

* Welcome to our
Faculty Meeting

“Using Formative
Assessment”

* Agenda



- * A quick overview
- * Reading from Carol Tomlinson- using 6 thinking hats
- * What is Assessment for Learning?
- * A learning activity for us
- * Discussion re: current units
- * MAIS feedback from Kelli and Gwen
- * The road ahead.

* What do we want for our students?

'We all want students who have high expectations of themselves as learners; students who feel confident about their capacity to learn, who set high goals for their learning, and who work for themselves to construct enjoyable, challenging learning pathways to their futures'

*The word 'assess'

Comes from the Latin verb 'assidere' meaning 'to sit with'. In assessment, one should sit with the learner. This implies it is something we do with and for students and not to students (Green, 1998)

*What are summative and formative assessment?

The garden analogy

If we think of our children as plants ...

Summative assessment of the plants is the process of simply measuring them. It might be interesting to compare and analyse measurements but, in themselves, these do not affect the growth of the plants.

Formative assessment, on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs - directly affecting their growth.



*What does the research say?

In 1998 Paul Black and Dylan Wiliam of Kings College, London published their wide-ranging analysis of research into classroom-based assessment:

Inside the Black Box: Raising Standards through Classroom Assessment

The article concludes with: "There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains."

For the full text of the article, go to:

<http://weaeducation.typepad.co.uk/files/blackbox-1.pdf>

*The Black Box: findings

Black and Wiliam's research indicates that improving learning through assessment depends on five deceptively simple factors:

1. Providing effective feedback to students.
2. Students' active involvement in their own learning.
3. Adjusting teaching to take account of the results of assessment.
4. Recognising the profound influence of assessment on students' motivation and self-esteem - both crucial influences on learning.
5. Ensuring pupils assess themselves and understand how to improve.

* In summary ...

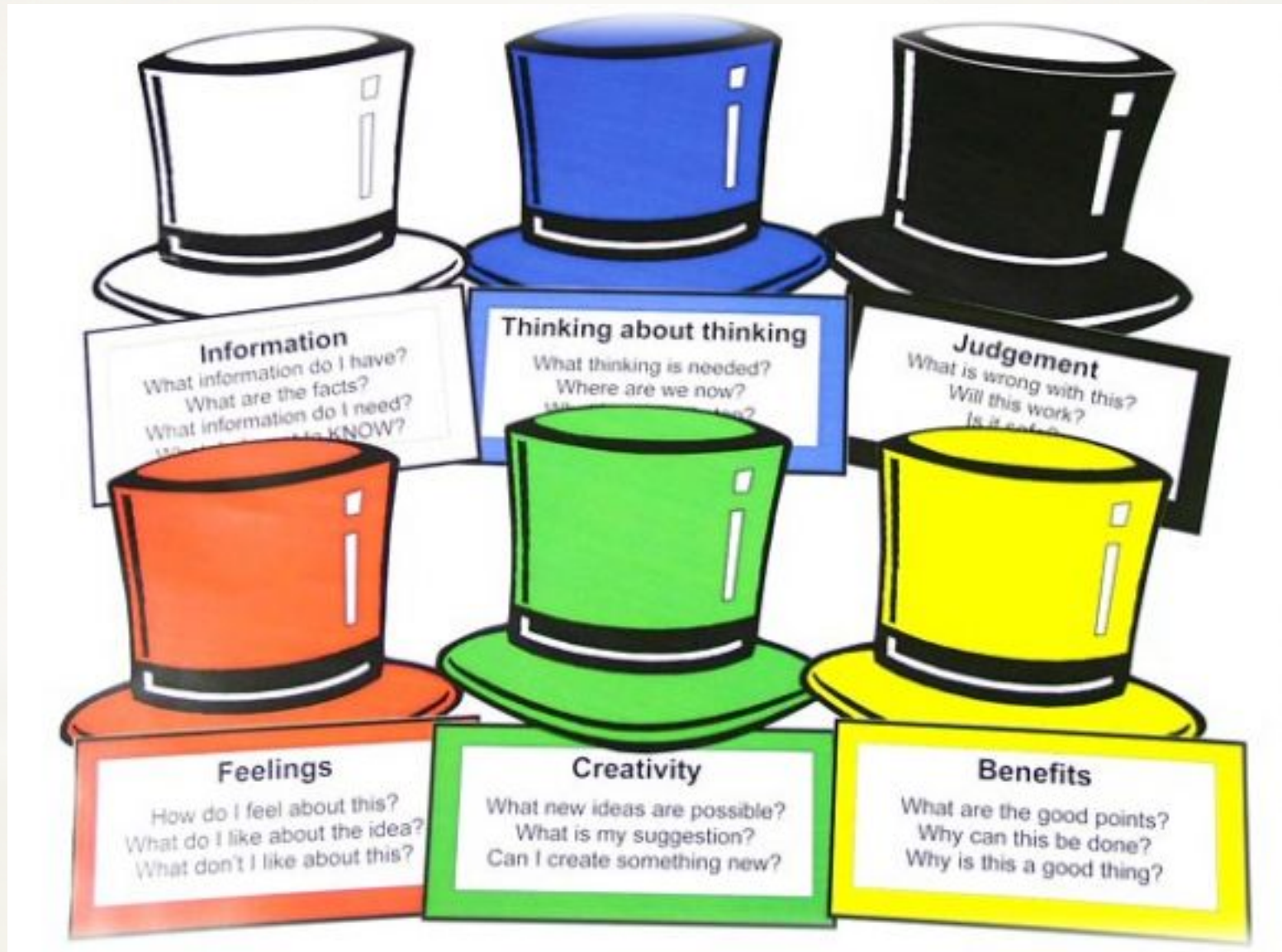
The findings of Black & Wiliam indicate that the most significant learning gains occur when teachers and students work collaboratively to address learning needs.

To maximise achievement, it is critical that assessment information is used with students so that they understand and have a sense of ownership of their learning.

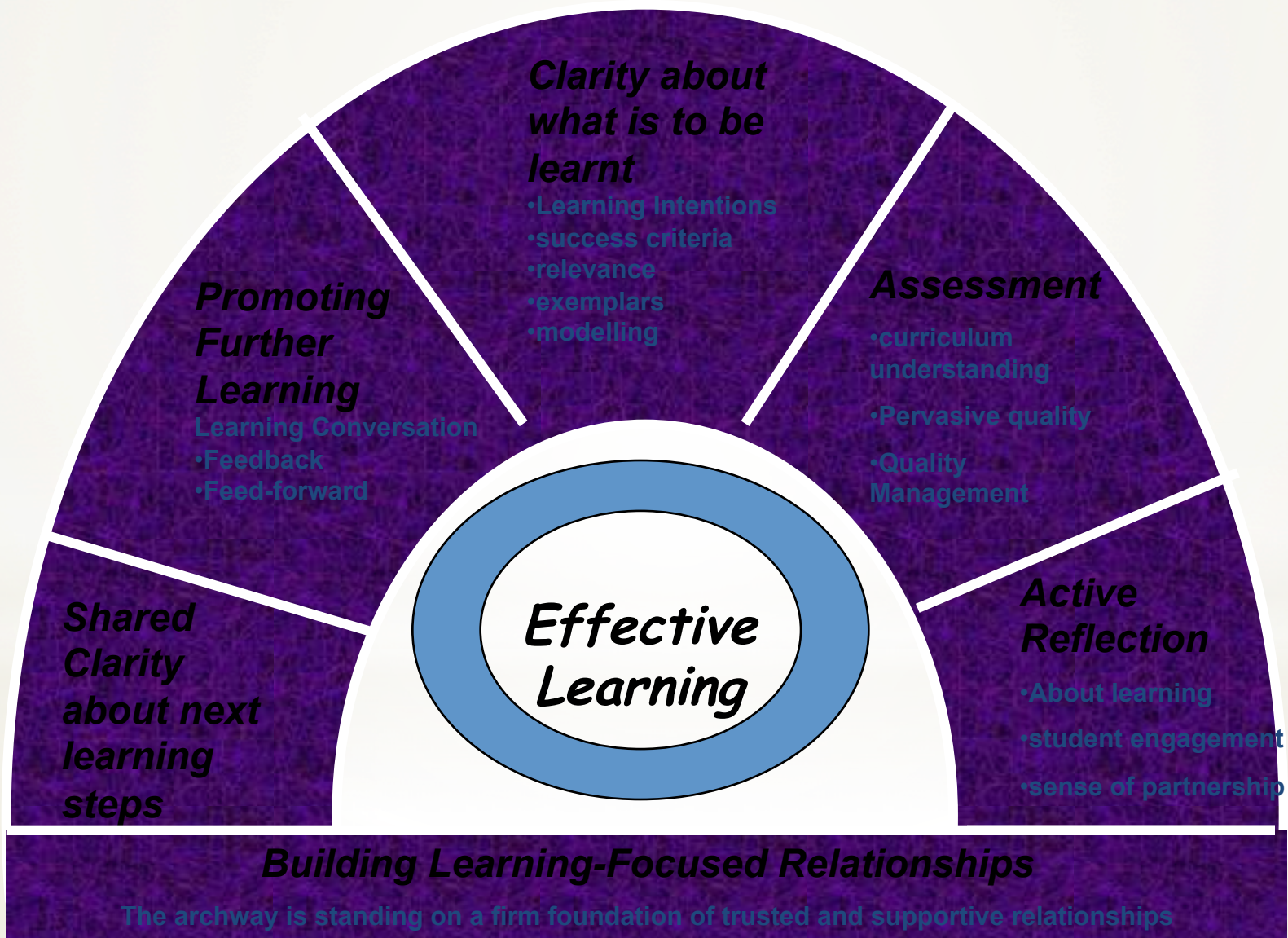
* Implications for classroom practice (not a comprehensive list)

- * Being confident that every student can improve.
- * Creating a learning environment which supports a partnership between teacher and students.
- * Using assessment to inform teaching and learning
- * Sharing assessment results with students and constructing clear and accessible learning goals with them
- * Clarifying or co-constructing learning outcomes and ensuring that students understand them
- * Involving students in self and peer assessment and giving them opportunities to reflect on their learning.
- * Providing feedback that helps students recognise their next steps and how to take them.

Learning to Love Assessment-Carol Ann Tomlinson



* A specific assessment for learning strategy



**Clarity about what is to be learnt*

- **Learning Intentions**
- **success criteria**
- **relevance**
- **exemplars**
- **modelling**

* Learning intentions

*The first active element of formative assessment in the classroom is the sharing of Learning Intentions.”

- Shirley Clarke

