.3)

The 21st Century agenda

Are life?

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Theory and practice

. Ways of thinking

1. Creativity and innovation
2. Critical thinking, problem solving,
3. Decision making

. Ways of working

4. Communication
5. Collaboration (teamwork)

6. Information literacy

7. ICT literacy

. Living in the world

8. Citizenship – local and global

9. Life and career

10. Personal and social responsibility –
including cultural awareness and
competence.

(P. Griffin et al. (eds). Assessment
and Teaching of the 21st century skills.)

How do we learn

- What am I good at?
- How and why did I get good?
- How do I know I am good?

- What am I not good at?
- How and why did I not get good?
- How do I know I am not good?

Defining learning

« A significant change in capability or understanding»

This include: the acquisition of further information when it does not contribute to such changes.

(Michael Eraut)

« Any process that... leads to permanent capacity of change» this involves content, incentive and interaction.

(Knut Illeris)

Developing expertise

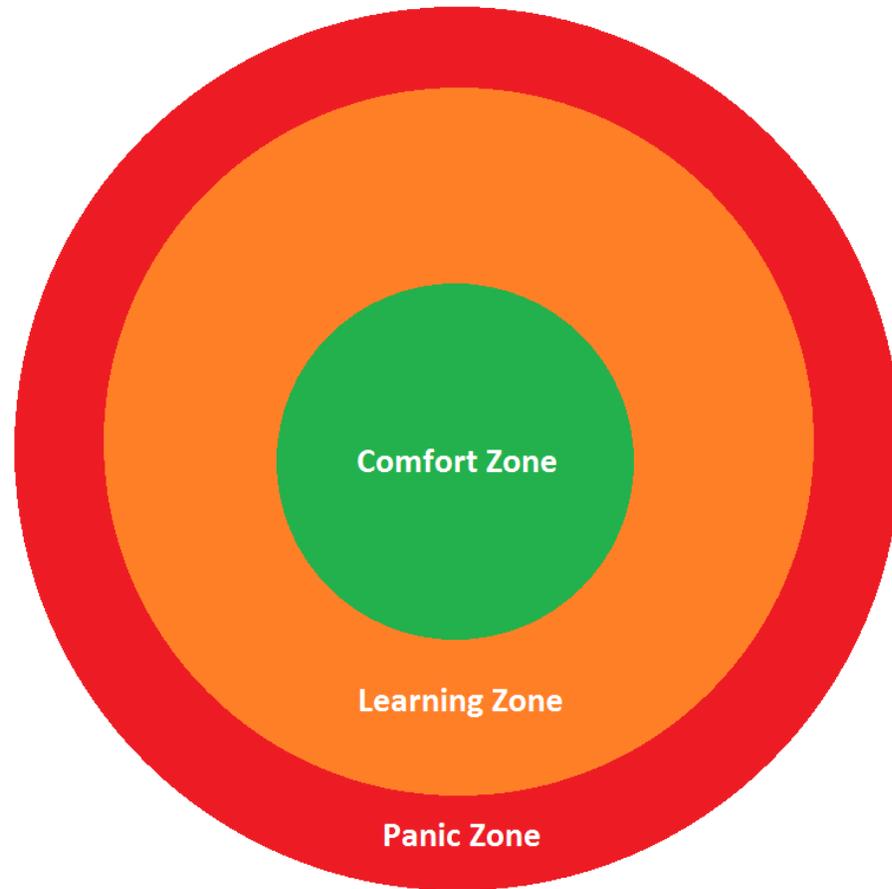
« Nobody is born an expert: child prodigies do not have unusual genes, they have unusual upbringings.»

(Matthew Syed)

Expertise is the result of :

1. Knowing where we want to go
2. Deliberate practice (10 k hours)
 - . Designed to improve
 - . Repeated until automatic
 - . Continuous feedback
 - . Demanding mentally
 - . Involves risks and is hard work
3. Deepening knowledge
 - . Development of a mental model/ framework
 - . Recognizing what's relevant and irrelevant
 - . Remembering more

Deliberate practice



(Source: Calvin, 2009)

Aligning assessment and learning

What forms of classroom assessment will help effective classroom learning?

- i. Build on what we know – assessment that finds out where learners are in their learning.
- ii. Makes meaning – **makes sense** - makes clear the learning intentions, recognizes success criteria.
- iii. Is active and social learners take part in their own assessment; importance of classroom discussion, interaction (feedback); development of self-regulating learners.

Assessment for learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and 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)

Quality AFL keeps learning principles central – **the spirit** – high organization based on ideas in contrast to **letter** when practices are used without understanding.

John Hattie's priorities for effective assessment

Transparent goals: The more transparent the teacher makes the learning goals, the more likely the student is to engage in the work needed to meet the goal.

Success criteria: The more the student is aware of the criteria of success, then the more the student can see the specific actions that are needed to attain these criteria.

Rapid formative feedback: The more there is feedback about progress from prior to desired outcomes, the more positive attributes to learning are developed.

([https://tmsydney.wikispaces.com/.](https://tmsydney.wikispaces.com/))

Learners as questioners

« Once you have learned to ask questions – relevant and appropriate and substantial – you have learned how to learn and no one can keep you from learning whatever it is you need to know.»

(Postman and Weingartner, Teaching as a Subversive Activity)

Using group work to encourage questioning:

- developing questions to ask other groups.

Ways of encouraging questions asking

- . Written questioning
 - . question box, exit questions
- . Roleplay – interview the expert
- . Don't know the answer – please research
- . Groups write questions for others in class at the end of a topic

Where learners need to go

Learning intentions and success criteria

1. High expectations are the key to improving learning
2. The teacher is clear about what is being learned (progression in learning) and makes it clear to the student.
3. What we will be learning rather than what we will be doing
4. The importance of **tuning in** (building on) where learners are in their learning

The importance of being clear about what and why we are learning – and make deep demands

The need to make sense and make meaning

«It's not that I haven't learned much. It's just that I don't understand what I am doing.» (15 years old)

« Sir treats us like we're babies, puts us down, makes us copy stuff off the board, puts up all the answers like we don't know anything. And we are not going to learn from that. Because we've got to think for ourselves.» (low achieving student)

« We knew how to do it. But we didn't know why we were doing it and we didn't know how to go around doing it...I can get the answer, I just don't understand why. (math student)

(source: Jo Boaler)

Separating the learning from the task

Doing this makes it easier to differentiate instruction without creating a classroom in which different students are working towards different goals.

All students are working towards the same learning intention; the differentiation comes in the success criteria –

How far are students able to transfer their learning?

« All students should be able to transfer what they have learned to very similar contexts while others can be challenged by assessing how far they can transfer what they have learned.»

(Dylan William)

Summary

- What kind of learners do we want?
- AFL – assessment that supports good learning.
 - Finding out where learners are – good diagnostics as feedback for teachers.
 - Making learning goals and standards clear – feed forward.
 - Encouraging the self-regulated learners.

(Source: Stobart, 2016)

<https://www.youtube.com/watch?v=hqh1MRWZjms>

