

# Assessment in Glasgow

Assessment of children's and young people's progress involves gathering a range of robust evidence on what they learn and achieve throughout their learner journey. This includes their achievement of CfE levels, skills, qualifications and other awards.

Valid and reliable assessment of all learners' progress throughout the Broad General Education is crucial in order to support raising attainment, close the attainment gap and ensure that young people are presented for the right pathway during the Senior Phase.

These messages are explained and reinforced in Education Scotland's [world of assessment animation](#).



The purpose of assessment is to provide feedback, inform learning and teaching and support professional judgement. Therefore, practitioners should plan proportionate and purposeful assessments to avoid unnecessary bureaucracy.

All schools and Early Years establishments should have an agreed policy on moderation and assessment. This should set out how children's progress will be monitored and tracked and how any assessment tools will be used alongside teachers' professional judgement.

As teachers become more confident in their shared understanding of national standards and in the accuracy of their professional judgments of learners' progress, the need and demand for continuing use of standardised assessments should reduce.

# Scottish National Standardised Assessment



Scottish National Standardised Assessments (SNSA) sit within the context of the National Improvement Framework. SNSA questions are quality assured against the Benchmarks and provide diagnostic information aligned to national curricular standards, however, they cannot in themselves confirm achievement of a CfE level.

The purpose of SNSA is to support and inform future learning by providing diagnostic information about the strengths and development needs of individuals and groups of learners. SNSA should be part of the holistic assessment process, where a wide range of assessment evidence is used to inform professional dialogue and professional judgement.



We do not specify any particular time of year when SNSA should be administered. This decision is taken at school level, in discussion with school staff who are best placed to decide when it is most appropriate for individuals or groups of learners to undertake assessments that will support planning for the next stage of their learning. Therefore, we would not expect SNSA to be administered to whole classes or year groups at the end of an academic session but rather at the most appropriate time for learners during the academic year to inform learning, teaching and the planning of next steps.

The administration of SNSA should take place within the everyday learning environment of children and young people, set within the context of familiar learning experiences. Staff who work with children and young people with additional support needs should use their knowledge and understanding of the learner and their needs, strengths and challenges to reach a decision on whether or not the use of Standardised Assessment is appropriate. [SNSA Guidance](#)

## Tracking Learner Progress

All teachers have a responsibility to monitor and track the attainment and achievements of individuals and groups of learners across a session, senior leaders have a responsibility to track all learners' progress over time.

Effective planning for learning, teaching and assessment using the Experiences and Outcomes, together with regular opportunities for moderation within and across establishments, will generate valid and reliable information on learners' progress, including progress in the breadth, challenge and application of learning.

Schools and Early Years establishments need to be mindful of our commitment to reduce bureaucracy and have manageable processes to monitor and evaluate learners' progress. As a result of these processes there should be robust data on each learner's attainment and achievements. The purpose of this data is to evaluate the effectiveness of interventions and inform future planning in order to ensure continuous improvement in the outcomes secured by all learners.



[Exemplar Tracking Meeting](#) [Tracking Conversation Guidance](#)

## Moderation in Glasgow

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations. The process of moderation supports raising standards, expectations and levels of consistency between practitioners both within and across establishments. This leads to a clear focus on outcomes for learners which ensures that learning is at the appropriate level and fully aligned to the knowledge, skills and attributes embedded within the Experiences and Outcomes and reflected in the National Benchmark statements. All teachers and early years' practitioners should be familiar with the National Benchmark Statements.

Through encouraging and supporting all practitioners to take part in regular moderation activities, from the planning stage onwards, they are enabled to develop as enquiring professionals. Consequently, practitioners will develop a shared understanding of the standards learners are expected to attain and greater confidence in their own professional judgement of a learner's progress.

Moderation is integral to planning learning, teaching and assessment. It is an ongoing process and not an activity that only happens at the end of a block of learning and as such **moderation should not be confused with verification.**



## Process of Moderation

The process of moderation should be ongoing before, during and after planning for learning, teaching and assessment. It involves practitioners working together and engaging in professional dialogue on each aspect of the moderation cycle in order to:

- ✓ Identify coherently bundled Experiences and Outcomes/Benchmarks
- ✓ Create effective Learning Intentions and Success Criteria
- ✓ Plan for rich learning experiences which evidence breadth, challenge and application
- ✓ Plan for a range of valid and reliable assessment which evidences breadth, challenge and application
- ✓ Gather evidence to demonstrate breadth, challenge and application of learning
- ✓ Evaluate learning against the standards within the Es&Os/Benchmarks
- ✓ Discuss feedback (linked to the success criteria) given to learners
- ✓ Discuss next steps (linked to success criteria) given to learners
- ✓ Report on progress and next steps in learning.

## Process of Moderation (continued)

Moderation at its best should be both a formal process as described and informal with aspects of the process taking place as part of everyday practice.

To ensure that rich learning experiences are planned and quality assured at all stages of the learning journey, it is vital that at points of transition practitioners come together to moderate evidence of learning. Through doing this practitioners will be confident that they are building appropriately on prior learning and in making sound decisions about the most appropriate pathway for learners across both the Broad General Education and Senior Phase.



## Integrating the Planning of Learning, Teaching and Assessment

David Perkins', Harvard's Tapestry Framework for 'Teaching for Understanding'<sup>1</sup> provides a useful framework to help teachers with the integrated planning of learning, teaching and assessment. It helps teachers focus on what exactly they want learners to learn and understand; what they will plan to help learners to do so and how they will in turn gauge their progress and provide them with feedback.

KEY AREA IN PLANNING	KEY QUESTION FOR TEACHER
<b>Generative Topics (GT)</b> The overarching goal for the course or unit of study helps learners understand how the planned learning holds together.	<b>Overall, what do I want learners to know, understand and be able to demonstrate?</b>
<b>Understanding Goals (UG)</b> Identifies more explicitly the ideas, procedures, skills, relationships or questions learners should explore, understand and develop through their learning.	<b>What specific aspects of the overall aim/topic do I want learners to grasp?</b>
<b>Performances of Understanding (PU)</b> Clearly develop learners' capacities across three staged levels – introductory – guided enquiry and more complex performances. Develop and apply understanding through practice and promote effective engagement in challenging tasks. Affords learners the opportunity to bring together their understanding and demonstrate in a progressive way how their learning connects.	<b>What will I plan for learners to ensure they achieve the specific aims/aspects identified above?</b>
<b>Ongoing Assessments (OA)</b> Formative, with relevant, explicit criteria, gained from multiple sources and able to gauge progress and inform planning	<b>How will I know that they have achieved the intentions of the planned learning?</b>

(1) Perkins, D. 1998 What is understanding? In: Wiske, M.ed 1998 Teaching for Understanding: Linking Research with Practice. San Francisco: Jossey-Bass Publishers.