

Assessment / Moderation

Framework 3-18

2012

The purpose of this framework paper is to provide

- A summary of the key messages from national documents
- A self-evaluation checklist
- A framework for a school policy

Content

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Roles and Responsibilities in assessment are clearly stated in Annex 1 and annex 2 of Building the Curriculum 5 and these will inform self evaluation.

<http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc5.asp>

1 Purpose and principles of assessment

<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/about/framework/index.asp>

The purpose and principles of assessment are:

- to involve, engage and support children and young people in their learning
- to ensure progression in learning is in line with expectations that are appropriate to the learner
- to summarise and share progress with the learner and parent/carer
- to plan appropriate next steps in learning which meet individual learner's needs
- to inform future improvements in learning and teaching which meet individual learner's needs

How well planned is assessment to support progression in learning and how do you know?

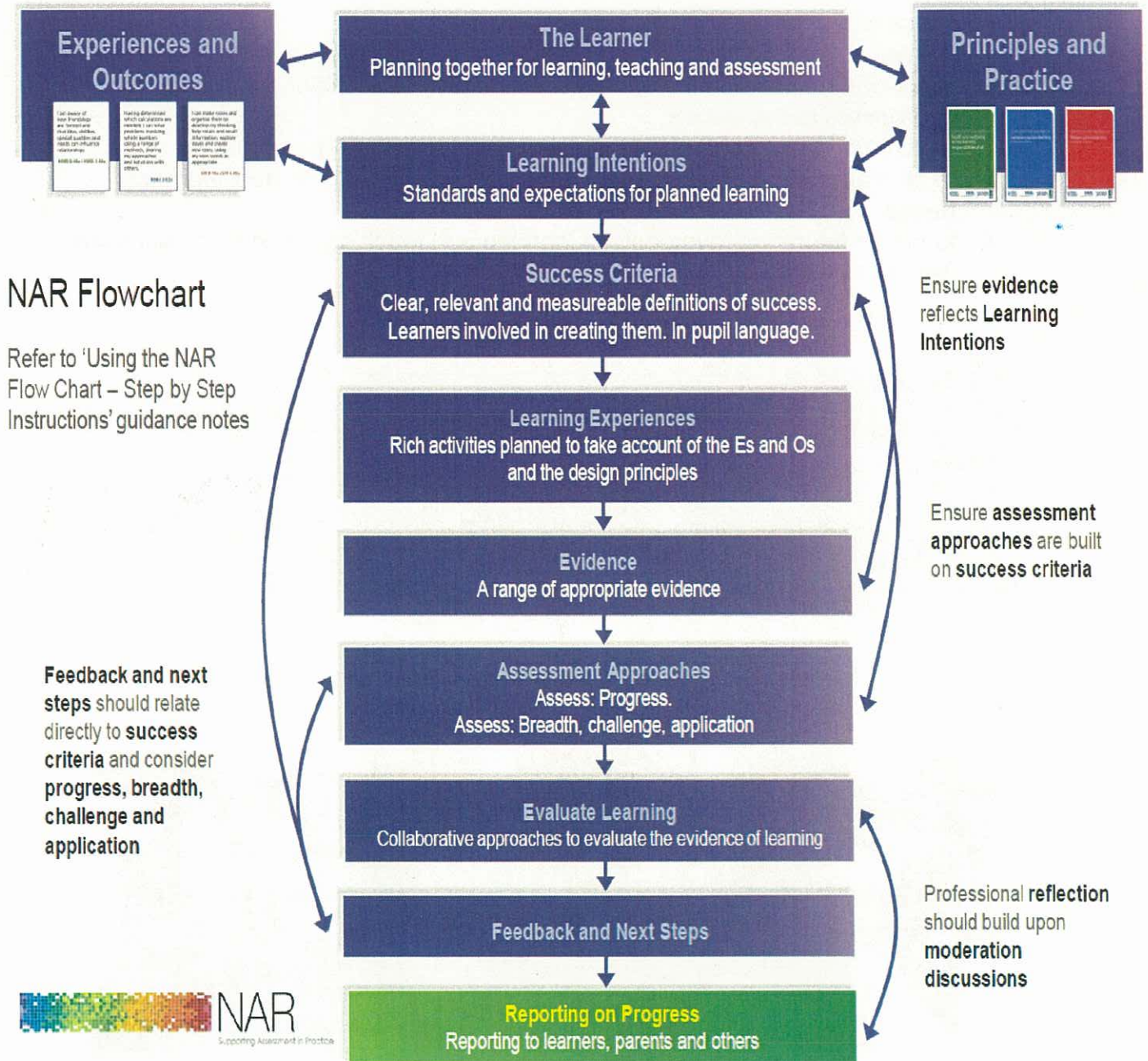
To what extent does it involve the learners and parents/carers? How is this improving outcomes for learners?



In Edinburgh we are committed to the principle that the main purpose of assessment is to improve outcomes for learners.

2. Planning for learning, teaching and assessment

This process is clearly exemplified in the NAR flowchart below
http://about.narscotland.org.uk/Images/NAR-Flow-chart_tcm4-671023.pdf



How well does your practice reflect the National Assessment Resource flow chart?

National Assessment Resource www.narscotland.org.uk .
 National Glow Group - Assessment - <http://tinyurl.com/National-Glow-Assmnt-Group>

3. Range of Assessment Approaches

3.1 Taking a holistic approach

Assessment should focus on significant aspects in learning. Assessment and planning take account of individual learner's needs and preferences and recognise that children and young people progress in different ways. Staff carefully plan, using experiences and outcomes, to ensure that learners can progress and demonstrate evidence across the breadth, challenge and application of learning with an emphasis on higher order thinking skills. Significant aspects of learning within curriculum areas will support evidence of progression for reporting.

Evidence of assessment comes from focussed observations of day-to-day learning as well as specifically designed assessment tasks, activities and summative approaches. The nature of evidence gathered (Say, Make, Write and Do) is appropriate to the type of learning being assessed. The learning context (4 contexts for learning) –and the learners' engagement and involvement in learning show what they know, understand and do.

Are learners involved in identifying success criteria and the steps to achieving these?

Does assessment focus on the significant aspects in learning?

Is the evidence gathered appropriate to what is being assessed?

Do we plan for assessment from across the 4 contexts for learning?
(*Interdisciplinary learning, Discrete curriculum area learning, Learning through ethos and life of the school, Opportunities for personal achievement*)

Do we have appropriate expectations for all learners?

The Journey to Excellence Improvement Guides on assessment provide guidance and reflection to aid self-evaluation.

<http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/assessingtosupportlearning.asp>

<http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/assessingprogress.asp>

3.2 Formative Assessment (Assessment for learning)

The key ideas of formative assessment are exemplified in the Assessment is for Learning Triangle

- Learning Intentions / Success Criteria
- Effective Questioning
- Feedback
- Peer and Self assessment

What does effective formative assessment look like?

How do learners know what they are expected to learn and what success looks like?

Do we give accurate, timely and developmental feedback to learners?

Are learners effectively involved, through peer and self-evaluation, in identification of strengths and next steps?

How well does your practice exemplify AifL principles?

What is an AifL School?

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 practise self- and peer-assessment

Curriculum

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

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

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

Learning and Teaching

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

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

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

ASSESSMENT AS LEARNING

ASSESSMENT FOR LEARNING

ASSESSMENT OF LEARNING



Assessment

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

3.3 Summative Assessment

Curriculum for Excellence does not mean no tests. Tests are still valid.

Say, make, write and do assessment activities can all be forms of summative assessment, including.

- Focussed observations
- Specifically designed assessment tasks
- Aspects of learning activities which have been identified for assessment
- Tests (including standardised tests – see below)
- Examinations

What range of assessments do we use to evidence progress?

To what extent is there a balance in the types of assessment being used to support learning?

3.4 Standardised Tests

Standardised tests are one part of the range of assessment approaches.

The purposes of using standardised tests are

- To provide a benchmark of a child's learning against a standardised score.
- To produce a snapshot of a learner's achievements at a point in time.
- To confirm a teacher's judgements about a child's progress, strengths and development needs.

As standardised tests are a 'one off' event, careful consideration needs to be given to the extent to which the results reflect the on-going assessment of a learner's progress.

What are the reasons for the performance?

How closely do the results reflect predicted results based on on-going classwork and assessment?

Have some learners exceeded expectation? ... Should the pace / level of challenge in classwork for some pupils be increased?

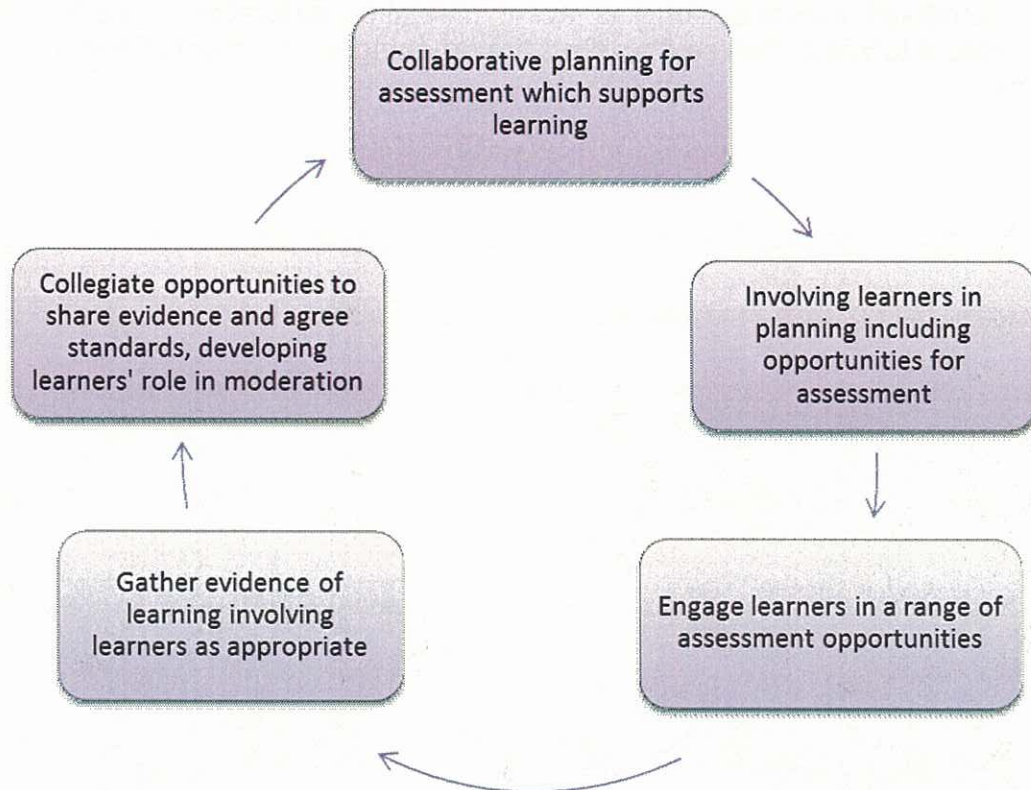
Have some learners performed less well than expected? What action is being taken to further investigate this? Is further support required?

Are there general areas of strengths / weakness for a large group of learners? individuals?

4. Arrangements for Moderation

<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/sharingstandards/qualityassurance.asp>

In order to ensure effective moderation, teachers and other practitioners need to understand, apply and share standards in assessment. The diagram below summarises aspects of effective moderation which supports learning and involves the learners. Moderation starts with planning and can be between staff, staff and learners and between learners themselves.



As part of moderation, to what extent are you involved in collaborative planning which supports learning?

In what ways and how well are learners involved in the planning for assessment and moderation activities?

To what extent does the planning and moderation of assessment improve learners' achievements (including attainment outcomes) in your class or school and how do you know?

How are you developing validity and reliability in your assessment methods? (This practice develops confidence in professional judgements and supports learners to work towards standards of achievement that are appropriate to their learning needs.)

5. Arrangements for tracking and ensuring progress for children and young people

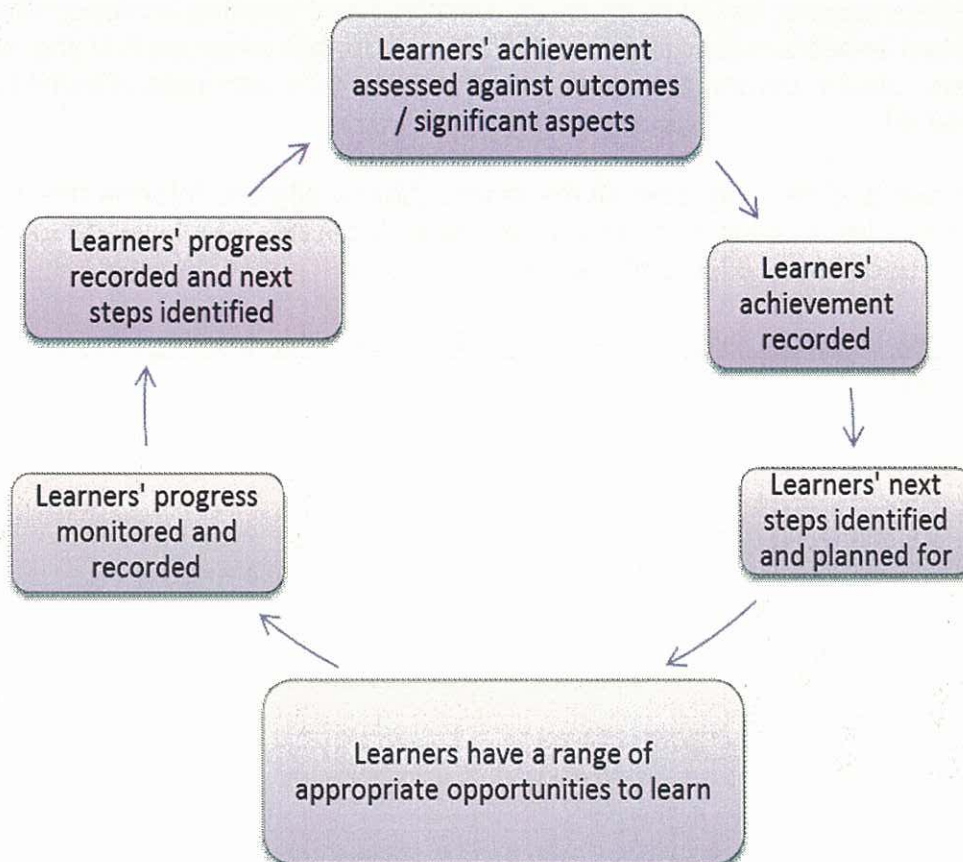
<http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/monitoringrecordingtracking.asp>)

Detailed monitoring, recording and tracking of progress takes place at all levels to ensure progress against shared high expectations of attainment and achievement. Consistent approaches to monitoring, recording and tracking achievement across significant aspects of learning ensure that appropriate progress is being made by all learners. Staff intervene promptly and effectively if the progress of individuals is not maintained.

Monitoring and tracking looks at the learner holistically and informs reporting. Dialogue, with an adult who knows them well, facilitates regular updating of setting learning goals and building of the learner's profile.

http://www.ltscotland.org.uk/Images/BtC5RecognisingAchievement_tcm4-641217.pdf

Benchmarking for improving learning involves analysing evidence of achievement compared with expectations. Consideration should be given to comparison with schools working in similar contexts as well as local, authority, national and international information. Staff and teams reflect on the data and take appropriate action to set the highest expectations and improve learning for all.



How do we ensure consistency in approaches to monitoring, recording and tracking learners' progress?

How effectively do we involve children, young people and parents/carers in tracking to ensure progress?

What evidence do you have to demonstrate effectiveness of arrangements for tracking?