

Assessment in the context of Curriculum for Excellence



Learning Intentions

- You will understand:
 - What sound assessment is based on
 - The role of assessment in CfE





A Place Where Everyone is Learning Together

Our pupils and staff help to set their own learning goals

Our pupils and staff identify and reflect on their own evidence of learning

Our pupils and staff practice self- and peer-assessment

Curriculum

ASSESSMENT AS
LEARNING

Learning and
Teaching

Staff use a range of evidence from day-to-day activities to check on pupils' progress

**Using evidence
as feedback to inform
improvement**

Our pupils, staff and parents are clear about what is to be learned and what success would be like

ASSESSMENT
OF
LEARNING

ASSESSMENT
FOR
LEARNING

Staff talk and work together to share standards in and across schools

Our pupils and staff are given timely feedback about the quality of their work and how to make it better

Staff use assessment information to monitor their establishment's provision and progress, and to plan for improvement

Our pupils and staff are fully involved in deciding next steps in their learning and identifying who can help

Assessment

Our classroom assessment involves high quality interactions, based on thoughtful questions, careful listening and reflective responses



A coherent national system of assessment: Circular 02/05

LEARNING AND TEACHING

FORMATIVE (USE OF ASSESSMENT)

INTERNAL

EXTERNAL

CURRICULUM

SUMMATIVE (USE OF ASSESSMENT)

Formative assessment
Personal learning planning

Involving learners, and parents and other adults, in the learning process

Teachers' judgements and reports, with local moderation and National Assessments as part of understanding and sharing standards

Local authority collection and analysis of information to inform provision and improvement
HMIE inspection feedback, subject/quality/improving reports & follow-through inspection activities

Scottish Survey of Achievement P3, P5, P7, S2
National Qualifications (SQA)
International studies
HMIE inspections and reports on authorities and schools

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Findings from research

- Planning for improvement was the least well developed aspect of AoL, in terms of teacher understanding
- Mixed understanding of the purpose of National Assessments, and concerns over the pressures to meet targets
- Understanding of the purpose of the Scottish Survey of Achievement was inconsistent across schools and authorities



What needs to be tackled next?

- Revisit 10 features of AifL as a whole system
- Renewed focus on principles and research behind AifL, rather ‘tricks and tips’
- AoL – sharing standards, greater diversity of evidence, using assessment evidence to monitor and plan for improvement



Moving to Curriculum for Excellence

- Scottish education is changing apace with CfE – largely welcomed by the profession who have been active participants in it
- Assessment practice will need to continue to develop based on the principles of CfE and focused on delivering the purposes of the new curriculum
- *Building the Curriculum 3* endorses the AifL approach to assessment and *Building the Curriculum 5: A Framework for Assessment* will build on the work already taking place in Scotland

What we know about learning

- **Learners learn best when:**
 - **they understand clearly** what they are trying to learn, and what is expected of them
 - **they are given feedback** about the quality of their work and what they can do to make it better
 - **they are given advice** about how to go about making improvements
 - **they are fully involved** in deciding what needs to be done next, and who can give them help if they need it





Links to Curriculum for Excellence

- Sound assessment practice:
- reflects the principles of Curriculum for Excellence e.g.
 - Progression, relevance, challenge and enjoyment, personalisation and choice
- develops capacities, attributes and capabilities
 - Confident individuals with ... and able to ...
 - Successful learners with ... and able to ...
 - Effective contributors with ... and able to ...
 - Responsible citizens with ... and able to ...
- supports the delivery of curriculum experiences and outcomes



Links to Curriculum for Excellence

- **Confident individuals with:**
 - Self Respect
 - A sense of...mental and emotional wellbeing
- **Successful learners with:**
 - Enthusiasm and motivation for learning
 - Determination to reach high standards
- **Effective contributors with:**
 - Resilience
- **Responsible Citizens:**
 - Making informed choices and decisions



Assessment within CfE

- The Experiences and Outcomes should form the basis of planned activities which will generate assessment evidence. Activities based on the Es+Os should be assessed in a wide variety of ways, and evidence gathered appropriately to support judgements
- The focus of assessment in CfE is on progress and next steps
- This focus involves the learner at the centre – the learner needs to build skills in learning so s/he can identify next steps for him/herself, with peers and with adults

What should assessment tell us?



- Evidence from assessment should enable learners and their teachers to decide
 - where the learners are in their learning,
 - what their next steps are
 - how best to get there



Assessment Supporting Learning

- Assessment should be an integral part of day-to-day learning and teaching. Sound classroom assessment includes:
 - High quality discussions about learning
 - Sharing of learning intentions and success criteria
 - Feedback
 - Learner involvement



Autonomy in Learning

- Assessment encourages learners to be more independent and learn how to learn
- It helps them to take increasing responsibility for their learning and participate more effectively in the process of learning
- Learning how to learn involves
 - reflecting on evidence of learning
 - self and peer assessment
 - setting their own learning goals



Developing Sound Judgements

- “Regular, planned opportunities for dialogue will be required within and across establishments to help staff share and consistently apply standards.” BtC3
- Judgements about pupils' learning need to be dependable. This means that:
 - they are valid
 - they are reliable
 - they are comparable



Developing Sound Judgements

- To ensure sound judgements, staff need to use the wide range of evidence gathered to:
- Share standards through dialogue and discussion
 - Reflect on the implications for learning and teaching and in planning for improvement



Helping Sound Judgements

- A new national assessment resource is being planned for August 2010
- Its aim is to be a portal for assessment for Scotland
- It will include opportunities to share standards, exemplars, online CPD, discussion forums, etc



Curriculum for Excellence and Assessment in learning

- Assessment needs to be planned as part of programmes so that
 - it reflects planned learning
 - it enables staff and learners to gather evidence relevant to that learning
- Assessment is for learning (AifL)
 - not just about 'tricks and tips'
- **All** assessment can all be used as evidence to summarise learning
- **All** assessment can be used formatively to feed back and plan for improvement



Additional Reading

- Black, P and Wiliam, D (1998), Inside the Black Box, nferNelson
- Black, P and Wiliam, D (1999), Beyond the Black Box, <http://k1.ioe.ac.uk/tlrp/arg/publications.html>
- Gardner, J et al (2008), Changing Assessment Practice - <http://www.aria.qub.ac.uk/ARIA-pamphlet.htm>
- ARG (2006), The Role of Teachers in the Assessment of Learning, <http://k1.ioe.ac.uk/tlrp/arg/publications.html>
- Scottish Education Department Circular No.02 June 2005: Assessment and Reporting 3 -14, <http://www.scotland.gov.uk/Publications/2005/06/2393450/34533>
- SQA Academy course Raising Attainment in National Qualifications through Formative Assessment <https://www.sqaacademy.org.uk>