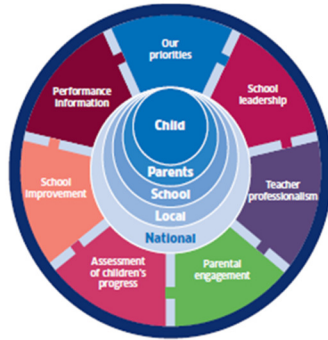# CfE Assessment Rationale and Framework

AUGUST 2017

1 Introduction

"Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of children and young people. Across our learning community, we have shared expectations of standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum."

How good is our school? 4th Edition, 2.3

"Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing"

How good is our school? 4th Edition, 3.2

This advice and statement replaces the CfE Assessment and Reporting Rationale and Framework published in August 2012 and articulates with Achieving Excellence and Equity in Learning and Teaching in Fife, January 2017.

CONTENTS

Current National & Local Policy

How good is our school? 4th Edition (2015) *Education Scotland*

How good is our early learning and childcare? (2016) *Education Scotland*

CfE: Building the Curriculum series (2008) *Education Scotland*

NIF, Delivery Plans & Governance
Improving Schools in Scotland: An OECD Perspective (2015) *OECD*

The Professional Standards (2013) GTCS

Education & Children's Service Directorate Plan (2014-2017) *Fife Council*

The Benchmarks (2016-17) *Education Scotland*

Achievement of a Level (2016) *Education Scotland*

Assessing Children's Progress (2016)

Scottish National Standardised Assessment (2017) *Scottish Government*

To encourage continued engagement and reflection across the profession, this statement summarises best practice advice from the Scottish Government, Education Scotland and Fife's *Assessment* and *Learning and Teaching Strategy* Groups. This statement is aimed at improving the quality of experiences for children and young people across Fife to close the attainment gap and to improve outcomes across our learning communities.

This statement (2017) takes account of CfE advice received from Education Scotland and the Scottish Government: *Building the Curriculum 5* (BtC5); How good is our school? 4th Edition; How good is our early learning centre? 2016; Achievement of a Level, 2016; A Statement for Practitioners, 2016; the National Improvement Framework (2016 & 2017); Delivering Excellence and Equity in Scottish Education (2016) and the most recent research on assessment practice.
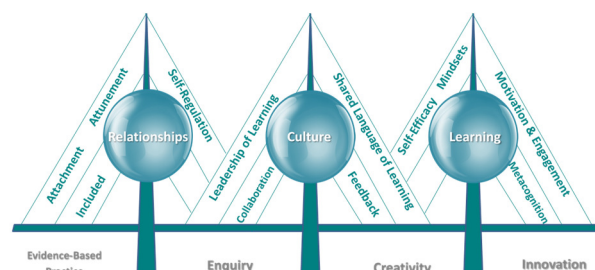
2. Rationale and Framework

The advice and guidance contained within this statement should be regarded as the frame of reference for effective assessment practice across all Fife schools, early years' centres and establishments.

The purposes of this statement are to:

Assessment *for* Learning

- *Enables teachers to use information about learners' knowledge, understanding and skills to inform their teaching*
- *Teachers provide feedback to learners about their learning and how to improve*

Assessment *as* Learning

- *Involves learners in the learning process where they monitor their own progress, ask questions and practise skills*
- *Learners use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals*

Assessment *of* Learning

- *Assists teachers to use evidence of pupils' learning to assess their achievement against learning goals and standards/benchmarks*

Key documents and papers relevant to assessment practice can be found in the appendices, including: *Key Features of Assessment Pedagogy, Summary of Effective Practice, Contextual Assessment Toolkit, The Benchmarks, Achievement of a Level, Moderation Flowchart , Assessment and Moderation Process, and National Practice Model.*

Staff who are 'assessment literate' will:

- **Understand that assessment is an iterative process and not a single event**

- **Use formative, including holistic assessments and summative approaches, to identify gaps and inform next steps in learning**

- **Adopt an holistic assessment approach through thorough knowledge of the learner**

- **Analyse and assess the impact of learning and teaching on learner progress and attainment through scrutiny of a range of assessment sources, including current and longitudinal data**

- **Plan effectively on the basis of regular learner conversations, including skilful questioning to ascertain understanding and progression**

- **Take full account of the learner's prior performance and knowledge to inform future planning**

- **Interrogate and interpret intelligent data to inform improvement (*see Spotlight on Effective Feedback, January 2017*)**

- **Have a clear understanding of CfE/SQA assessment benchmarks and other frameworks e.g. Career Education Standard 3-18**

- **Moderate through reflection on the learner's performance against other learners and an agreed standard**

- **Understand the purposes of a staged approach to contextual assessment for all learners, including those with Additional Support Needs (ASN)**

- **Promote and support pupils to adopt self-evaluative approaches towards their learning**

3.   The Purposes of Assessment

The main purposes of any assessment are to:

- clarify where the learner is and what they know at present to inform future learning

- plan where the learner is going and identify how to get there involving the teacher, the learner and their peers

The extent to which assessment supports successful learning requires:

- that it is carried out within the continuous process of planning for learning and teaching, based on quality two-way interactions between learner and teacher and between learners themselves

- that breadth, challenge and application of learning are planned for, delivered and evaluated

- assessment evidence to be gathered and triangulated using a range of approaches

- that learning intentions and success criteria are embedded within the learning process

- learner involvement in assessment, including self and peer assessment; tracking of progress; identification of personal targets and next steps

The processes of assessment must include:

- identification of strengths and next steps

- agreed and jointly planned interventions based on a thorough analysis of learner progression and impact over time, including learner attitude

- a timescale for review, as appropriate

- consideration of wider data analysis for improvement

- ongoing self-evaluation by learners, staff and schools

- moderation of standards using the appropriate Benchmarks

LOOKING INWARDS: knowing ourselves inside out through effective self-evaluation

LOOKING OUTWARDS: learning from what happens elsewhere to challenge our own thinking

LOOKING FORWARDS: exploring what the future might hold for today's learners and planning how to get there

4.   Planning for Assessment

The assessment process must be embedded within learning and teaching over time:

Immediate and responsive assessment where lessons are devised, based on groups of experiences and outcomes (before the learning, informed by previous assessments), amended (during the learning, reacting to learners' immediate responses) and evaluated (anticipating future learning, reflecting upon learners' overall responses). Devising, amending and evaluating lessons will be informed by formative methodologies, including: short and purposeful learning intentions, learner-influenced success criteria, effective questioning, interactive assessment, appropriate strategies to capture where pupils are in their learning and quality feedback. Specific, attainable targets should emerge from this formative process.

Reflective and anticipated assessment where a series of lessons/topic/unit of work is devised, based on the bundling of experiences and outcomes across all four contexts, over a period of time e.g. half a term.
Progress in learning over this period will be assessed using formative and summative approaches to ensure there is sufficient evidence of learners' knowledge, understanding and skills. Breadth, challenge and application of learning, the number of targets, and progression through CfE levels would all be aspects for consideration.

Strategic assessment where a view of learning over the course of a session is considered: taking account of past performance, planning for future outcomes (ambitious expectations over a session), evaluating approaches and learning pathways. Extensive use and analysis of the full range of assessment evidence, such as the Benchmarks (relating to Achievement of a Level), standardised assessment and National Qualifications, etc. Each provides benchmarking information of how learners progress individually, in relation to their peers and against national benchmarks and prior expectations.

Important advice note:

'Use of experiences and outcomes'
The experiences and outcomes (Es and Os) must not be used on an individual basis to assess progress in learning.
The Benchmarks provide the means to consider a range of skills (Es and Os) bundled together to judge an individual's learning progress, especially as an individual approaches the achievement of a level. The Benchmarks are clear, precise statements related to the unique contribution a curriculum area brings to developing the four capacities of children and young people. The Benchmarks embed previous guidance e.g. Significant Aspects of Learning, and incorporate Curriculum Organisers and Es and Os for planning learning, teaching and assessment to support teachers' professional judgement of a level.

The Benchmarks sit alongside the Es and Os and clearly highlight the standards.
Importantly, the Es and Os provide all the concepts and skills to be developed within the CfE framework in all curricular areas, including: skills for learning, life and work, enterprise, citizenship, sustainable development, international education and creativity.

5   Getting Assessment Right for Every Child

High quality assessment practice must employ strategies, techniques and approaches which are accessible to and effective for all learners.

The specific tools and techniques employed in assessment may differ for different populations and individuals. However, the methodology, pedagogy, and principles must be followed consistently across all settings.

Getting Assessment Right for Every Child involves tailoring and differentiating assessment approaches in order to take account of the unique profiles of individual learners. *See Appendix 7—National Practice Model*

This is applicable for all pupils, and specifically those with identified Additional Support Needs.

The National Practice Model, including the wellbeing indicators, emphasises the importance of viewing learners holistically, assessing their needs contextually, and implementing supports that remove barriers to their wellbeing, learning and successful progress.

While assessment will always entail *observing and recording*, *gathering and analysing information*, and *planning action and review*, some of our learners will require more individualised approaches.

All methods of assessment (including formative, contextual, summative etc.) must aim to ensure that each learner is able to evidence their progress and understanding, and plan their next steps.

We need to ask ourselves:

Does this assessment approach enable the learner to demonstrate their learning and progress?

Does this approach to assessment consider and remove barriers for specific learners?

What other approach(es) or context(s) might better allow the learner to demonstrate their understanding?
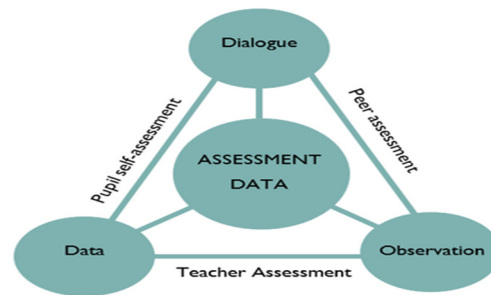
Triangulation of assessment information allows us to check and quality assure the appropriateness of the educational assessment process by comparing data, dialogue, and observations.

A discrepancy between a practitioner's judgement of a young person's ability and the outcome of an assessment process creates an opportunity to interrogate the assessment methodology, and to ensure it fits the needs of the individual.

In Fife, Support for Learning Teachers, the Supporting Learners Service, and Educational Psychology Service and Pupil Support Service can support teachers to think about how the processes of *observing and recording*, *gathering and analysing information*, and *planning action and review* can be differentiated to meet individual needs. The Education & Children's Service Directorate has developed Alternative Assessment Arrangements Guidance documents (NYP10 & NYP11) which outline the importance of identifying when there is an evidence based need for an alternative approach or supports for assessing learners.

Differentiating assessment – an example

John is a P4 pupil who has shown a high level of understanding in his project work, as evidenced in dialogue with his class teacher.

However, when gathering data, his teacher notes that John's written work describing the project lacks the same quality and depth; there is a significant discrepancy.

His teacher gives him the opportunity to try recording his work, and producing evidence, through using a voice-recorder.

The quality of John's output significantly improves though this assessment differentiation, and now aligns with the teacher's judgement.

This assessment methodology better supports John to show his learning.

Examples of differentiated assessment include:

- Formalised Alternative Assessment Arrangements, as articulated in Fife Guidance NYP 10 and NYP 11
- Alternative and Augmentative Communication tools and devices
- A range of social contexts, including individual work group opportunities
- A range of degrees of formality, structure and opportunities across time
- Individualised assessments based upon emotional wellbeing needs

6.   Assessment Pedagogy

The aim in Fife is that there is a clear and coherent assessment pedagogy which integrates formative (see below) including holistic (see Appendix 1), summative (see Appendix 6) and contextual (see below) in every classroom in every school. High quality assessment practice must be consistently very good if all learners are to develop to their full potential.

All Fife schools are focusing on pedagogy and on improving assessment practice through practitioner enquiry, Workshop for Literacy, Conceptual Understanding in Numeracy and Visible Learning, amongst other approaches. *See Appendix 1*

What is formative assessment?

Formative assessment describes the interactive process of engagement with learners through which teachers gain relevant, up to date information to inform next steps in learning.

As a baseline, the following advice from Professor Dylan Wiliam is endorsed and should be evident in all schools:

- Clear and purposeful learning intentions (at beginning of, or emerging from within lessons)
- Varied and higher order questioning to promote and probe thinking
- Feedback to support learners' improved understanding of concepts and looking forward to next steps
- Self-assessment to support the development of self-evaluation against agreed standards e.g. success criteria for a given task
- Peer-assessment to support the development of collective understandings, metacognition and ownership of learning

What is contextual assessment?

Contextual assessment involves assessment information from a range of contexts; temporal, spatial, social and curricular. In particular, contextual assessment information can be especially useful when a learner's progress is not as expected or predicted after analysis of other intelligence sources.
A contextual assessment is a methodology of assessment which looks at the pupil in all areas of his/her learning. It involves talking and listening to the pupil, the family, professionals involved and observing the child in a variety of school contexts. It includes analysing work and working with the child. It takes place over time, is not one-off and is part of a cycle of assess, plan, do and review. This evidence base provides richer assessment information over a period of time and informs planning for pupil learning, identified strengths and areas for development and specific teaching approaches.
It is a collaborative process which involves the child, parents, school staff, educational psychologists and, where appropriate, partner agencies. All pupil assessment profiles will include formative, contextual and summative information gathered over time and will be used to inform next steps in learning. This information will also be considered for moderation and reporting purposes.

Contextual information should be gathered from sources or contexts to provide:

- Triangulated, pupil-centred evidence of pupils' learning across the curriculum, including social and emotional development
- Identification of areas of strength and development needs
- Insight into children's learning in relation to tasks set
- Knowledge about the effectiveness of the teaching methodology used
- A greater perspective gained from formative assessment

Evidence to consider:

- Outcomes emerging from learner conversations
- Outcomes from discussion of the learner's assessment self-evaluation, including next steps
- Information from parents/carers, teachers and other adults working with the learner
- Observation of the learner in a variety of situations
- Identified barriers to learning
- Learner's preferred learning style
- The extent to which the learner can work independently, with peer support, with adult support, level of scaffolding required, etc.
- Discrete skills and knowledge in relation to curricular areas
- Language and communication skills, including social interactions, e.g. working in groups
- Literacy and numeracy development
- Health and wellbeing, e.g. confidence, motivation, mindset
- Learners' responses to learning, e.g. persistence and resilience in working towards learning goals
- Memory and attention: assimilation and application of learning (rehearsal, chunking, retention/use over time, different contexts)
- Application of concepts/transference of skills to other contexts
- Outcomes from standardised assessments or other summative assessments

Contextual assessment toolkit, see Appendix 3

7.   The Benchmarks

The Benchmarks *(see Appendix 4)* describe the key elements to be considered when judging progression through a level and defining the "Achievement of a Level".

The Benchmarks, allied to strategies for moderation, professional observation and feedback and standardised assessments, are designed to support teachers make professional judgements when reviewing a body of evidence to determine if the standard has been achieved and the learner has:

- Achieved a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level
- Responded consistently well to the level of challenge set out in the experiences and outcomes for the level and moved forward to learning at the next level in some aspects
- Demonstrated application of what they have learned in new and unfamiliar situations
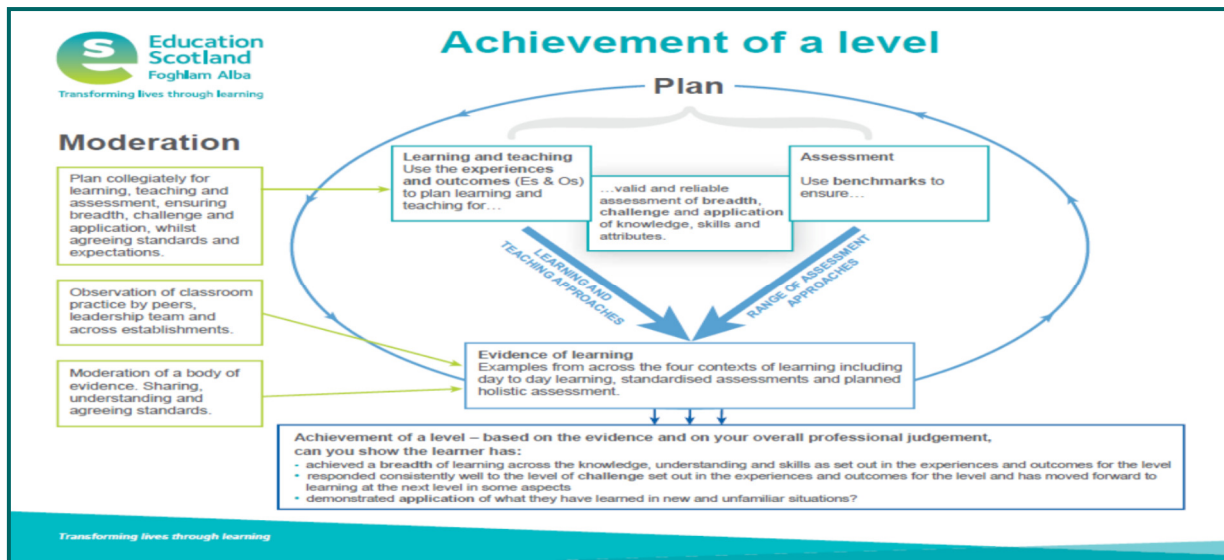
8.   Achievement of a Level

Illustration of the processes and approaches required to inform a teacher's judgement of what constitutes 'Achievement of a Level' (Education Scotland, 15 March 2016).

Professional judgements about learning across the *Experiences and Outcomes* will be informed by:

Breadth – judgement about a level is drawn from a varied range of evidence from across a course or topic. Breadth involves learners achieving a depth of understanding across many outcomes and being able to make connections among them, e.g. within an IDL theme.

Challenge – related to depth and personalisation, e.g. to the learner's deeper study of areas of particular interest. It requires learners to be able to show more than the acquisition of knowledge at their present level and should include demonstration of learning at a level above and an ability to problem-solve; learning needs to be focused on skills development and understanding.

Application – applying knowledge or skills in new and unfamiliar contexts. It could involve developing higher order skills, i.e. the ability to turn knowledge into practice by applying to real life contexts.

Important advice note:

'The use of the Benchmarks and Experiences and Outcomes in the assessment process'

"The Experiences and Outcomes of Curriculum for Excellence should not be used for assessment – that is the exclusive role of the Benchmarks. Rather, teachers should use the Experiences and Outcomes as a guide to help them plan holistically for a broad range of learning experiences over the course of the year. Crucially, teachers do not need to cover each and every Experience and Outcome individually or in a 'tick-box' way." *(Delivering Excellence and Equity in Scottish Education, 2016)*

(see Appendix 5)

9.   Moderation

"This is the term used to describe approaches for arriving at a shared understanding of standards and expectations for the Broad General Education."

Education Scotland, 2016

Moderation involves teachers and other professionals, as appropriate, working together to draw on guidance and exemplification and to consider existing standards and expectations.

Teachers and other professionals understand the Benchmarks and establish processes and practices to moderate and share these, to include:

- Planning learning pathways and assessment together

- Working with colleagues to quality assure planned approaches to learning, teaching and assessment (HGIOS? 4, 1.1)

- Checking that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and

   expectations before formal assessments are used

- Sampling evidence from learners' work and teachers reviewing assessment judgements within professional dialogue

- Agreeing strengths in learning and next steps

- Informing improvements in practice by providing opportunities for teachers to discuss professional judgements

- Ensuring all learners with ASN have fair and valid assessment opportunities

- Using the Benchmarks to support understanding of learner progression

- Collecting relevant and sufficient evidence about intended learning as the basis for judgements about the quality of that learning

- Making use of standardised assessments to consider benchmarking and pupil profile information to support moderation practice at stages P1, P4, P7 and S3. (As standalone items, these assessments are *not definitive* of a learner's progress but they do provide *indicative* information which, when considered within a wide range of assessment evidence, should inform professional judgement.)

For Assessment and Moderation Process, see Appendix 6

Important advice note:

'Assessment confidence'

Teachers must be knowledgeable about their understanding of standards and how they moderate the evidence which indicates progression of individual learners. School staff must be able to demonstrate 'confidence' in their assessment of individual children and young people's learning through reference to a sound body of evidence to support their professional judgement.

To what extent does assessment practice reflect the relevant key messages in each of the QIs highlighted below?
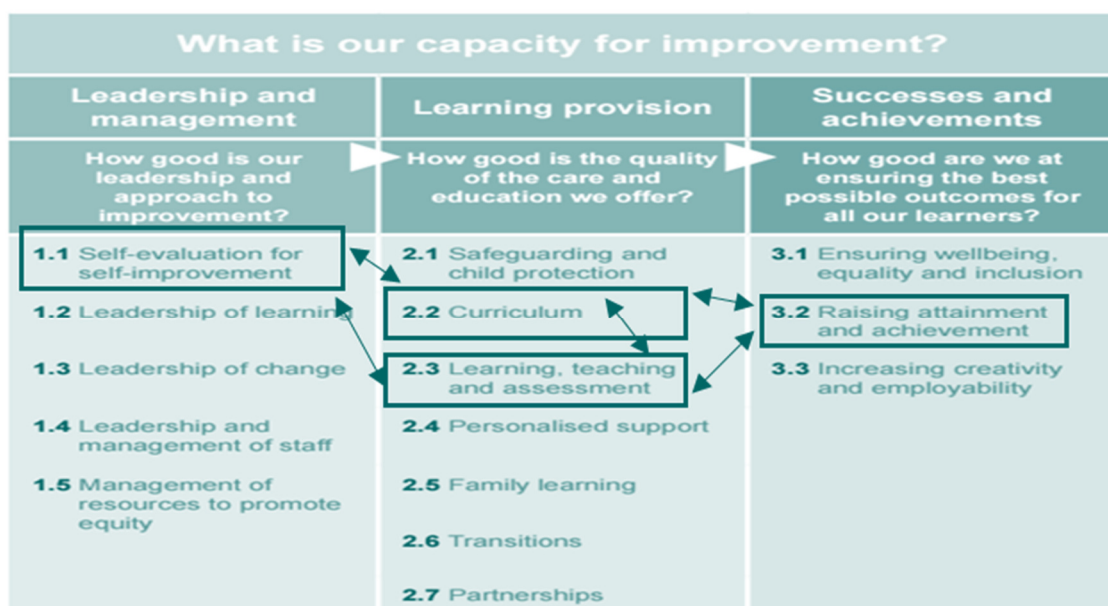
Other QIs worth considering are: 1.2 Leadership of learning and 2.6 Transitions.

Schools should refer to the National Improvement Hub and HGIOS? 4th Edition for further advice and guidance on assessment and moderation to support the improvement of professional judgement.

10. Standardised Assessment

Education and Children's Services Directorate support the use of standardised assessments in Fife primary and secondary schools, as defined within the National Improvement Framework published by Scottish Government.

The Scottish National Standardised Assessment (SNSA) measures a portion of the CfE curriculum in literacy and numeracy and is adaptive. Adaptive assessments set questions at an appropriate difficulty level in response to the learner's individual answers. The SNSA will be provided by ACER International UK Ltd.

Standardised assessments provide teachers with important information to pose and answer questions such as:

- How well are pupils progressing within certain identified skills or concepts where they showed capability in earlier stages of their education i.e. progression from outcomes recorded previously?

- How well are learners progressing compared to their achievement as expressed in the recorded levels of Curriculum for Excellence based on other assessment sources (teachers' professional judgement, Benchmarks, agreed through moderation and sharing the standard)?

- How well are learners progressing over time against expectations - in line with, behind or ahead of potential?

- How well are learners progressing in standards of literacy and numeracy when their standardised scores are compared with the average scores of children at the same stage and age elsewhere (benchmarking)?
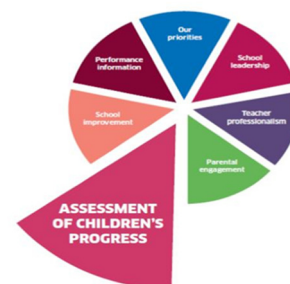
Standardised assessments complement formative assessment approaches by adding additional reliability and rigour. They provide robust information to support the professional judgement of teachers, moderated through discussion and with reference to the Benchmarks.

Feedback provided from standardised assessments supports teachers and schools to judge the extent to which children are fulfilling their educational potential and, consequently, *to plan and track future predicted success in learning and attainment.* Looking forward and planning effectively for a learner's anticipated progress are key aspects of fostering an ambitious and aspirational vision for our young people.

11. Monitoring and Tracking of the Broad General Education (BGE)

At present, software for tracking is available to meet the needs of primary schools through the use of TRaMS (Tracking, Reporting and Monitoring System).

This tracking system takes account of the need to record learners' progress in profile i.e. recording and tracking progress in aspects of a curricular area/curriculum organiser. A timeline for progression expectations is provided, in line with previous trackers i.e. teacher expectations/ predictions of an individual learner's progress.

A key aspect of the tracker is the ability to show a range of progressions in CfE and standardised scores over time.

TRaMS can change to reflect increased understandings of CfE Level progressions.

Tracking is, however, a comprehensive process in understanding an individual's progress over time. TRaMS serves the purposes of predicting, monitoring and recording progress of larger periods of learning and does not track an individual's progress through specific experiences and outcomes.

Tracking processes are being explored to record progression within the S1 – S3 stages of the BGE. A national system for tracking progression in the BGE may emerge in due course.

12.   The Practice of Assessment

"…insufficient use is made of assessment information to support children's learning progress and curriculum development."
OECD, page 11, 2015

A joined-up approach to learning, teaching and assessment
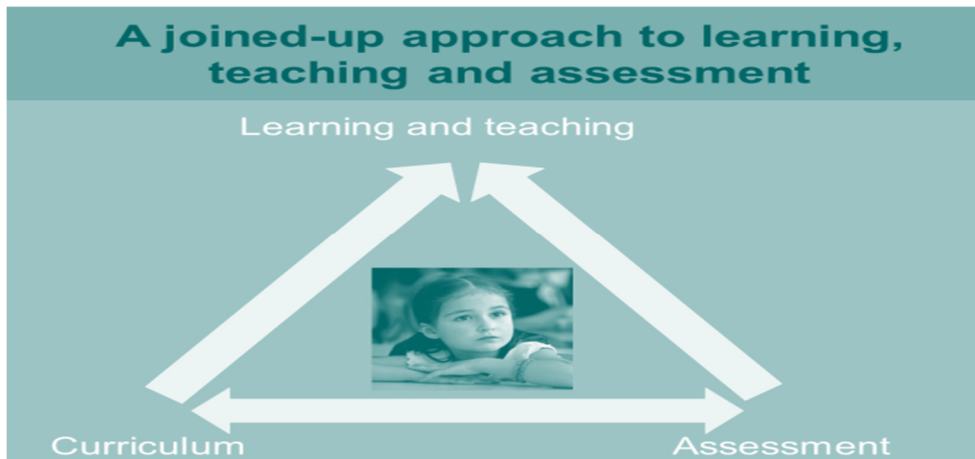
To ensure a rich and varied curriculum delivers for our children and young people, assessment practice must be robust to create a sound evidence base to inform future planning for learning.

Achieving a sound evidence base must encompass *considering and connecting*:

- The thinking and reasoning which has informed a learner's responses to questions and within learning activities

- Patterns of a learner's thinking emerging from conversations

- A learner's written responses across a range of curricular areas against the Benchmarks

- The extent to which a learner is progressing over time, including increasing levels of knowledge, understanding and application of concepts and skill development as described within the agreed Benchmarks

- Whether the curriculum, as taught, is appropriate to the needs of the learners

- Formative and summative assessment information e.g. observations of learning and consequent feedback and interventions integrated with the analysis of standardised and other forms of summative assessment

- Precise, individual feedback to inform next steps in learning

- The learning demonstrated against a shared and agreed standard to moderate and/or modify assessment views

Throughout, it is critical that we assess not only what learners can demonstrate following lessons but what they know and can apply from a range of sources.

The above approaches require time for professional dialogue:

- Between staff and learners to reflect on learning and to assess progress

- For staff to plan and reflect together

- For staff and senior staff to plan, reflect and identify support

- Contributing to the establishment of school and cluster expectations in line with   the Benchmarks

- Establishing sound assessment practices within agreed working times

"Too many teachers are unclear what should be assessed in relation to the Experiences and Outcomes, which blurs the connection between assessment and improvement."
OECD, 2015

This statement clarifies the importance of assessment practices in realising improved outcomes for learners and must underpin professional thinking and planning when developing approaches to assessment in Fife schools.
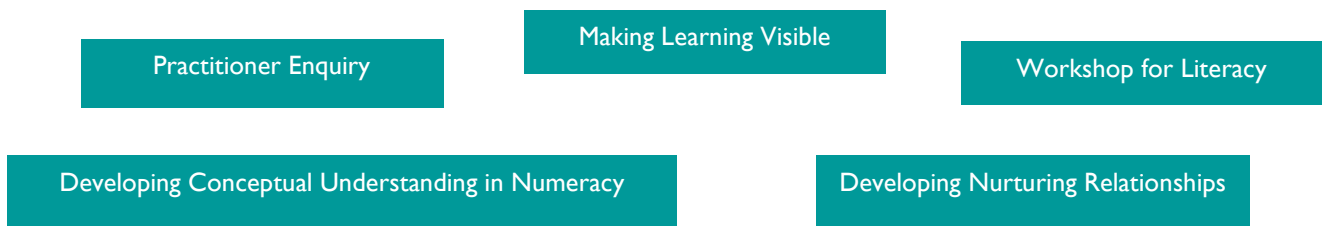
Appendices

Appendix 1   Key Features of Assessment Pedagogy

All Fife schools are focusing on developing effective pedagogy and improving assessment practice by engaging with approaches such as:

Practitioner Enquiry

Making Learning Visible

Workshop for Literacy

Developing Conceptual Understanding in Numeracy

Developing Nurturing Relationships

Teachers should be aware of the underpinning theories and evidence base of approaches they apply in their classrooms to make informed judgements about the pedagogical approaches they practise.

The following evidence-based strategies illustrate effective classroom practice and pedagogy:

- A school and classroom culture in which all involved see ability and mindset as having the capacity for growth rather than being fixed i.e. there is belief that every learner can succeed and achieve, where no ceilings on expectation or potential should be imposed by others or by learners themselves

- Learners' conversations encourage reflection upon and discussion about effective learning and inform children and young people of their strengths and areas for development as learners (metacognition). Learning journeys may be captured and reflected upon e.g. through plenary sessions, profiles and journals

- Learning intentions are explicit and understood by all, criteria for success are developed with learners to build self-efficacy within the learning process. Criteria for success should be revisited throughout the learning process

- Providing effective and timely feedback (written or verbal) to learners throughout the learning process will promote positive impact on learner outcomes. Feedback should be both specific and appropriate to the learner's next steps. Teachers should consider how and when learners are offered opportunities to act upon feedback, e.g. research indicates, issuing test scores without formative feedback is ineffective and should be avoided

- Using a range of effective, formative assessment approaches to elicit responses which are relevant and appropriate to all learners and the task in hand e.g. lolly sticks, show-me boards and selective use of co-operative learning strategies

- Explicitly, teach and model effective self and peer assessment approaches which develop learners' capacity to recognise success in the learning experience and to identify next steps both for themselves and others

- Teachers should plan effective questions and apply skilled approaches to questioning and discourse which offer opportunities to develop higher order thinking e.g. by using appropriate rubrics and taxonomies

- Teachers should develop a culture of trust where all learners' contributions in discussions are valued and considered. Effective use should be made of approaches such as 'no hands up' and 'thinking time' to extend and enable responses contributed by learners

- Use a range of data and assessment evidence e.g. diagnostic, baselines, standardised and formative assessments, to make informed judgements on the progress of learners, using moderation and collaborative practice to ensure declarations of pupil progress are robust and valid. Learners should be considered as active participants in this process

- When considering assessment evidence, effective teachers will also reflect upon the impact of their teaching on learners' progress and outcomes

Learner

Learning and Teaching

Assessment and reporting

Benchmarking and Moderation
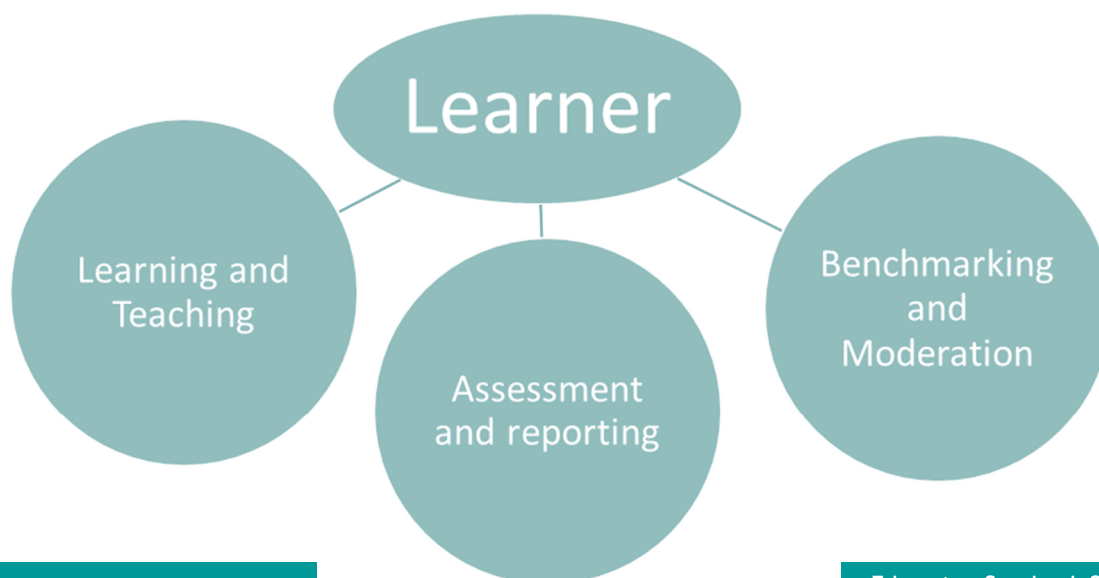
- Effective evidence-based pedagogy
- Attainment and achievement
- Peer and self-evaluation
- Skills development
- Subject-based and inter-disciplinary learning
- Collaborative learning
- Transitions
- Tracking of progress through Benchmarks
- Principles of Curriculum for Excellence

- SQA
- NIF
- HGIOS? 4th Edition
- Teacher judgement
- Range of assessments
- Learner conversations
- Profiling and journaling
- Analysis of data e.g. target-setting in INSIGHT, CfE Performance Packs
- Parental engagement

- Education Scotland, Scottish Government and SQA
- National Benchmarks
- Collaboration across classrooms, departments/faculties, clusters and authorities
- Achievement of a Level
- QAMSOs

Appendix 2   Summary of Effective Practice

Learners will:	Parents/Carers will:	Teachers and other practitioners will:	School leaders will:
Be clear about what they are learning and what success looks like	Be actively engaged in supporting their children's learning	Consider features of highly effective assessment practice and accompanying challenge questions provided within HGIOS? 4th Edition	Provide opportunities for staff to work collaboratively in planning the curriculum, learning, teaching and assessment in a coherent way to achieve breadth, challenge and application of learning
Receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve	Be clear about what their children are learning	Use a moderated body of evidence to assess the extent to which learners have progressed (impact)	Establish assessment and reporting approaches which are manageable and inform improvement
Be able to give effective feedback to peers on their learning and suggest ways in which they can improve	Understand what their children's strengths, development needs and next steps are	Provide clear and well understood learning intention and success criteria in partnership with learners.	Promote high expectations of learning and teaching as prime influences on raising attainment
Contribute to the creation of success criteria	Be confident and able to discuss progress and learning with their children and school	Plan to meet the assessment needs of all learners as individuals to enable them to demonstrate where they are in their learning	Promote a clear and common understanding of the principles of formative and summative assessment, including data analysis, to promote effective practice
Make connections from what they are doing to a bigger picture	Be fully involved where children and young people need additional support as detailed in Individualised Educational Programmes (IEPs) and Coordinated Support Plans (CSPs)	Plan to take account of short and long term goals and help the learners make connections in their learning	Support staff in developing their skills in using formative assessment strategies within learning
Be able to explain how the present task(s) will lead to a successful outcome		Design lessons to provide structured opportunities for peer and self assessment	Provide opportunities for teachers to discuss and share their assessment practice and to agree standards
Be actively engaged in and responsible for their own learning		Support learners to build their confidence in assessing themselves and others	Ensure that the agreed principles of effective assessment practice are embedded in school guidance and teaching and learning resources
Be confident in assessing themselves and their peers		Ask searching questions, listen to and respond to learners in a way that promotes thinking and learning	Monitor and evaluate learning, teaching and assessment
Through learner conversations, identify next steps in their work and that of their peers		Be prepared to take risks and use mistakes as an opportunity for learning	Collect, manage and share assessment information and respond to trends and patterns to inform curriculum development and teaching to meet the needs of individual learners
Be able to make judgements about how well they are progressing		Refer to a quality body of moderated evidence to support assessment judgements and decisions about next steps	Provide effective systems for sharing information with parents and engaging parents in the learning process
Engage in discussions that lead to a clear understanding of what is a realistic target for them		Give constructive and purposeful feedback	Ensure that robust moderation activities deliver shared expectation for standards to be achieved
Be able to talk confidently to their parents/carers about their work and their personal targets		Keep systematic, useful records of learners' progress and share information with learners, colleagues and parents	Ensure an appropriate focus on coherent planning, checking, sampling, reviewing and providing feedback for improvement
Demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of evidence including specific assessment tasks, activities and examinations		Be confident and be able to justify judgements made on the quality of learners' work	Ensure that self-evaluation is based on a wide range of evidence across all aspects of learning including benchmarking information to inform improvement planning and raising attainment for all learners
Shape and review their learning through reflection, setting learning goals and next steps and contributing to target-setting and learner profiles		Analyse and interpret assessment information to identify strengths and development needs	Build the capacity of staff to assess all curricular areas using established and agreed Benchmarks
		Provide informative reports that help learners and their parents understand what successful learning has taken place and what future learning looks like	
		Ensure that assessment supports learning and is based on a wide range of evidence which is reliably judged against Benchmarks and expectations and promotes progression, breadth and depth in learning	
		Participate in quality assurance, moderation and CLPL to ensure assessment practices are valid and reliable	
		Have well-developed skills of data analysis which are focused on improvement	

All attached evidence should be dated and signed

Name:		
Quick checklist Registering concern form Assessment arrangements Observations Information from home Information from other agencies Curricular information	D.O.B.: Age: School: Current Stage: Assessment co-ordinated and compiled by: Date:	Position:

Boxes will stretch to fit text if completed electronically	Supporting evidence (date) Note if attached / where stored
Reason for concern and background information (attach registering concern form):	
Pupil strengths: Development needs: Preferred Learning style (include ability to work with others): Current attainment (across Curriculum): Reference to school record keeping (ppr/learning history/planning):	
Additional information from Young Person (observations/discussion/minutes):	
Additional Information from family, including developmental and family history (where appropriate):	
Strategies used so far (note timescales and if successful) / Assessment Arrangements:	
Observations of pupils as they engage in a variety of contexts and across curricular areas (note curricular area and working context):	Include observation schedules / notes photos

Phonological awareness:	
Analysis of written work including spelling:	Include samples of work with and without support
Observed reading behaviours, miscue analysis:	
Analysis of numeracy work:	Include samples of work with and without support
Analysis of Physical ability and motor control:	
Summary of findings, outcomes and implications:	

Recommendations:

Strategies/ Assessment Arrangements:

Date of Review:

Appendix 4   The Benchmarks

Education Scotland
Foghlam Alba

Benchmarks

Literacy and English

June 2017

Education Scotland
Foghlam Alba

Benchmarks

Numeracy and Mathematics

June 2017

Achievement of a level

Education Scotland
Foghlam Alba
Transforming lives through learning

Plan

Assessment
Use benchmarks to ensure…

…valid and reliable assessment of **breadth**, **challenge** and **application** of knowledge, skills and attributes.

Learning and teaching
Use the experiences and outcomes (Es & Os) to plan learning and teaching for…

RANGE OF ASSESSMENT APPROACHES

LEARNING AND TEACHING APPROACHES

Evidence of learning
Examples from across the four contexts of learning including day to day learning, standardised assessments and planned holistic assessment.

Achievement of a level – based on the evidence and on your overall professional judgement, can you show the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level
- responded consistently well to the level of **challenge** set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects
- demonstrated **application** of what they have learned in new and unfamiliar situations?

Moderation

Plan collegiately for learning, teaching and assessment, ensuring breadth, challenge and application, whilst agreeing standards and expectations.

Observation of classroom practice by peers, leadership team and across establishments.

Moderation of a body of evidence. Sharing, understanding and agreeing standards.

Transforming lives through learning

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Fife Council

Assessment and Moderation Process

August 2017

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Moderation

➤ Moderation is the way in which practitioners arrive at a shared understanding of standards and expectations.

➤ Moderation is an on-going process – not an 'event' happening once or twice a year.

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Moderation… the process

Experiences and Outcomes
Do the Es and Os link concepts appropriately?
Are they taken from a range of organisers?

Learning Intentions and Success Criteria
Do these reflect the expected standards within the experiences and outcomes?
Are they clear, relevant measurable definitions of success?

Quality Learning Experiences and Assessment
Is there a range of learning experiences? Does the assessment assess progress?
Breadth, challenge, application?
Is it at the appropriate level?

Evidence
Is there a range of appropriate evidence which demonstrates breadth, challenge and application?

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Evaluation
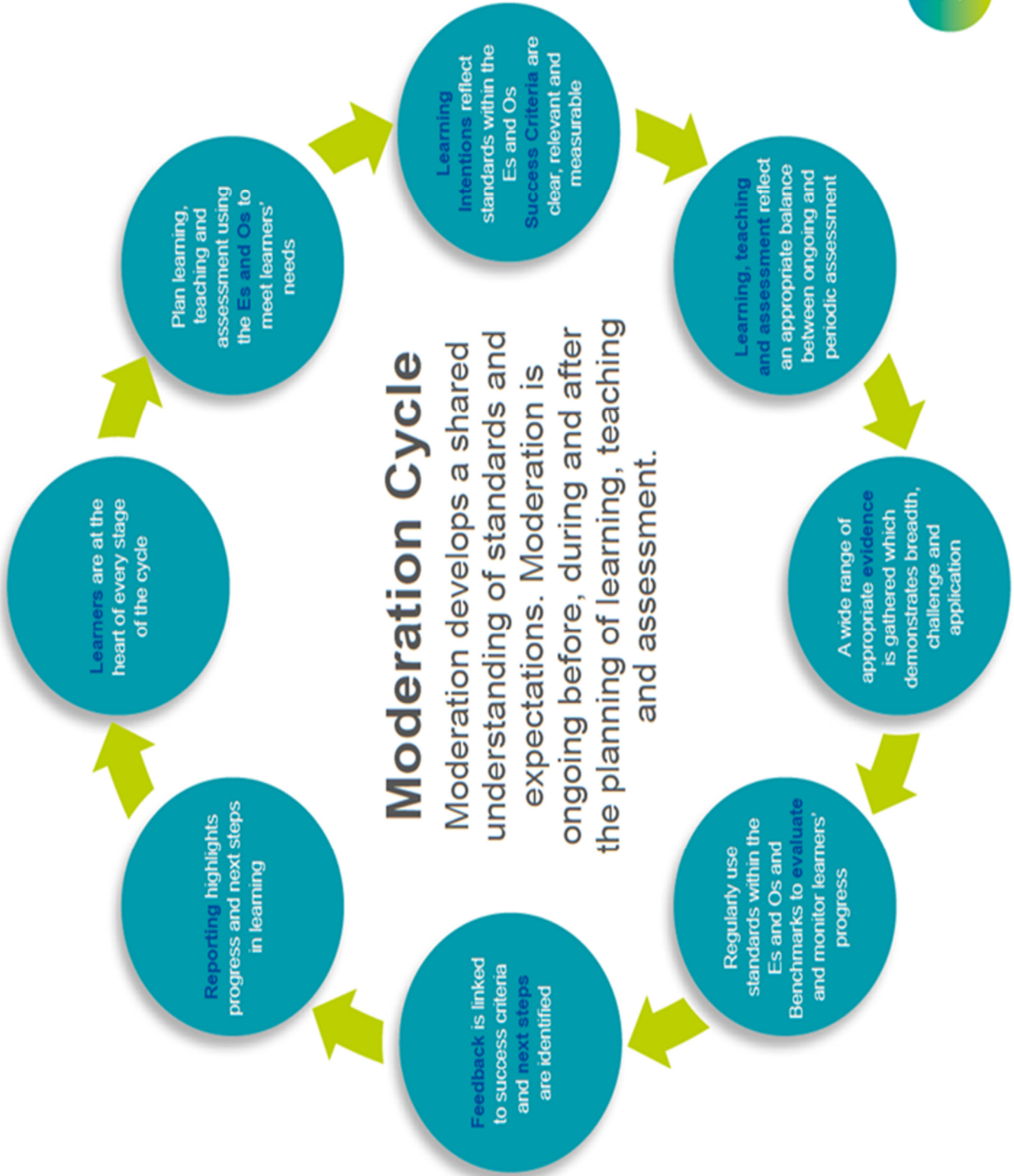Does the teacher's evaluation of learning reflect the standards?

Feedback
Is the feedback appropriate to the success criteria? Would it be helpful to the learners?

Next steps
Are the next steps appropriate? Do they relate directly to success criteria and consider progress, breadth, challenge and application?

Reporting
Are the reporting comments appropriate? Are they in plain English?

Moderation Cycle

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

Learning Intentions reflect standards within the Es and Os Success Criteria are clear, relevant and measurable

Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment

A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application

Regularly use standards within the Es and Os and Benchmarks to evaluate and monitor learners' progress

Feedback is linked to success criteria and next steps are identified

Reporting highlights progress and next steps in learning

Learners are at the heart of every stage of the cycle

Plan learning, teaching and assessment using the Es and Os to meet learners' needs

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Achievement of a Level

⚐ Achievement of a level is based on teachers' overall professional judgement, informed by evidence.

⚐ Assessment judgements should be based on the Benchmarks for each curricular level.

⚐ The Benchmarks are designed to support teacher professional judgement of both, progress towards, and achievement of a level.

Achievement of a level – based on the evidence and on your overall professional judgement, can you show the learner has:

⚐ achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level

⚐ responded consistently well to the level of **challenge** set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects

⚐ demonstrated **application** of what they have learned in new and unfamiliar situations?

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Achieving a Level

It is not necessary for learners to demonstrate evidence of every aspect of learning within the Benchmarks before moving on to the next level. However, it is important that this is interpreted in ways which ensure no major gaps in children's and young people's learning, for example with respect to the relevant organisers in each curriculum area.

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Fife
COUNCIL

Achievement of a Level Evidence

Points to note:

➤ Will show application

➤ Will not capture absolutely everything

➤ Classwork will be part of it

➤ Coverage of Benchmarks

➤ Naturally occurring vs contrived

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Holistic assessments?

➢ Demonstrates breadth of learning
- Requires the learner to draw on a range of learning from a number of Es and Os across different organisers

➢ Demonstrates challenge
- Promote higher order thinking skills-analyse, evaluate & create

➢ Demonstrate application of learning in new and unfamiliar situations

➢ Comes from one of the four contexts of learning

➢ Supports Tackling bureaucracy – reducing the time for assessment as focusing on bundles of Es and Os

Summative Assessment:
Elicits a summary of a learner's progress at a point in time, e.g. standardised assessment, end of unit test

Summative assessments are most effective when used within the formative process or can provide objective evidence in support of teachers' professional judgement.

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CfE Statement (Aug 2016)

The purpose of the Benchmarks is to set out very clear statements about what children and young people need to learn to achieve each level of the curriculum. Benchmarks streamline and embed a wide range of existing assessment guidance (significant aspects of learning, progression frameworks and annotated exemplification) into one key resource to support teachers' professional judgement.

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➢ Use the Benchmarks to help monitor progress and support overall professional judgement of when a learner has achieved a curriculum level.

➢ The Benchmarks are designed to support teacher professional judgement of both, progress towards, and achievement of, a level.

Benchmarks aim to provide new clarity about the standards children and young people are expected to achieve.

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Length and Format

➤ Benchmarks for literacy and English and numeracy and mathematics support the gathering of assessment data for the National Improvement Framework. No current plans to use Benchmarks for other curriculum areas for this purpose.

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Primary schools

- Primary teachers are already planning across all curriculum areas, using all the Es and Os.

- The Benchmarks are available for primary teachers to use as and when they are able to engage with them, to support effective assessment.

- The Benchmarks will help establish consistency at national level.

- The aim is to clarify and de-clutter.

- No expectation that all primary teachers will use all the Benchmarks straight away. Schools should include them in their improvement plans for 2017-18 as appropriate.

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Secondary Schools

➢ In secondary schools, the Benchmarks will help subject specialist teachers ensure an appropriate level of challenge for young people working at CfE 3rd and 4th Level.

➢ Secondary schools need to use robust assessment information from S1 to S3 to ensure that learners make appropriate choices and are presented at the right level for national qualifications. This will avoid excessive workload for teachers and unnecessary assessments for learners.

➢ Courses for National 5 qualifications are built on the assumption that learners have achieved relevant CfE fourth level Experiences and Outcomes before beginning the N5 course. Schools should take careful account of this, when options for S4 are being agreed. The Benchmarks can help with these important considerations.

National practice model