



UNIVERSITY OF  
LINCOLN

# Assessment and Assessment for Learning

Session 7

# This Session

## Learning Intentions:

1. To begin to understand the role of assessment in effective teaching
2. To begin to understand Assessment in terms of Assessment for Learning

Portfolio Component Focus: Component 1 Essay  
and Component 2 Poster

# Component 1

## 1000 words for 50% of the mark: Effective Teaching

- In this component you will be asked to reflect on the following question drawing on relevant literature, critically discuss:

***What is effective teaching in your subject?***

# Component 2

## One side of A1 paper for 50% of the mark: Poster

- In this component, you should discuss the knowledge development of one topic from the National Curriculum and any Exam Specifications for your subject.
- You should map out the learning outcomes for the topic out from the start of **Year 7 through to and including A-level** in UK schools.
- You should consider and discuss what **knowledge, skills and understanding** is expected of the children in schools in each year group.
- You should also reflect on the implications to practice - that being what the teacher would need to know to teach the topic (think about misconceptions, learning theories and concepts).
- Conclude by summarising the key implications to practice in teaching the topic to support effective teaching and learning.

# Last Time: Effective Teaching

1. Consideration of pupil voice
2. Depends on teachers' behaviour, knowledge and understanding, and beliefs
3. Clear thinking of longer term learning outcomes and short term goals
4. Build on pupils' prior learning and experience
5. Involve scaffolding pupil learning
6. Involve a range of techniques
7. Develop higher order thinking and metacognition – good use of dialogue and questioning in order to do so
8. Embed assessment for learning
9. Are inclusive and take the diverse needs of a range of learners, as well as matters of equity, into account.

# Starter

Think about the following questions:

1. What is assessment?
2. Why do we assess?
3. What does assessment look like?
4. How do we assess?
5. When do we assess?
6. Where do we assess?

# What is assessment?

- What have pupils learned?
- Are they on track to meet expectations at the end of the key stage?
- Have I **actually** taught them something?
- Have they actually been listening to me?

Paul Black on Assessment

# Types of Assessment

1. Assessment for Learning is Formative – happens in the classroom
2. Assessment of Learning is Summative – happens in end tests

Review this clip: [Assessment for Learning](#)



# Quick Quiz – AoL or AfL?

| <i>Assessment of Learning</i> | <i>Assessment for Learning</i> |
|-------------------------------|--------------------------------|
|                               |                                |
|                               |                                |
|                               |                                |
|                               |                                |
|                               |                                |

**Information gathered by the teacher/ examiner.**

**Feedback is available on the quality of learning.**

**Concerned with the next (future) stage of learning.**

**Information is shared with the learner.**

**Looking back on past learning.**

**Comparison of performance with others.**

**Happens after learning takes place.**

**An integral part of learning.**

**Information is usually transferred into a grade.**

**Comparison with aims and objectives is important.**

# Assessment *of* Learning and Assessment *for* Learning

| <b><i>Assessment of Learning</i></b>                        | <b><i>Assessment for Learning</i></b>                          |
|---|--|
| <b>Happens after learning takes place.</b>                  | <b>An integral part of learning.</b>                           |
| <b>Information gathered by the teacher/<br/>examiner.</b>   | <b>Information is shared with the learner.</b>                 |
| <b>Looking back on past learning.</b>                       | <b>Concerned with the next (future) stage of<br/>learning.</b> |
| <b>Information is usually transferred into a<br/>grade.</b> | <b>Feedback is available on the quality of<br/>learning.</b>   |
| <b>Comparison of performance with others.</b>               | <b>Comparison with aims and objectives is<br/>important.</b>   |
| <b>Is also known as summative assessment</b>                | <b>Is also known as formative assessment</b>                   |

# Summative Assessment

- Mainly about accountability
- The end results - GCSEs and A-levels

## Assessment of Learning

“There will be a clear separation between ongoing, **formative assessment** (wholly owned by schools) and the statutory **summative assessment** which the government will prescribe to provide robust **external accountability and national benchmarking.**” (DfE, 2013)

# Formative Assessment

- Mainly about improvement
- Happens in the classroom all the time
- **Assessment for Learning**
- What students need to do to improve
- Constant dialogue between the teacher and the student
- Allowing students to express their understanding

# Assessment for Learning?

- ‘In this paper... the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.’

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

- ‘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 and how best to get there.’

Assessment Reform Group (2002)

# Inside the Black Box

- Research carried out by Paul Black and Dylan Wiliam from King's College
- Research involved 250 research journals and publications between 1988 and 1997
- Empirical data - all age groups (from 5 to university graduates), subjects and nationalities
- Only drew on research that had used control groups
- Pilot project (six-month period) for teachers

# Inside the Black Box

Inside the black box identifies five key factors that improve learning through assessment:

1. providing effective feedback to pupils;
2. actively involving pupils in their own learning;
3. adjusting teaching to take account of the results of assessment;
4. recognising the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial to learning;
5. considering the need for pupils to be able to assess themselves and to understand how to improve.



# Inside the Black Box

The research also identifies a number of risks with regard to assessment:

1. Valuing quantity and presentation rather than the quality of learning.
2. Lowering the self-esteem of pupils by over-concentrating on judgements rather than advice for improvement.
3. Demoralising pupils by comparing them negatively and repeatedly with more successful learners.
4. Giving feedback that serves social and managerial purposes rather than helping pupils to learn more effectively.
5. Working with an incomplete picture of pupils' learning needs.

# Key features of Assessment for Learning (Formative Assessment)

1. Effective Questioning
2. Feedback through marking
3. Peer-assessment and self-assessment
4. Formative use of summative tests

# Key types of questions

## **Formative**

- How well are you doing?
- What progress has he made?
- What does she need to do now?

## **Summative**

- How good are you?
- Is she at level E yet?
- Can he do his 6 times table?

# Comparison of formative / Summative

|          | <b>Summative<br/>(Assessment of Learning)</b>   | <b>Formative<br/>(Assessment for Learning)</b>                         |
|----------|---|--|
| Purpose  | To find out what students know, understand and can do. To measure the progress they have made | To help students learn (assessment that enhances the learning process) |
| Timing   | Terminal (after the learning)<br>Summative  | On-going (during the learning)   |
| Examples | Tests and exams   | Questioning<br>Feedback (marking & oral)<br>Peer & self assessment     |
| Control  | Teacher and external  | Teacher and student  |

# Why use formative assessment?

- “Innovations that included strengthening the practice of formative assessment produce significant and often substantial gains.” (Black & Wiliam, 1998:140)
- Black and Wiliam’s comprehensive review reported the most significant gains when this approach was used

# Task

- This task will be timed
- You have 1 minute to draw a house

# Marking

- For each chimney on your house - 1 point (max 2 points)
- For each cloud in the sky – 2 points (max 6 points)
- For each flower in the garden – 5 points (max 15 points)

# Fair?



# Task

- This task will be timed.
- You have 2 minutes to draw a house
- You will be assessed in the following way:
  - For each chimney on your house - 1 point (max 2 points)
  - For each cloud in the sky – 2 points (max 6 points)
  - For each flower in the garden – 5 points (max 15 points)

# Success Criteria

- For students to know how to succeed they need to be given the information on how things are assessed.
  - Mark schemes
  - Marking criteria
  - GCSE grade areas
  - Number of marks a question is worth
  - Length and detail expected (length = health warnings!)
  - What A Good One Looks Like (WAGOLL)
  - What I'm Looking For (WILF)

# Assessment for Learning (AfL)

- Knowing where students are
- Know where students need to go
- Know how you can get them there
- Allows for the students to know how they can get there
- Consistently knowing what the students are **actually** learning

# Assessment for learning

- is **embedded** in a view of teaching and learning of which it is an essential part
- involves **sharing** learning goals with pupils
- aims to help pupils to **know** and **recognise** the standards they are aiming for
- involves pupils in [peer and] **self assessment**
- provides **feedback**, which leads to pupils recognising their next steps and how to take them
- involves both teacher and pupils **reviewing** and **reflecting** on assessment data [information]

*Assessment for learning: beyond the black box Assessment Reform Group (1999)*

# Discussion...

Discuss with a partner and make a case:

Assessment **for** learning is more important  
than Assessment **of** learning...

Do you agree or disagree?

WHY

# Resources from today

Read the articles and watch the video. Make notes in relation to how assessment impacts on effective teaching:

1. Assessment Reform Group (2002). Research-based principles to guide classroom practice, available at:  
[Assessment for Learning 10 principles](#)
2. Department for Education and Skills. (2004). *Pedagogy and Practice: Teaching and Learning in the Secondary School, Unit 12 Assessment for learning*. London: Department for Education and Skills. [[DfE Unit 12: Assessment for learning](#).].
3. Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37 (1), 3-14. [[Full Article](#)]
4. See this video clip for further information:  
[TES Formative Assessment](#)

# Next session tasks

1. Review the National Curriculum for your subject
2. Start to consider a topic for your poster
3. Research the topic ...

# Additional References

- [The Assessment Reform Group, \*Assessment for learning: Beyond the Black Box\* \(1999\), University of Cambridge School of Education \(PDF\)](#)
- Black, P. and Wiliam, D. (1998) *Inside the black box: raising standards through classroom assessment*. King's College, London.
- Black, P. and Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education*, 5(1), 7-74.
- Black, P. and Wiliam, D. (2003). In Praise of Educational Research: formative assessment. *British Educational Research Journal*, 29(5), 623-37.
- Sadler, R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119–144 .
- Wiliam, D., Lee, C., Harrison, C. and Black, P. (2004). Teachers developing assessment for learning: impact on student achievement. *Assessment in Education*, 11(1), 49-65.

Do search the University Library for the Assessment for Learning Documentation