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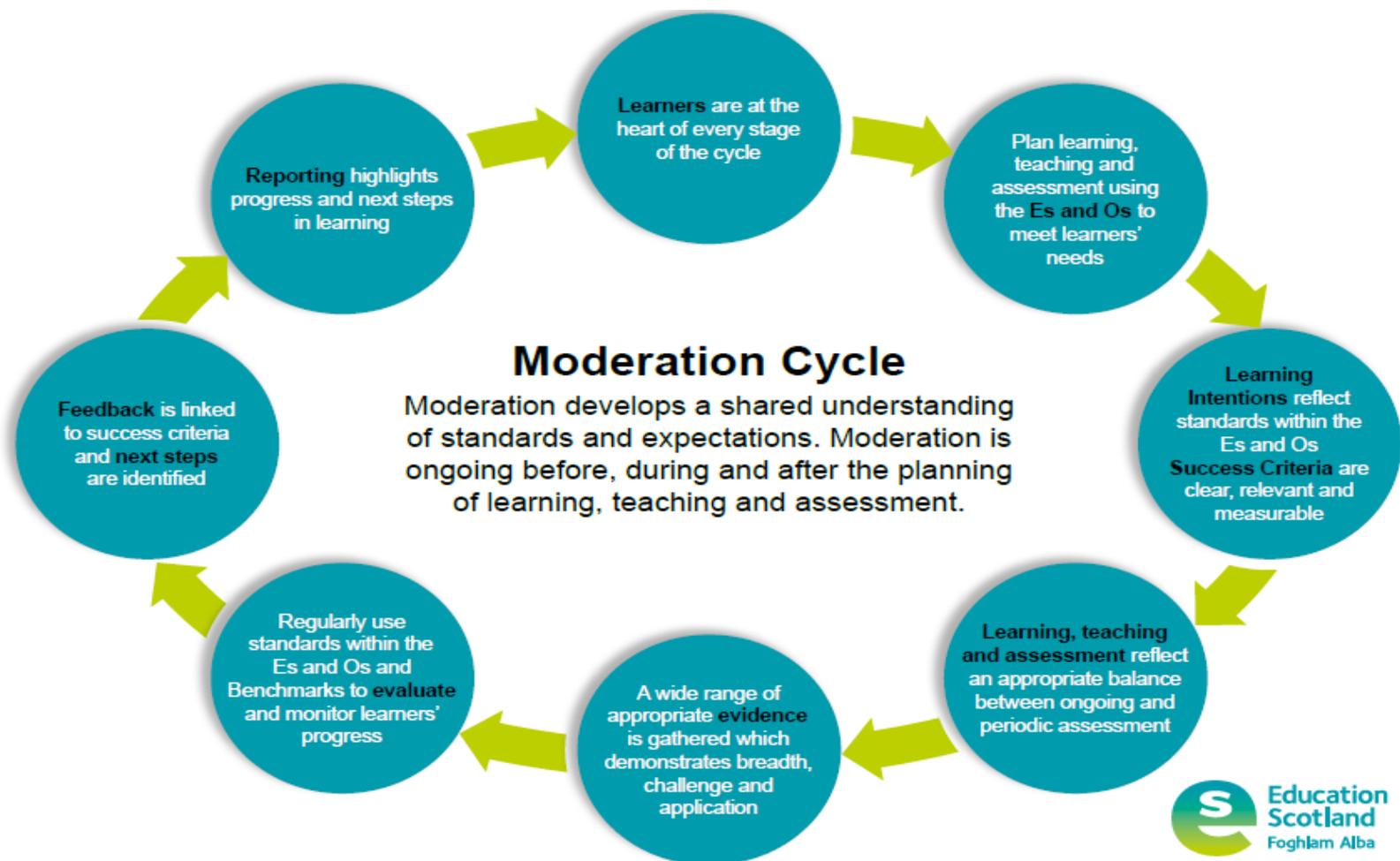
# Developing High Quality Assessments

For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

# Agenda

- **Overview of High Quality Assessment**
- **High Quality Assessment examples**
- **Reflective Task**
- **Summary**

# High Quality Assessments should be planned as part of learning and teaching



# What are High Quality Assessments and what are they not?

High quality assessments **ARE**:

- considered assessments, used periodically, throughout the year and across a level to form part of the evidence base for achievement of a level and continuous progress in learning
- created when planning for learning and teaching
- carefully constructed selecting Es and Os from planned learning to assess **breadth** of previously taught concepts and for planned new contexts for learning.
- carefully constructed to provide the appropriate level of **challenge** i.e. what skills are required from learners.
- carefully constructed to provide **application** of prior learning (knowledge and skills) to new and unfamiliar contexts.
- carefully planned to reduce bureaucracy by bundling Es and Os

# What are High Quality Assessments and what are they not?

High quality assessments are **NOT**:

- Unnecessary stacks of evidence
- An end of unit assessment
- The only assessment evidence to be considered as part of achievement of CfE levels:
  - day-to-day learning
  - coursework (including tests)
  - observations
  - periodic high quality assessments
  - information from standardised assessments

# Why use High Quality Assessments?

By providing opportunities to gather evidence of **breadth**, **challenge** and the **application** of learning

Well designed high quality assessments complement ongoing assessment by helping to evidence learners' progress

# High Quality Assessments should also:

- Group Es and Os together in a way that is appropriate to learners, across different organisers.
- Promote higher order thinking skills.
- Be planned as part of the learning, teaching and assessment.

# What are key features of High Quality Assessments?

High quality assessments can be taken from one of the four contexts of learning:

- **Ethos and life of school as a community**
- **Curriculum areas and subjects**
- **Interdisciplinary learning (IDL)**
- **Opportunities for personal achievement**

# What are key features of High Quality Assessments?

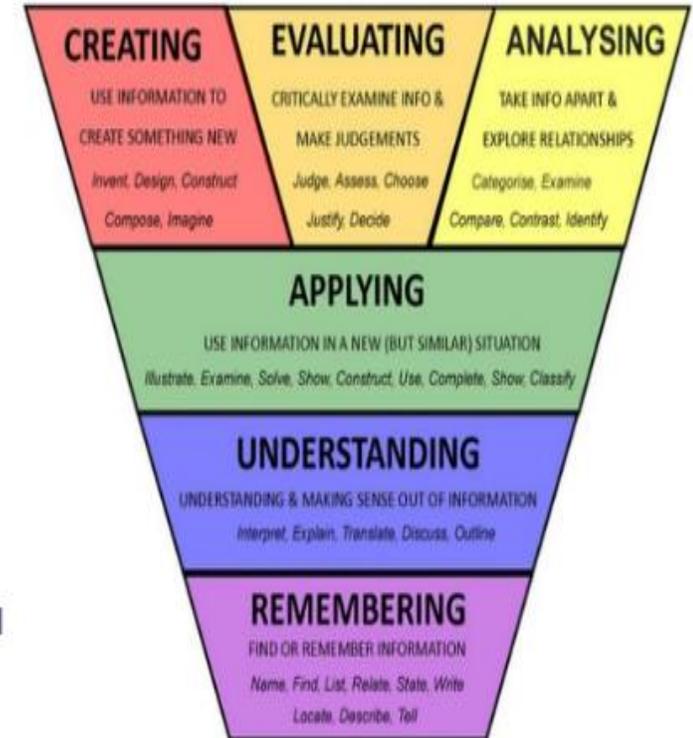
Demonstrate **breadth** of learning

- Require the learner to draw on a range of learning from a number of Es and Os across different organisers

Demonstrate **challenge**

- Promote higher order thinking skills – creating, evaluating, analysing

Demonstrate **application** of learning in new and unfamiliar situations (4 contexts of learning)



# High Quality Assessment – First Level Literacy

<b>Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment</b>	<b>A wide range of appropriate evidence is gathered. For example:</b>
<p>Prior learning: Learners have had experience of a range of writing genres (e.g. writing to convey information; procedural writing such as fitness workout and recipe writing; persuasive writing). They have also had a practical introduction to Games Making in PE Lessons where they have generated ideas and developed an understanding of simple games, their rules and how to co-operate and compete with a partner through think/pair/share and practical activities.</p> <p>Over a series of approx. 4 lessons, learners work together to create a game for others to play. They may:</p> <ul style="list-style-type: none"><li>• Explore the purpose of the assessment - to create their own game and produce outcomes such as written instructions and persuasive texts to promote it</li><li>• As a starting point apply their listening and talking skills to explore games that they already know, play and have experience of</li><li>• Explore a range of games equipment and discuss and record ideas around creating their own game</li><li>• Try out both their own game and one created by another pair</li><li>• Take turns to explain the rules of their game to others. Listen to instructions provided by others and evaluate how well they help to play the game</li><li>• Following feedback from peers, individually make notes and illustrations on the rules of their game and use these to create a text of their own choice aimed at conveying information and instructions</li><li>• Apply prior learning to consider a range of persuasive texts which could be used to convince others to play their game e.g. poster, film clip or vlog</li><li>• Create a persuasive text of their own choice – consider format, organisation of relevant information, vocabulary and language appropriate to purpose etc.</li><li>• Present their completed text to another audience in order to persuade them to play their game (new and unfamiliar context)</li><li>• Use their conveying information text to teach their games to others</li><li>• Evaluate how effectively their writing fulfilled its purpose (to convey information and to persuade) and met the needs of their audience.</li></ul>	<ul style="list-style-type: none"><li>• Teacher notes on observation of practical activities</li><li>• Game instructions</li><li>• Text to convey information</li><li>• Persuasive text</li><li>• Self and peer-assessment sheets</li><li>• Agreed next steps in learning</li></ul>

# High Quality Assessment – First Level Literacy

Curriculum Area	Plan learning, teaching and assessment using the Experiences and Outcomes
Literacy - Listening and Talking	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a
Literacy – Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a
Literacy - Writing	I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a
Physical Education	I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Create a game with a partner and talk about and write a clear set of instructions to help others play the game</li> <li>• Design texts of your own choice to explain how your game works and persuade others that it is worth playing</li> <li>• Try each other's games and discuss which ones worked well and why.</li> </ul>	

# Checklist

Does the High Quality Assessment:

- Draw on a range of learning?
- Cover a breadth of learning?
- Provide appropriate challenge? i.e. Higher order thinking skills?
- Provide opportunities for application of learning in new and unfamiliar contexts?
- Focus on one of the four contexts of learning?

# High Quality Assessment – Second Level Writing

## Prior learning

### Learners have:

- Had opportunities to practise their writing skills in a range of genres, including persuasive writing
- Engaged with and analysed a range of texts and used these as models to help inform the production of their own extended writing
- Had opportunities to refine their note making skills
- Used self and peer assessment opportunities and teacher feedback to improve their written work
- Are aware of their next steps in writing and can use this information to plan, write and edit subsequent pieces.
  
- Pupils have had the opportunity to read information from organisations and venues offering activities that they could participate in.

# High Quality Assessment – Second Level Writing

<b>Literacy - Writing</b>	<b>Plan learning, teaching and assessment using the Experiences and Outcomes</b>
Enjoyment and choice	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a
Tools for writing	Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a
Organising and using information	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. Lit 2-26a
Creating texts	I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. Lit 2-29a

## **Assessment**

The pupil council receives a budget to spend on one of three activities for the school to participate in at the end of term. Choose one of these activities and produce a piece of writing persuading the pupil council to select your choice of activity.

You should consider:

- The educational benefits
- How much pupils will enjoy the experience
- Value for money

# Checklist

Does the High Quality Assessment:

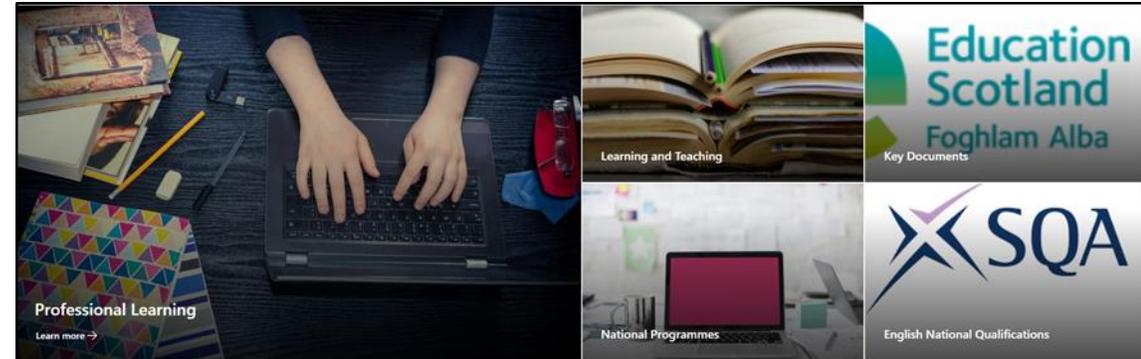
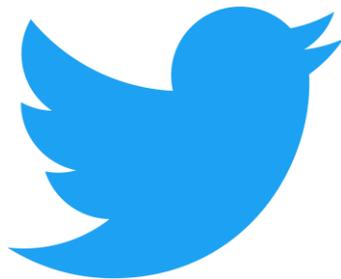
- Draw on a range of learning?
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# Literacy and English Professional Learning Communities

[National Literacy Professional Learning Community](#)

[National School Libraries PLC - Home \(sharepoint.com\)](#)

**Education Scotland literacy and English team  
on twitter: @lal\_edscot**



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# Reflective questions

- Do you plan for assessment when planning learning and teaching?
- Do you discuss and moderate at the planning stages?
- Do you design assessments to provide opportunities for application?

# Summary

- National Support – Moderation Hub
- Moderation is ongoing and includes planning learning, teaching and assessment.
- In best practice, professional dialogue and collaboration will take place at every stage of the moderation process.
- High Quality Assessments are an effective way to demonstrate breadth, challenge and application.

# OECD- Independent review of the Curriculum for Excellence (2021)

**Provide dedicated time to lead, plan and support CfE at school level.** In support of the next phase of development of CfE, Scotland could consider the provision of additional dedicated and ring-fenced time for all teachers, for curriculum planning, for monitoring of student achievement and in support of moderation of assessment outcomes.

**Align qualifications, system evaluation and curriculum to deliver on the commitment of Building the Curriculum 5.** Scotland could first identify modes of student assessment that could be used in school and external settings at Senior Phase levels, in alignment with the four capacities and CfE philosophy; and second, re-develop a sample-based evaluation system to collect robust and reliable data necessary to support curriculum reviews and decision making

# Implementation framework for the OECD's 2021 review of Curriculum for Excellence

The advice set out in **Building the Curriculum 5** and in other relevant sources will be **reviewed and updated** as necessary.

Short-life sub-group of the Curriculum and Assessment Board to explore options for introducing a **sample-based survey** with the potential to gather data across the **four capacities** and how this would align with data collected at present. The sub-group will be specifically tasked with considering the workload implications for staff of any potential survey.

**Review and clarify current national guidance on breadth and depth of learning.** Exemplify good practice in the ways in which different schools achieve breadth and depth of learning across their curriculum, which meets the needs and aspirations of learners.

**Commitment to teacher professional judgement** as the means of assessing progress in the BGE with consideration of how to better support that and the Achievement of CfE Levels data in future. **National standardised assessments will continue** to have a role to play in this.



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