



Assessment for 'proving' progression and assessment for giving marks

Is Assessment for Learning the answer to all problems in
assessing (language) learning?

The Language Magician Final Conference: Assessment with a Magic Touch

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Questions to start us off ...



What is the purpose of the assessment?

What form will the assessment take?

How manageable, valid and reliable is the assessment?

What evidence of learning taking place have I got?

What is their current performance?

What do the pupils know and understand? What can they do?

How could the pupils improve?

How will I know the pupils have learnt it?

Assessment – a dilemma?



In order to ensure equality and fairness, you will all be set the same task:
Climb the tree!



What's the purpose of assessment?



- Summative
- Formative
- Evaluative
- Diagnostic
- Ipsative

[Video 1](#)

Motivational

Purposes of assessment



- **Summative** – assessment that records Ellie’s **final** result of her performance (rank/mark, etc.)
- **Formative** – The feedback given to Ellie in order **to improve** her performance. Often aimed at **closing the gap** on potential performance.
- **Evaluative** – assessment/judgement of Ellie’s performance, especially **against others** in competition.
- **Diagnostic** – analysis of Ellie’s **strengths and problems/weaknesses** and how they might be improved and overcome.
- **Ipsative** – Ellie’s **current performance** only measured **against her previous performance** with no comparison against others. (‘Personal best’)



Progression: Assessment **for** Learning



‘... pupils to make substantial progress in one language.’

DfE (2014) Languages Programme of Study -
Key Stage 2

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide **where the learners are** in their learning, **where they need to go next** and **how best to get them there**.

Assessment Reform Group (2002)

OFSTED, TEACHER STANDARDS and assessment



OFSTED Framework (2012: 17) Achievement of pupils at the school

This judgement deals with **academic achievement**. Other, broader aspects of achievement, such as those reflected in the spiritual, moral, social and cultural development of pupils, are taken into account in the evaluation of other key areas of the school's work. When **judging achievement**, inspectors have regard **both for pupils' progress and for their attainment**. They take into account their starting points and age. Particular consideration is given to the **progress that the lowest attaining pupils are making**.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Teacher Standards 2012

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Maximising progression



Content

Learning tasks

Assessment tasks and criteria

What has the most impact on progress?



Class environment

Student's disposition to learning

Challenge of Goals

Simulation & games

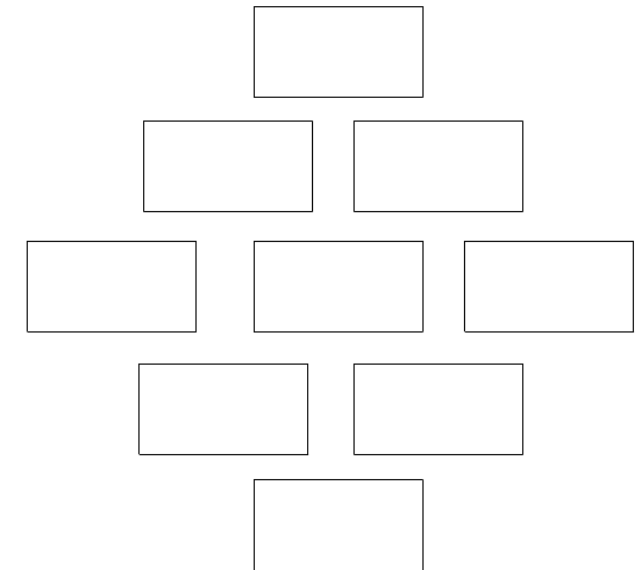
Direct Instruction

Audio-visual aids

Homework

Feedback

Testing



Some key messages from Inside The Black Box (ITBB)



- Formative Assessment could raise attainment by an average of 2 GCSE grades
- The importance of questioning
- The importance of sharing objectives
- The importance of feedback (comments not marks)
- The importance of self and peer assessment
- The importance of modelling

Black, P.; Wiliam, D. (1998)

Assessment of Learning (summative) /
Assessment for Learning (formative)



Mathe-Abitur zu schwer? Bildungsministerium prüft Hinweise
15.05.2018 | 17:46

Formative Assessment
during the learning
learning

Stress and serious new GCSE is affecting



occu
y range
daily referenced
outcome focused

na
personally
process focused

What is AfL based on?



Constructivist view:

‘However neatly we may design, package and deliver learning experiences, in the end learning is a **process** that is instigated and managed by the learner. It’s the learner who constructs the learning.’

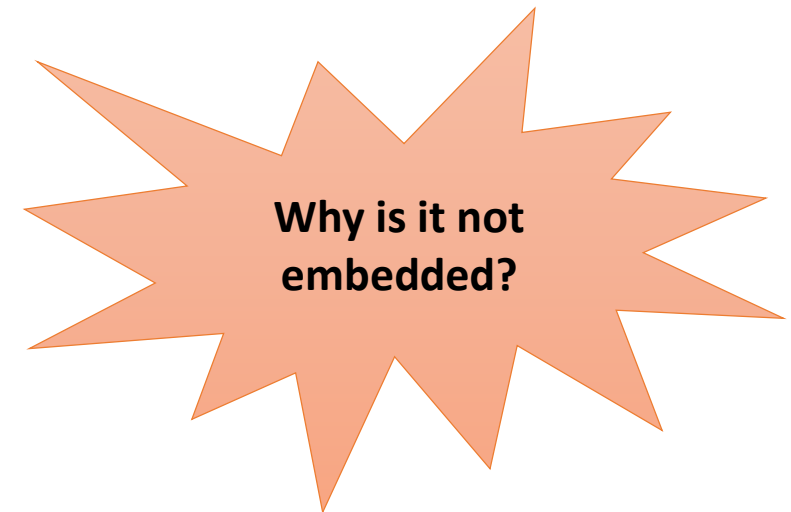
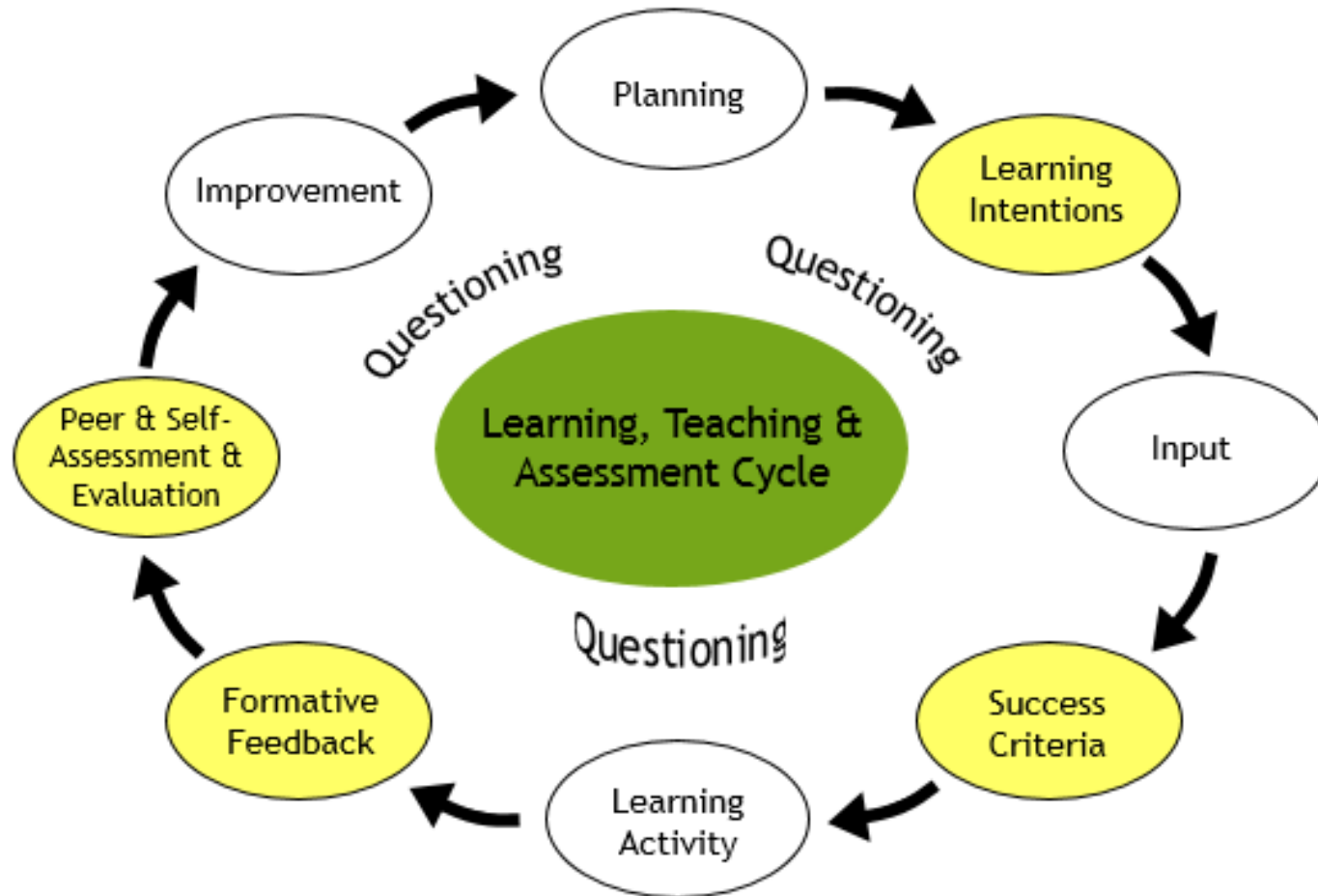
‘How can I help my pupils to become better learners?’

Northern Ireland Curriculum Reform, 2007

'Weighing the pig' – analogy



Assessment for Learning in the Classroom



Promises or Problems?

- ✓ more regular assessment tasks → grades
- X interaction through feedback

- ✓ Good questioning
- X lack of focus on students' responses

- ✓ in some cases: no marks
- X some comments not useful e.g. 'Use paragraphs!'

- ✓ working in groups
- X working as groups → understanding learning goal



Whole-school
improvement planning

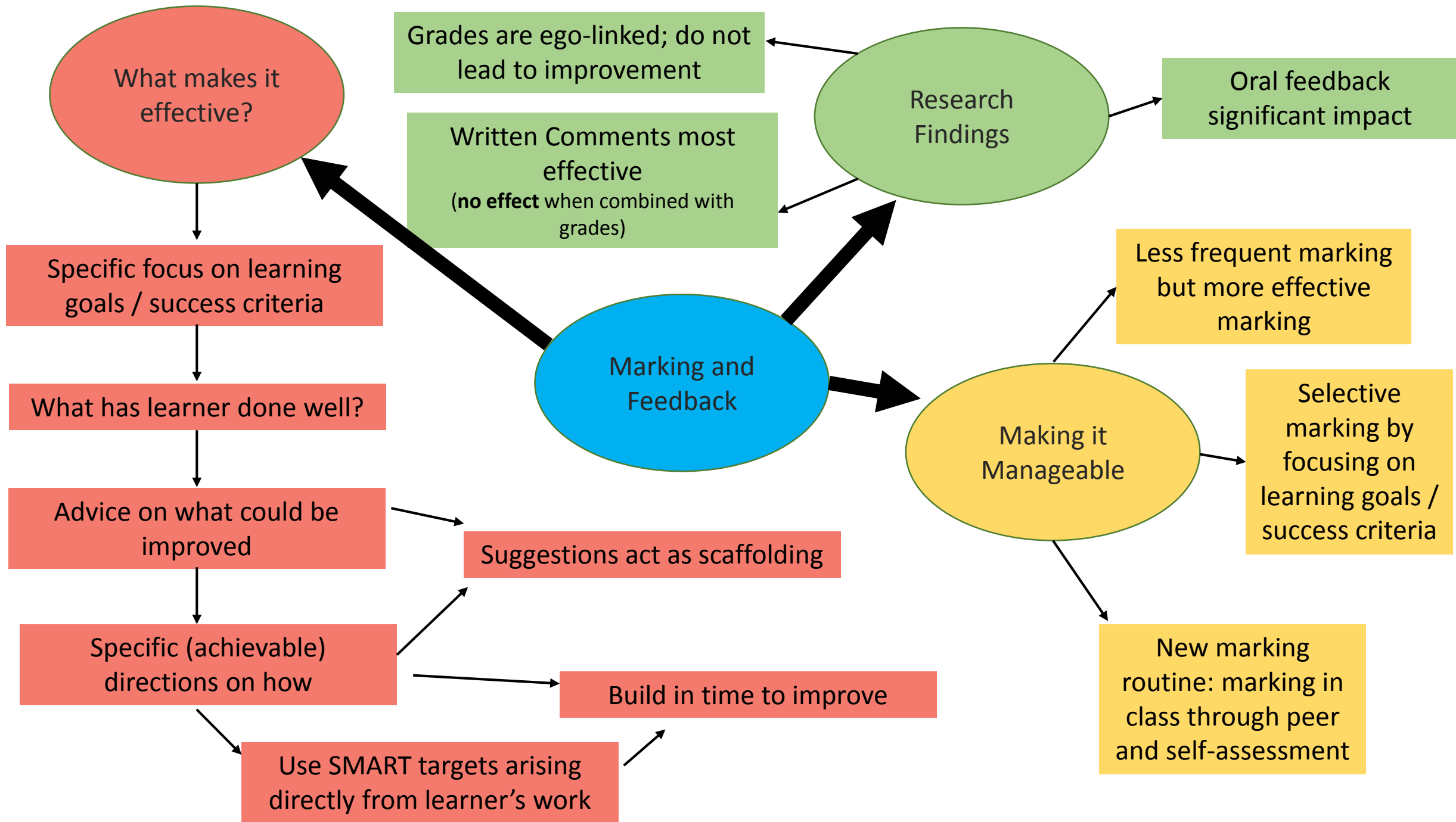
Quick fixes rather than
long-term planning

A slightly different definition – Five “key strategies”

Source: Wiliam (2013, p.16 with adaptations)



	Where the learner is going?	Where the learner is right now?	How to get there?
Teacher	Clear understanding of learning goals / intentions (clarifying and sharing of these)	Engenders effective discussions, activities, tasks that elicit evidence of learning	Gives feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	



What is needed to make it work?



Assessment for Learning is a very popular **educational innovation**, as it promises an improvement in pupil attainment. However if the promise, largely found in experimental or innovation conditions, is to be realised on a **large scale** then there needs to be some deep thinking about **individual practice, institutional cultures** and **national policy**.

Koglbauer R.; Leat, D. (2013)

And what about technology?



- Boston (2005) – the majority of state examinations will be online assessments by 2010
- costs/investment
- Practical difficulties
- Social equalities
- Too high risk for high-stake examinations

A final thought ...



Selected references:



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