

# EFFECTIVE ASSESSMENT AND MODERATION OF THE ADAPTED CURRICULUM

What does the emphasis shift from assessment **OF** learning to assessment **FOR** learning mean?



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**SAOU**

DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION

# What we're going to think about today:

1. Where are we now with respect to assessment and moderation?
2. What does the shift to Assessment FOR learning (AfL)/Formative assessment (FA) mean?
3. What do we know about AfL/FA?
4. What does this shift mean for teaching, learning and assessment in the classroom?
5. What is the role of the principal in all of this?
6. What knowledge and skills are needed to make the shift to AfL/FA?
7. How will this shift affect learners?
8. Closing thoughts

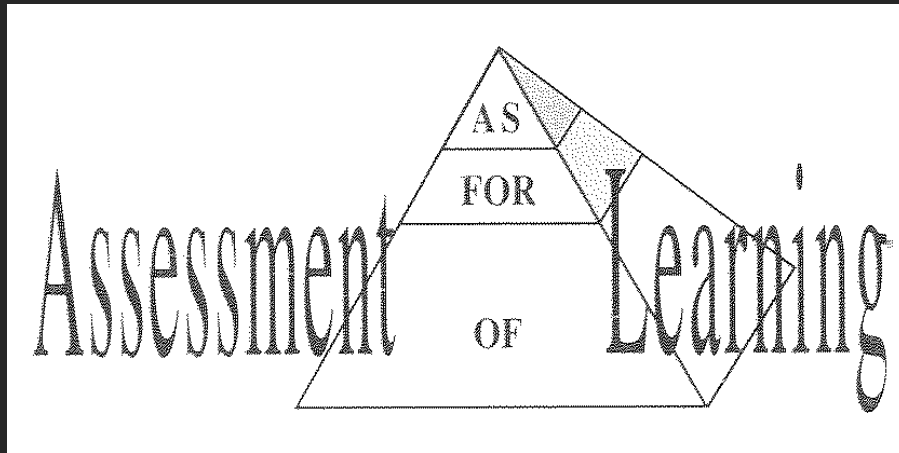
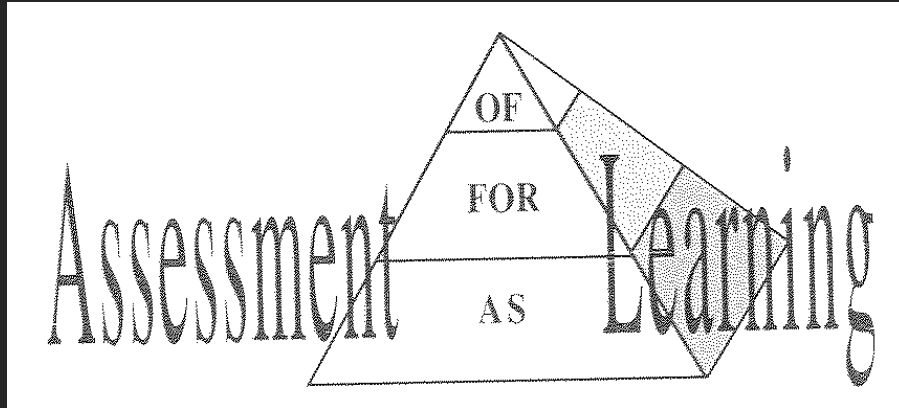




# SA-SAMS



## 1. Where are we now with respect to assessment and moderation?

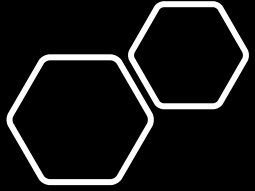


L. Earl (2003)

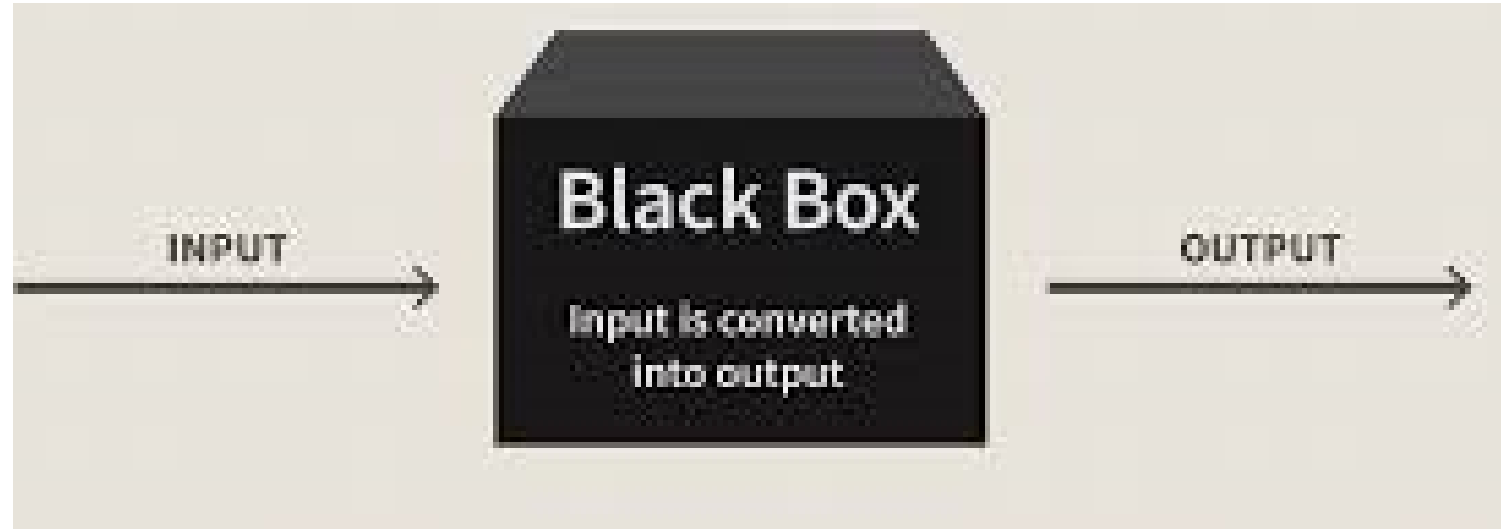
# What is the purpose of assessment?

- 
- ✓ Assessment **for** learning
  - ✓ Assessment **as** learning
  - ✓ Assessment **of** learning

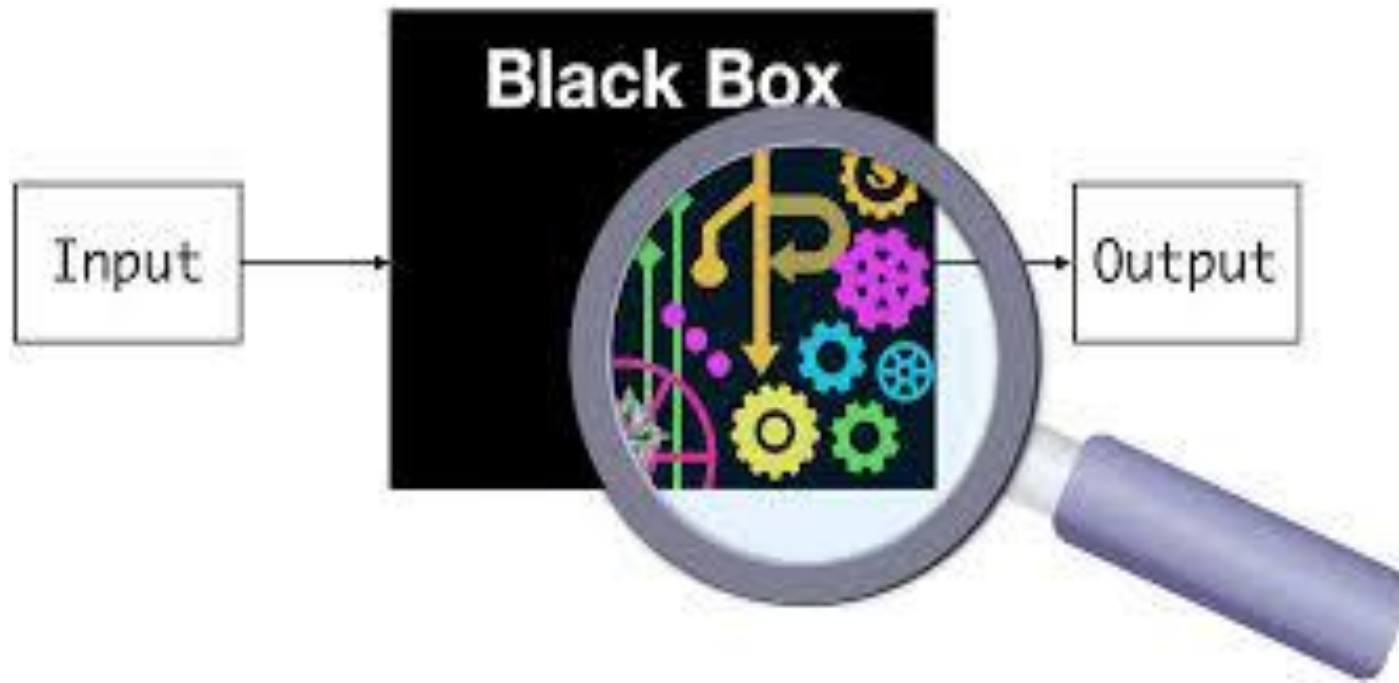
(See handout notes)



The purpose  
of assessment  
is to  
improve the  
quality of  
learning

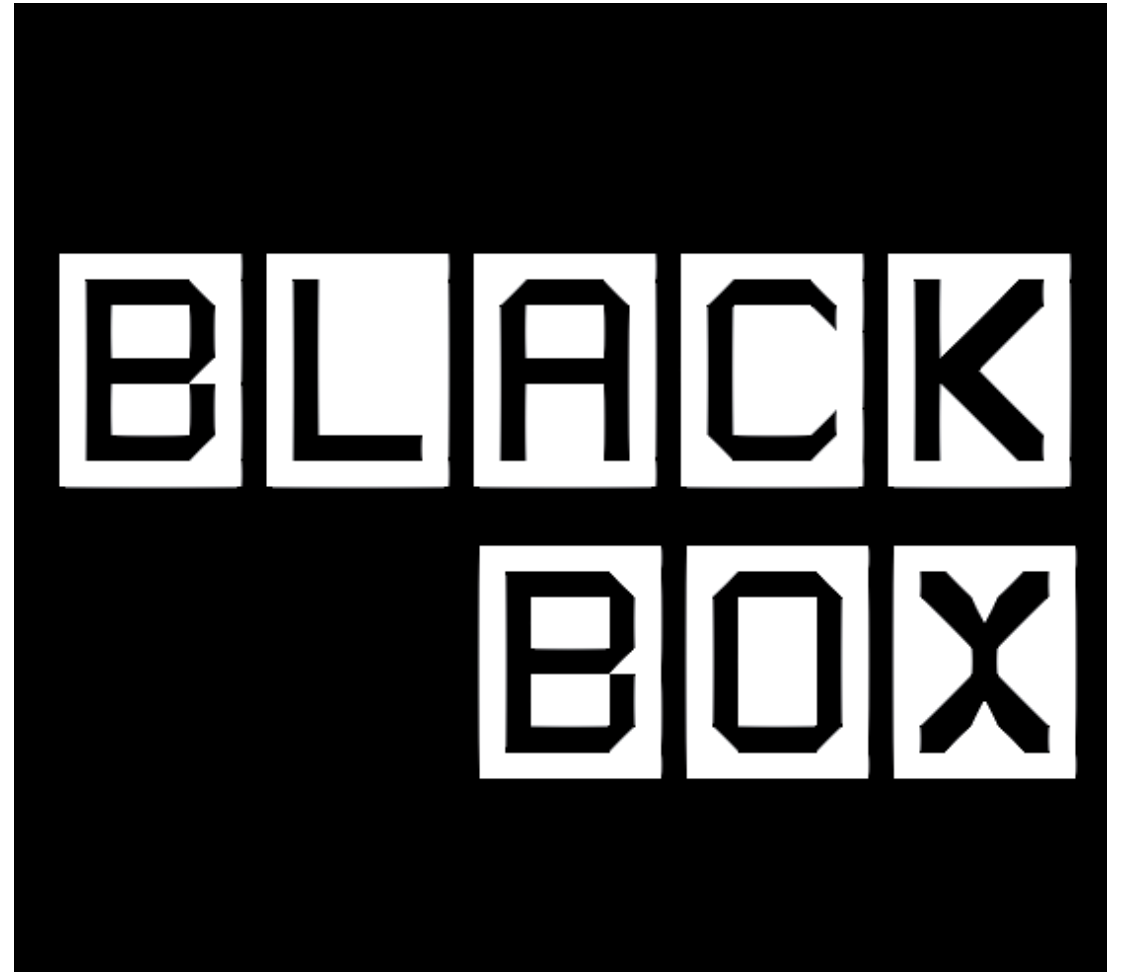


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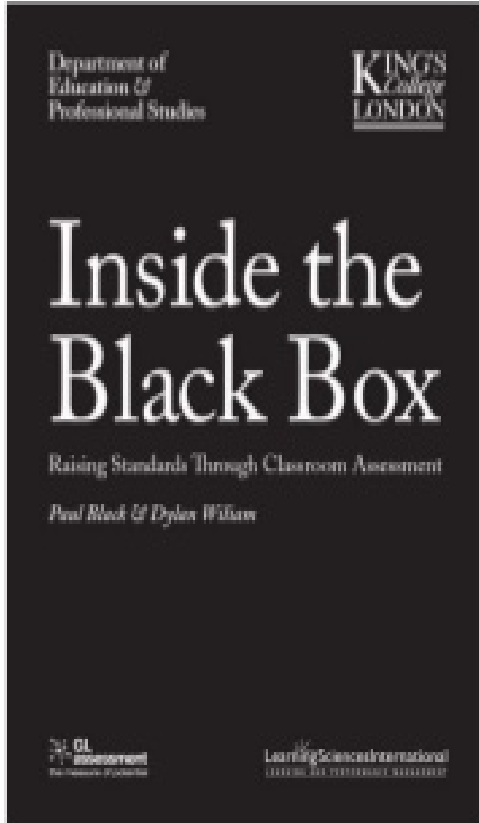
2. What does the emphasis shift from assessment **OF** learning (**AoL**) to assessment **FOR** learning mean (**AfL**)?

- It means we have at last caught up with what research has been saying for years and, in particular, since Black and Wiliam published their “Inside the Black Box” findings in 1998.
- It means we must change classroom practice.





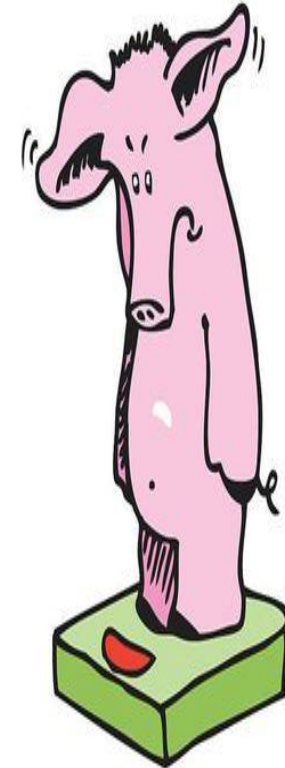
## Paul Black and Dylan Wiliam (1998)



In 1998, Black and Wiliam published *Inside the Black Box*, analyzing more than 250 research studies on classroom assessment.

Their findings showed formative assessment to be one of the most effective tools for raising student achievement levels available to teachers.

**“A WEIGHED PIG NEVER FATTENS. . .”**

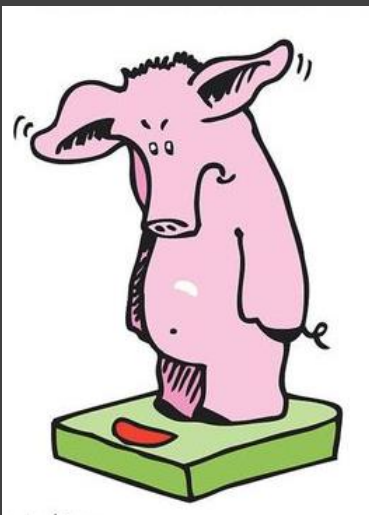


Any and all pig references can be attributed to:

Fulcher, K.H., Good, M.R., Coleman, C.C., & Smith, K.L. (2014). A simple model for learning improvement: Weigh pig, feed pig, weigh pig. NILOA Occasional Paper #23,

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org).





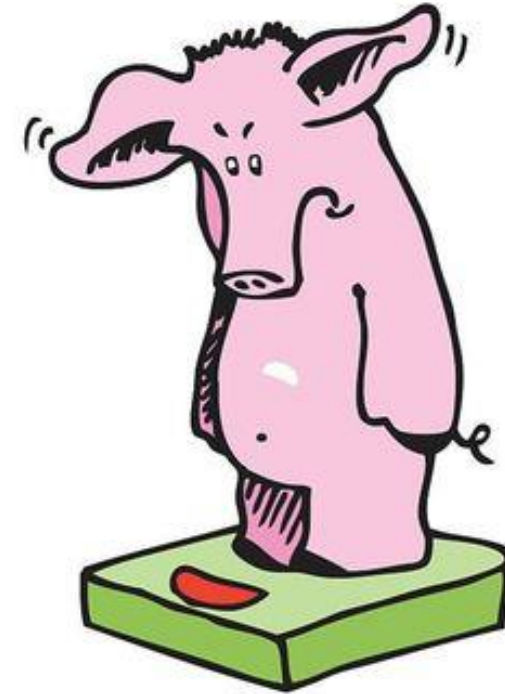
## ASSESSMENT REDUCED TO A CLEVER METAPHOR



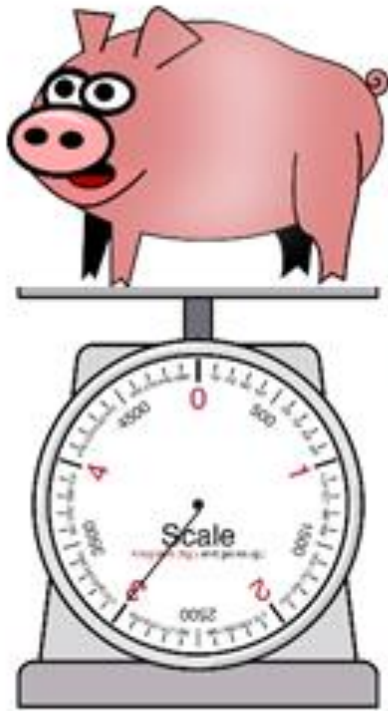
**WEIGH THE PIG**



**FEED THE PIG**



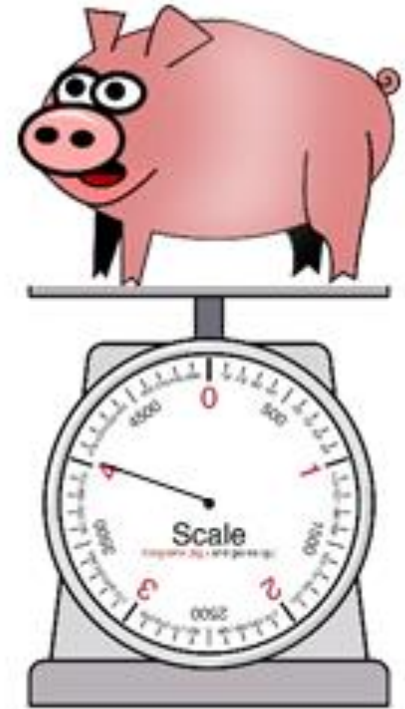
**WEIGH THE PIG**



**Assessment**

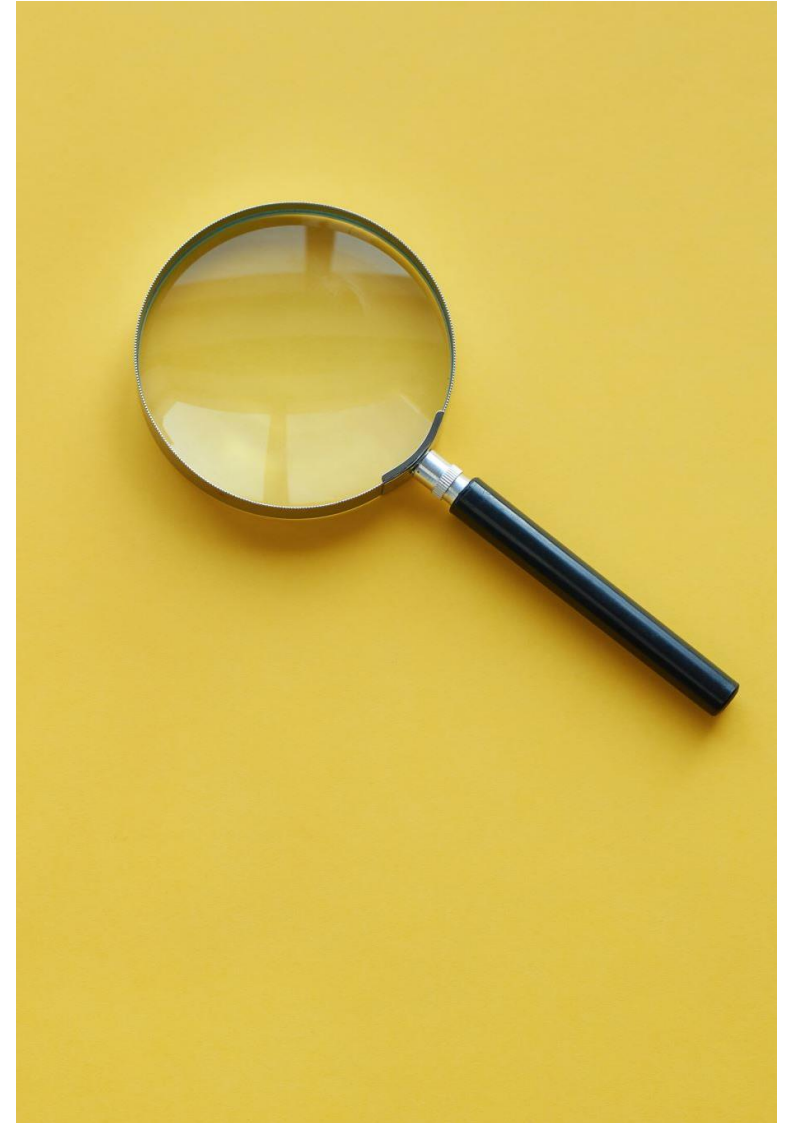


**Program Change**

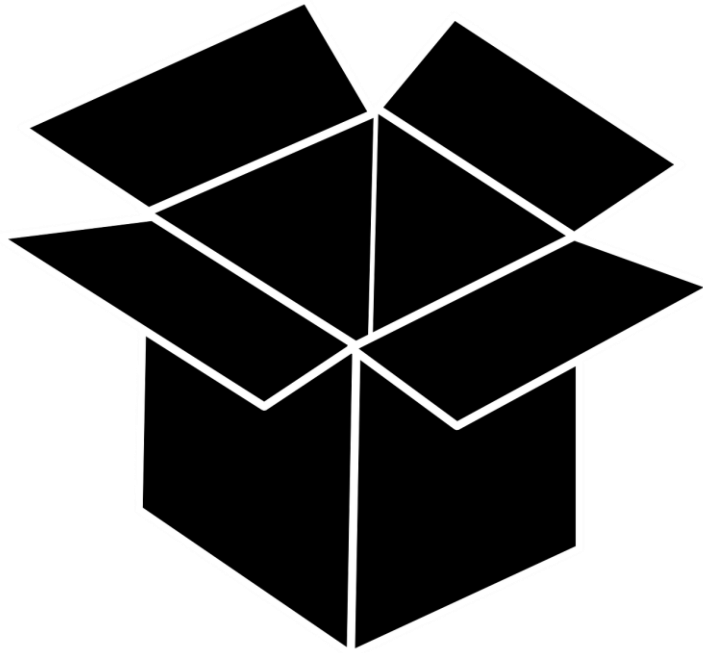


**Re-Assessment**

•The focus on **AfL** means that we must look more closely at what goes on between the “weighing” - **AoL**







### 3. What do we know about assessment **FOR** learning (AfL/FA)?

# WHAT IS ASSESSMENT **FOR** LEARNING (AfL)?

*“All those activities undertaken by teachers, and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”*

Dylan Wiliam



The general goal of AfL is to collect detailed information that can be used to improve instruction and student learning while it is happening.

AfL is used to inform in-process teaching and learning modifications.

# WHAT IS THE GOAL OF AfL?



# 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.



# Formative assessment (AfL) compared with Summative assessment (AoL)

Aspect	Formative (AfL)	Summative (AoL)
When?	In class, DURING the learning process	At the END of the unit, term, year
What?	Determines the LEVEL OF UNDERSTANDING at a particular stage	Determines the ACHIEVEMENT LEVEL/ PERFORMANCE
Timing of feedback	Provides IMMEDIATE feedback (to teacher and learner)	AFTER SOME TIME to learners, parents, teachers, school, system
Formality level	Mostly informal	Formal
Marks and records	Not usually for marks, not necessarily recorded	Marks awarded and recorded
Level of significance	Not high-stakes	High-stakes – promotion, certification, selection

# FIVE KEY STRATEGIES OF AfL

Sharing  
Learning  
Expectations

Eliciting  
Evidence

Feedback

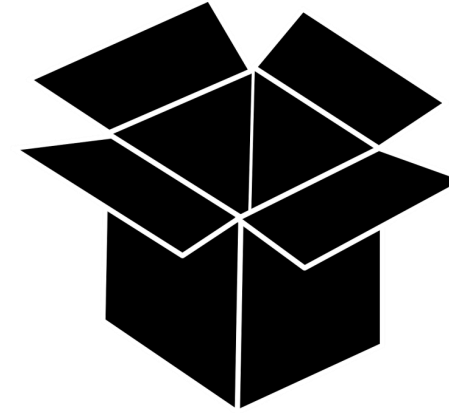
Self  
Assessment

Peer  
Assessment

# Change the what pig eats

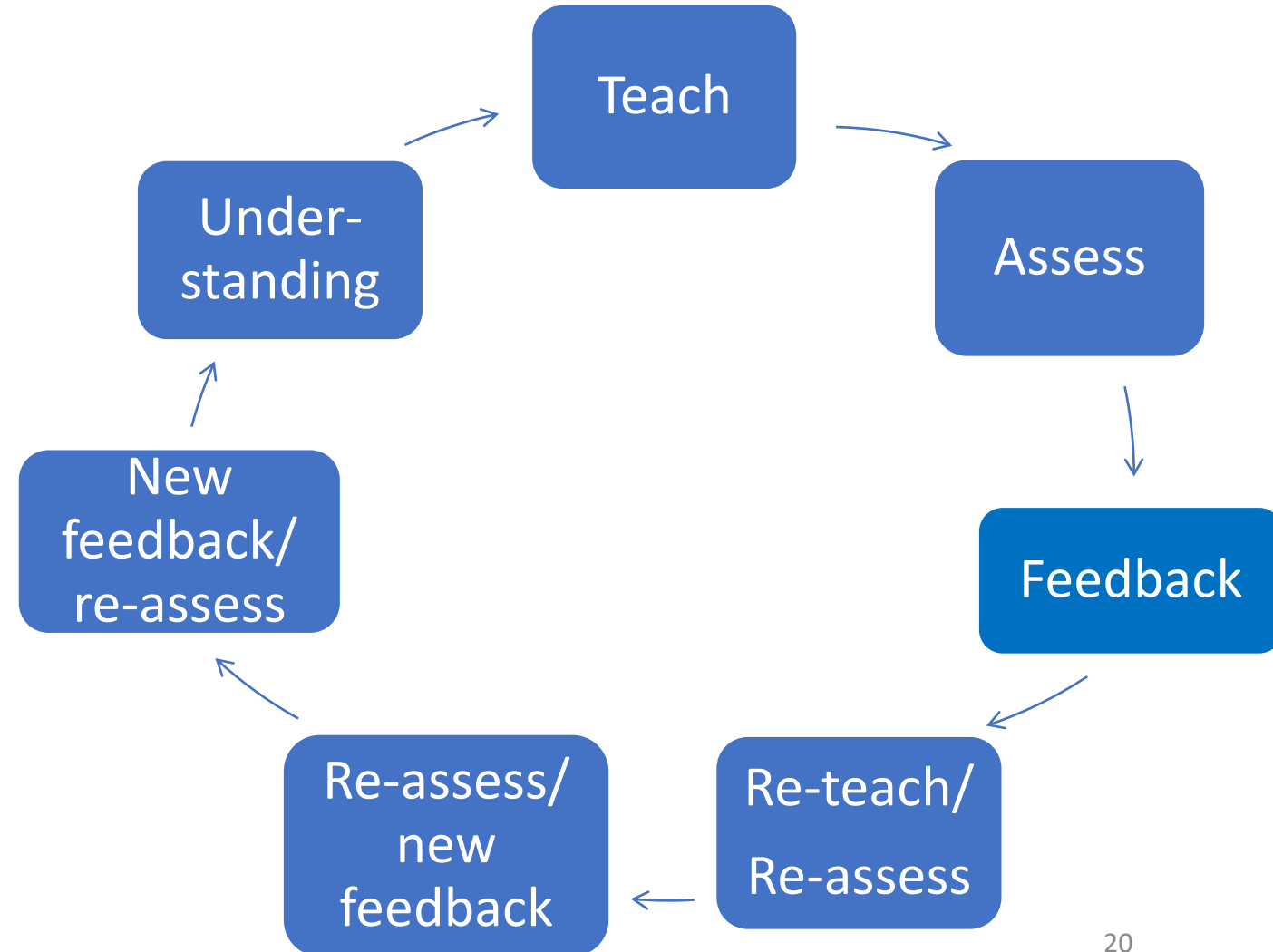


# Change what happens the inside the black box



## 4. What does this shift mean for teaching, learning and assessment in the classroom?

# FORMATIVE ASSESSMENT (FA/AfL) LEARNING CYCLE



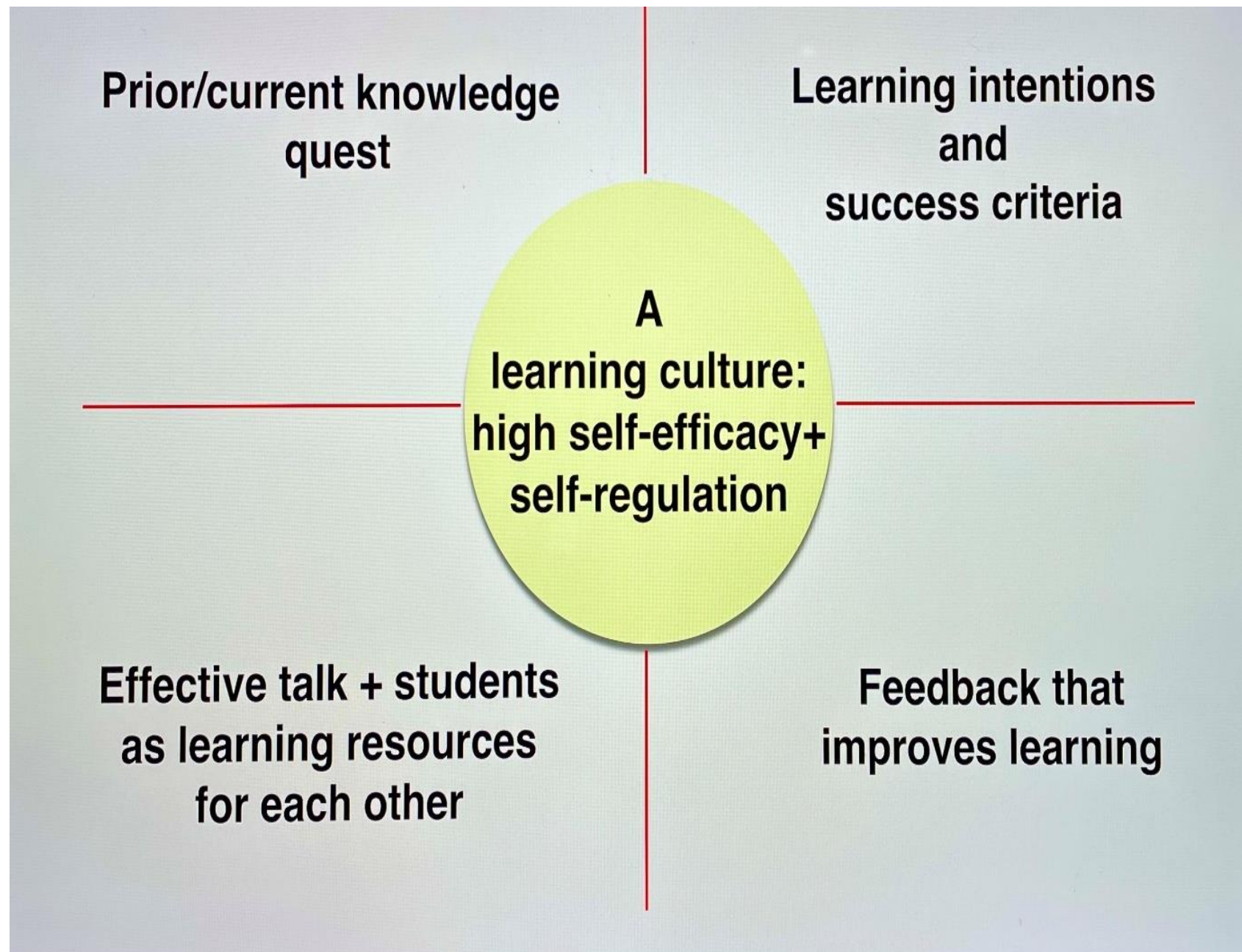


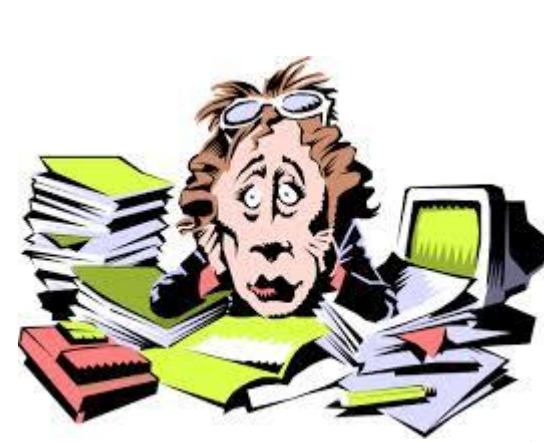
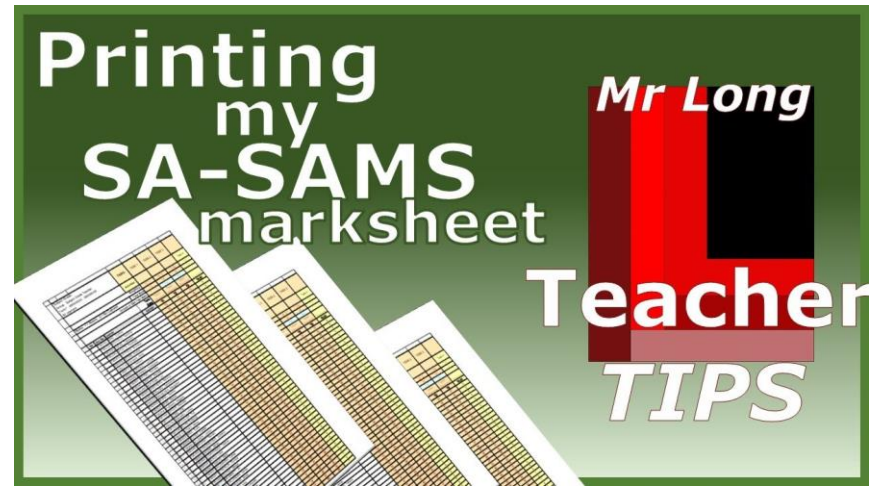
# WHY ALL THE FUSS ABOUT AfL?

## IT'S GOOD TEACHING AND LEARNING!



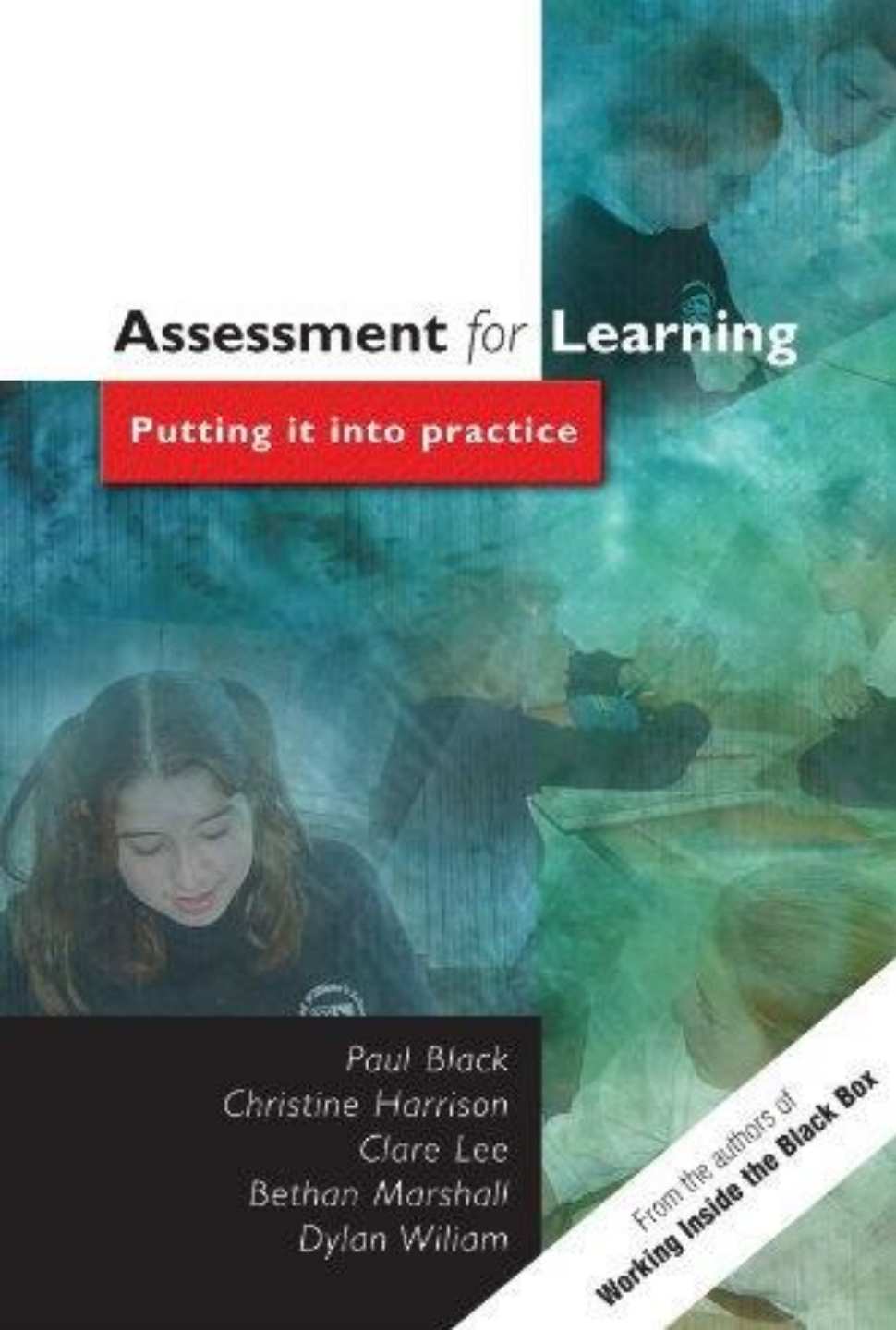
# UNDERSTAND ASSESSMENT FOR LEARNING IS MORE ABOUT LEARNING THAN ASSESSMENT!





**5. What is the role of the principal in all of this?**





# Putting it into practice ...

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The principal must  
be the  
instructional  
leader





**EXIT  
SLIPS**

## Examples of Exit Slips to Provide Open Feedback

EXIT SLIP

I would like to learn more about . . .

EXIT SLIP

The most important thing I learned today . .

EXIT SLIP

The thing that surprised me today . . .

EXIT SLIP

I wish . . .

# 6. What knowledge and skills are needed to make the shift to AfL/FA?

# ASSESSMENT **FOR** LEARNING KNOWLEDGE AND SKILLS

1. Learning mindset and culture
2. Learning goals and success criteria
3. Lesson plans with FA built in
4. FA strategies
5. Feedback knowledge
6. Effective questioning
7. Higher order assessment and thinking
8. Observing learners' learning
9. Using FA and SA data
10. Classroom climate of trust, respect, freedom to risk



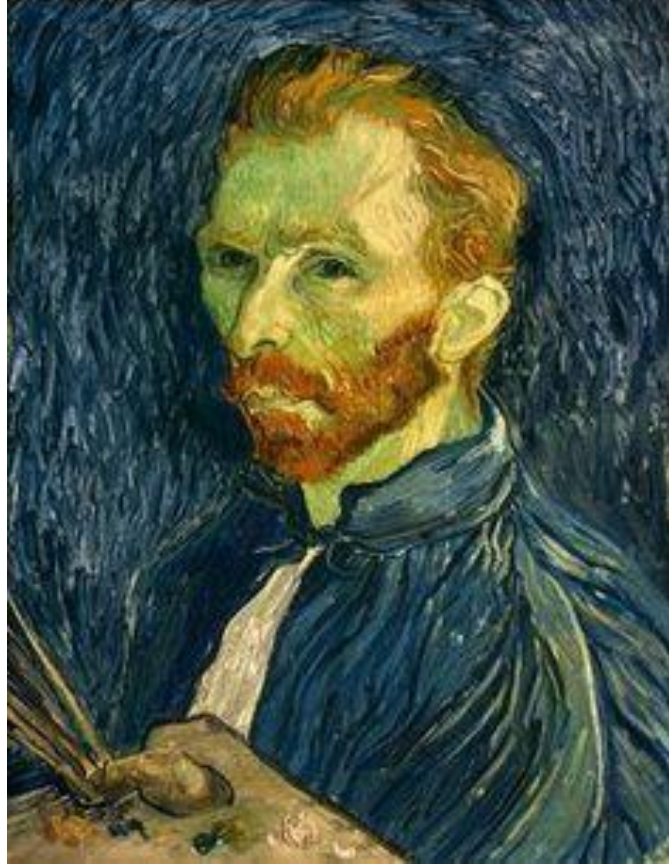
# 1. LEARNING MINDSET AND CULTURE

A growth mindset  
versus a fixed  
mindset  
Carol Dweck





## 2. LEARNING GOALS AND SUCCESS CRITERIA





### 3. FORMATIVE ASSESSMENT (AfL) IN LESSON PLANS

Three stages and  
all the steps in  
each stage

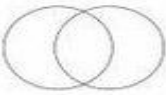

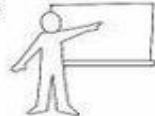





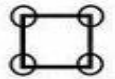


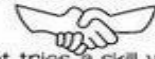






Use a variety of FA  
strategies (FASs) and  
Total participation  
techniques (TPTs)  
throughout the lesson

Prior to  
instruction

During  
instruction

After  
instruction

# 4. FORMATIVE ASSESSMENT STRATEGIES (Engagement techniques)

Engagement Strategies		
<b>GRAPHIC ORGANIZER</b> Choose a structure that will help kids compare, sequence, or organize ideas. 	<b>JIGSAW</b> Assign groups different chunks of information to learn and teach to others. 	<b>GALLERY WALK</b> Students show ideas or work on "wall." Groups rotate to discuss and leave feedback. 
<b>DEBATE</b> Provide two opposing views for students to choose from and defend. 	<b>THINK-PAIR-SHARE</b> Pose a question. Allow think time. Have students pair up, discuss and share out. 	<b>QUIZ-QUIZ-TRADE</b> Give each student a question card. Students pair up, "quiz" each other, then trade cards and find a new partner. 
<b>GAMES</b> Use a game format such as Jeopardy, Taboo, or \$25,000 Pyramid to review information. 	<b>GRAFFITI WALL</b> Display questions, work or images for groups to observe and discuss. Students rotate and leave written thoughts. 	<b>CORNER CALL</b> Each corner is assigned a response to a question. Students choose and move to their corner for discussion/sharing. 
<b>IN-OUT CIRCLE</b> Split class in half. One group is "inside circle" and other is "outside circle." Shift for new partners. 	<b>MIX TO MUSIC</b> Students move around while music plays and pair up when music stops. Easy for multiple pair ups. 	<b>LEARNING COACH</b> One student tries a skill while the other provides "coaching" and then partners switch. 
<b>MIRROR</b> Teacher acts out concept while students copy and/or repeat. 	<b>RATE IT</b> Partners or groups use rubric or checklist to discuss and rate work. 	<b>RESPONSE CARDS</b> Students hold up cards to show thinking (yes/no, true/false, etc.) 
<b>SIMULATION</b> Teacher provides real-world, interactive experience. 	<b>EXPERIMENT</b> Students test predictions with meaningful investigations. 	<b>SONG</b> Use music or song to learn or practice skills. 

5.

# FEEDBACK KNOWLEDGE





# Three feedback questions (for learners and teachers)

- Where am I going?
- Where am I now?
- How can I close the gap between where I am now and where I want to go?

(Hattie, 2012, pp. 130-132)



# Four feedback levels

Task/product: How well has the task been performed?

Process: What are the strategies needed to perform the task? Are there alternative strategies that can be used?

Self-regulation: What is the conditional knowledge and understanding needed to know what you are doing? Self-monitoring, directing the processes and tasks.

Self: Personal evaluation and affect about the learning

(Hattie, 2012, pp. 133-137)

# Frequency of feedback

- Just in time
- Just for me
- Just for where I am in the learning process
- Just what I need to help me move forward

(Hattie, 2012, pp. 137-139)

# Types of feedback

- Disconfirmation
- Errors welcomed
- For teachers

(Hattie, 2012, pp. 139-141)

# “Feedback that fits” – some thoughts

- Good feedback contains information learners can use.
- Put yourself in the learner’s shoes.
- The amount depends on the learner’s developmental level.
- The mode of feedback must be appropriate for what is communicated.
- Compose the feedback content so the message is received – focus on the work, the process; relate it to the learning goal, describe (don’t judge) what you see.
- Be positive and specific – don’t lecture.

See a Tale of two feedback choices





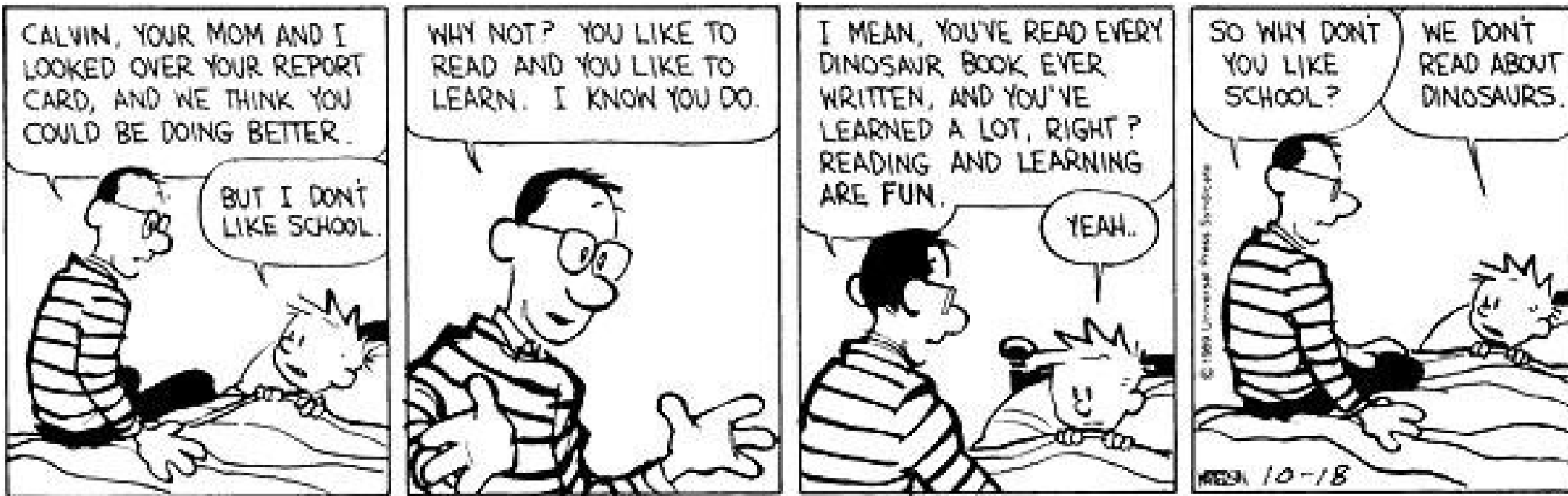
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~~This is why~~ I like dogs better than cats. I think dogs are really playful. They can also be strong to pull you or something. They can come in different sizes like a Great Dane or a <sup>Dachshund</sup> ~~wener~~ dog. They can also be in different colors. Some are just mutts. Others are pedigree. Best of all, dogs are cute and cuddly. That is why I like dogs a lot better than cats.

2. Possible teacher comments	What's best about this feedback
Your topic sentence and concluding sentence are clear and go well together.	These comments describe achievements in terms of the criteria for the assignment. They show the student that you noticed these specific features and connected them the criteria for good work.
You used a lot of details. I counted seven things you like about dogs.	
Your reasons are all about dog. Readers would already have to know what cats are like. They would not know from your cats whether cats are playful, for instance. When you compare two things, write about both things that you are comparing.	This constructive feedback criticises a specific feature of the work, explains the reason for the criticism, and suggests what to do about it.
Did you check your spelling? See if you can find two misspelled words.	This comment does not directly reflect the learning target, which was about paragraphing. However, it concerns an important writing skill.

# 6. Effective questioning - not a simple matter

Types:	<ul style="list-style-type: none"><li>• Level of difficulty</li><li>• Cognitive level</li></ul>
Delivery:	<ul style="list-style-type: none"><li>• Individual</li><li>• Choral</li><li>• Positioning</li><li>• Pacing</li><li>• Waiting time – before and after</li><li>• No hands up</li></ul>
Types of responses:	<ul style="list-style-type: none"><li>• Correct, quick and firm</li><li>• Correct, but hesitant</li><li>• Incorrect, but a careless error</li><li>• Incorrect, suggesting lack of knowledge of facts or a process</li></ul>
What to do with the responses	<ul style="list-style-type: none"><li>• No response or wrong response</li><li>• Correct response</li></ul>

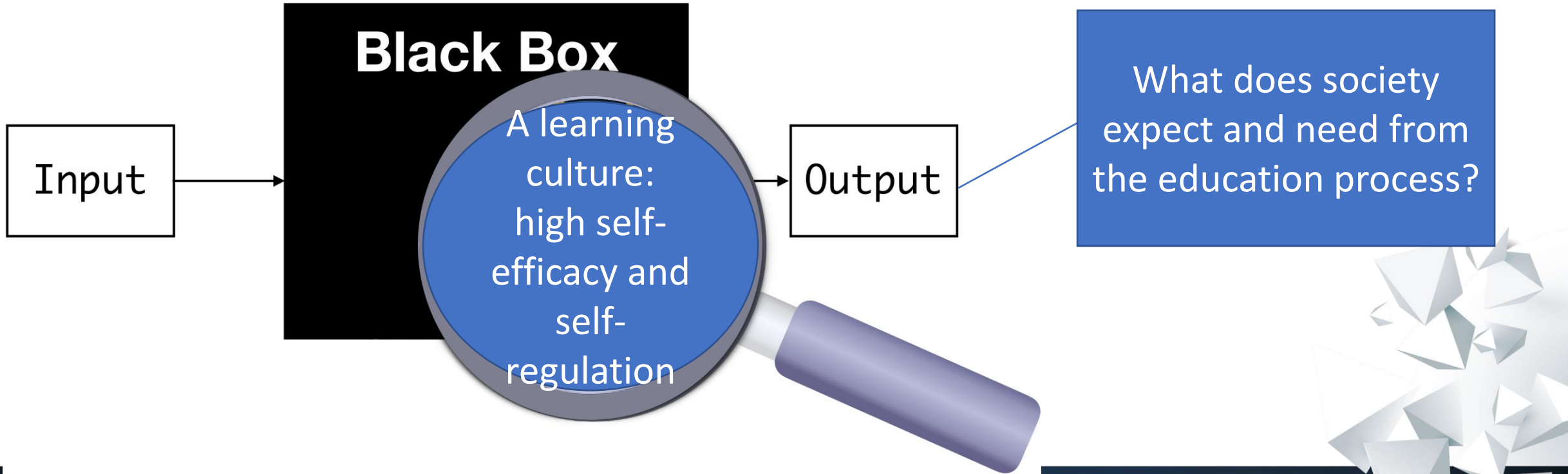


## 7. How will this shift affect learners?



# BENEFITS FOR LEARNERS They will:

1. Know what they are supposed to learn and what strong work and weak work look like
2. Have increased motivation, engagement, confidence, control, and willingness to risk
3. Use regular descriptive feedback to improve
4. Be able to assess their own and peers' work, talk about their learning and be a resource for one another
5. Know their progress, set goals, and take responsibility for their learning
6. Hold higher expectations for themselves



## 8. Closing thoughts

# “CLOSE THE GAP”

## Close the gap between:

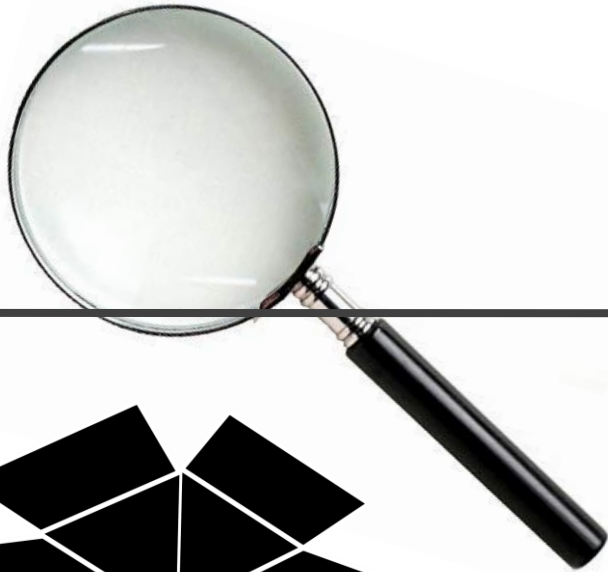
- where the education system outcomes are now and where they need to be,
- where the teacher is and where he/she needs to be in terms of AfL knowledge and skills and ability to make use thereof, and
- where the learner is at each point in the learning cycle and where he/she needs to be.

## GOING FORWARD WHAT CAN WE DO?

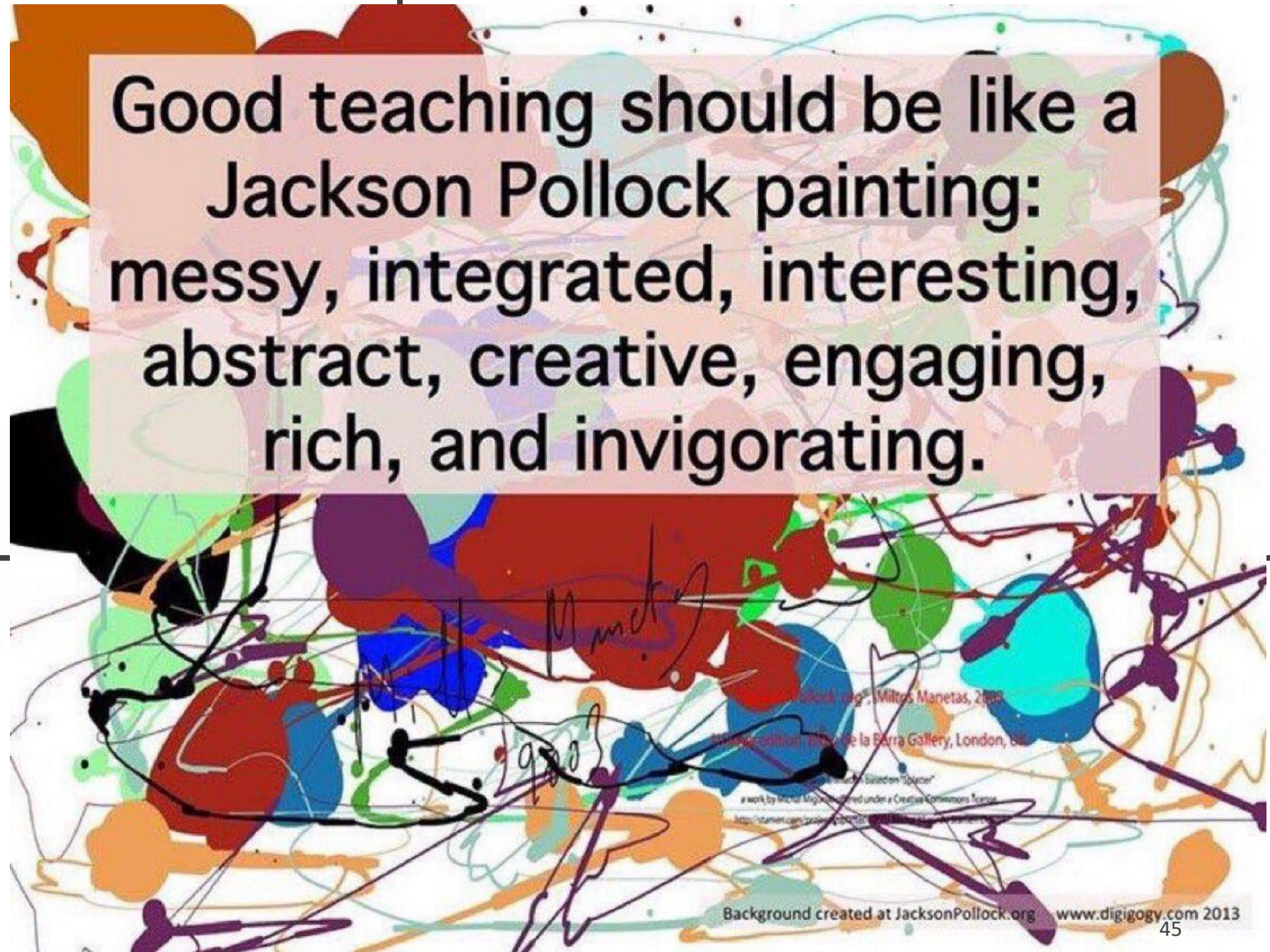
- ✓ CLOSE THE GAP in the knowledge of curriculum advisors, subject advisors, teachers, school management about **AfL/FA**.
- ✓ **AfL/FA** happens along the way to summative assessment – it helps CLOSE THE GAP.
- ✓ Current feedback mode is mostly a MARK and a less than helpful remark – the GAP IS NOT CLOSED.
- ✓ Teachers need the knowledge and skills to CLOSE THE GAP.
- ✓ Teachers need to have the confidence (“permission”) to slow down to CLOSE THE GAP.
- ✓ Most SBA is summative which can be used formatively if it CLOSES THE GAP.
- ✓ SBA cannot be used to track curriculum coverage – completing a task does not mean the content has been covered or that learning has been achieved – there are still GAPS THAT MUST BE CLOSED.

DOES





Good teaching should be like a Jackson Pollock painting: messy, integrated, interesting, abstract, creative, engaging, rich, and invigorating.





# REFERENCES:



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