

Different types and purposes of assessment

1. Types of assessments	<ul style="list-style-type: none"> ▪ For- Teachers and schools to improved future learning ▪ As- Student driven and process oriented ▪ Of- Using evidence to assess a student’s achievement against outcomes & standards
2. Assessment criterion:	<ul style="list-style-type: none"> ▪ Norm - Assessing against the group (rank) ▪ Standards -Assessing against a descriptor of quality ▪ Criterion - Assessing against a benchmark ▪ Ipsative Referenced assessment (e.g. personal best)
3. The needs of stakeholders	<ul style="list-style-type: none"> ▪ Accountability ▪ Reporting ▪ Improving practice ▪ Identifying students with special needs ▪ Diagnostic assessment ▪ Allocation of resources

1. Defining assessment :

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">FOR Learning</p> <p style="text-align: center;">learning</p>	<p>(BOSTESS, 2016)</p> <ul style="list-style-type: none"> • Assessment that involves teachers using evidence about students’ knowledge, understanding and skills to inform their teaching. Using informal assessment to change your practice. At a system level, NAPLAN is formative for schools to know what to focus on. • Assessment for learning occurs throughout the teaching and learning process to clarify student learning and understanding (it helps teachers and students know if current understanding is a suitable basis for future learning). <p>Other relevant definitions (Black and Wiliams, 1999)</p> <ul style="list-style-type: none"> ▪ ...it is the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there (Assessment Reform Group, 2002). ▪ Assessment, which is explicitly designed to promote learning, formative assessment, is the single most powerful tool we have for both raising standards and empowering lifelong learning (Assessment Reform Group, 1999). ▪ Examples: Mind maps, pop quiz, walking around the classroom and observing, asking questions, asking students to explain what they’re doing/elaborate, student self assessment and peer assessment, reflective tasks, written and oral feedback on class work, interviews with students, student portfolios etc. <p>The importance of formative assessment</p> <p>The key! - The data from formative assessment is not the endpoint of the educational process. It should feedback into the teaching learning cycle and assist students to determine <i>how they can further improve their performance!</i> Summative assessments don’t help if you don’t do anything about the results. Measuring alone doesn’t improve.</p> <p>In summary, assessment FOR learning: http://syllabus.bostes.nsw.edu.au/support-materials/assessment-for-as-and-of-learning/</p> <ul style="list-style-type: none"> ▪ Reflects a view of learning in which assessment helps students learn better rather than just achieve a better mark; • Involves formal and informal assessment activities as part of learning and to inform planning for future learning • Includes clear goals for the learning activity; • Provides effective feedback that motivates the learner and can lead to improvement; • Reflects a belief that all students can improve; • Encourages self-assessment and peer assessment as part of the regular classroom activities; (clear rubrics & criteria that are accessible to all learners) • Involves teachers, students and parents in reflecting on evidence; and Is inclusive of all learners • Assumptions that students can improve
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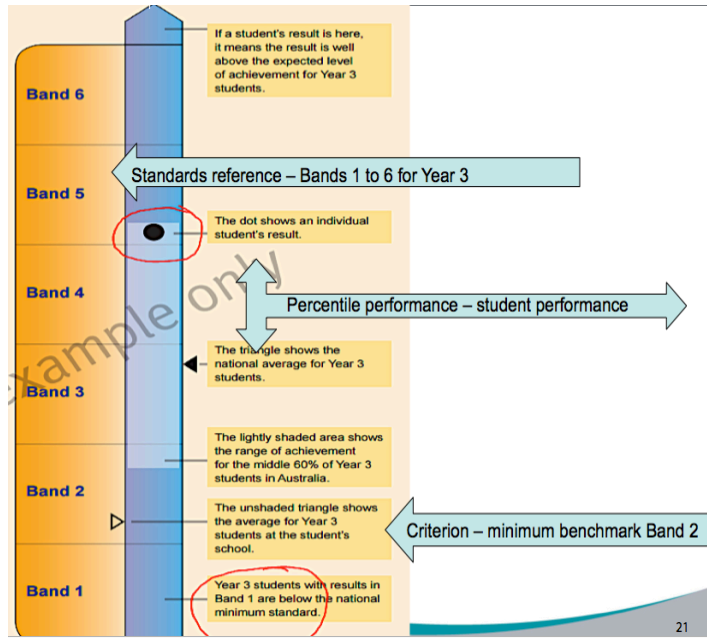
<p style="text-align: center;">AS Learning</p> <p>Metacognition (All focused on the students-process oriented)</p> <p>Only appeared in 2003</p>	<p>Bostes, 2016</p> <ul style="list-style-type: none"> Assessment AS learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. <p>Earl, 2003- Metacognition</p> <ul style="list-style-type: none"> The process of assessment as learning involves students engaging in, monitoring their own progress, providing and responding to feedback, critically reflecting on their progress towards learning goals and using the insights gained from this process to make ongoing improvements to their learning. The aim is to assist students to build the skills required to evaluate their own learning and make the necessary adjustments to their practice. Principle goal is for the student to reflect. More process oriented. Teacher= guide, not instructor. Give them the tools so that eventually they can learn independently. Know where the students are currently in their learning and where you want them to get. Provide the correct language, techniques of monitoring so they can adapt to their stage of learning. Assist to think about whether they understand what they're doing. Children show that they don't understand something before they say it. Encouraging students to think about process. Not just how they got to the answer. <p>Example of self monitoring tool</p> <p>RED - Little or no understanding AMBER - Partial understanding GREEN - Enough understanding to continue</p> <p>Example-</p> <ul style="list-style-type: none"> Students work in groups to relay a class topic/concept in a presentation. Other class members use the traffic light idea to give feedback. If they realise their peers don't understand what they're trying to teach, they will think about what made it easier for them to understand and modify their teachings accordingly KWL strategy (What do you know, what do you want to know, what have you learnt?) Giving instruction and strategies on how to write an essay. Look at example essays and get people to evaluate why it was good and where it can be improved. Peer marking Portfolio/E-portfolios/Logbooks Classroom climate that encourages risk and risk taking. Focus on process not product "how could you have improved/done something differently" rather than right/wrong? Teacher model the behaviour as well. Be honest- "Ok class, this didn't work so well so I may do it this way next week" Peer tutoring/mentoring- Make sure the tutors have the language to help. The process helps other students in their learning and betters the skills in this evaluation and metacognitive thoughts.
	<p>Bostes (2016)</p> <ul style="list-style-type: none"> <i>Assessment OF learning</i> assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. <p>Other points</p> <ul style="list-style-type: none"> Usually takes place at defined key points during a unit of work or at the end of a unit/term or semester (usually known in advance) Is summative ie meant to provide a picture of what the student knows at a particular point in time (expected). Activities associated with Assessment OF Learning result in an evaluation of student achievement - for example, allocation to a level or standard or allocation of a letter or numerical grade, which might later appear in a report. <p>Examples</p> <ul style="list-style-type: none"> Benchmark tests for reading and numeracy (eg LANCR) State tests for OC classes (more based on ability testing), selective schools- not MEANT to be an assessment OF learning. It's meant to be a test of ability-coaching colleges make a

OF Learning

What we all eventually have to do. Getting evidence of student learning against outcomes and standards.

fortune off this.

- NSW HSC. But is this formative or summative or both? Not pure.
- Strong summative but partly a formative component.
- Cohort assessments

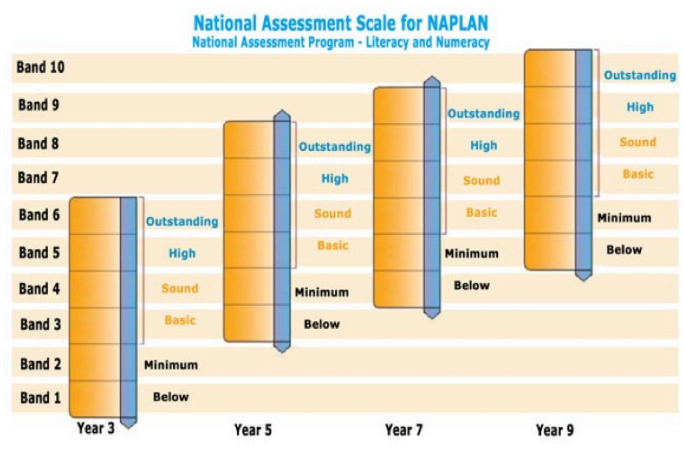


Criterion referenced-
Band 2 is the benchmark (as band 1 is below national standards)

Not quite norm referenced b/c the intent is to find out what the overall distribution is- comparing to the school average, national standards, percentile range and national average.

Standards referenced data Not the bands themselves but the DESCRIPTIONS of what each band means

Ipsative- comparing bands from previous NAPLAN test



Challenges

- Formal tests are seen as assessment OF learning and perceived by many researchers (e.g. Shepard, 2000) as having. Undesirable curriculum and pedagogical consequences which do not lead to improve learning outcomes, often referred to as “teaching to the test”.
- Strong degree of truth to this but an exaggeration
- Formal testing and assessment OF learning does however play an important role in learning and teaching. The trick is to strike a balance.
- Nothing wrong with making students familiar with the types of questions & exam conditions
- Any school system (national/state or school level) where outcomes of formal tests are important, shape behavior. E.g.- The most recent announcement about having a certain level of NAPLAN to have a HSC by 2019. That was driven by a perceived negative outcome of an assessment OF learning.
- Knowing expectations isn’t teaching TO the test but making things fair.
- Wonderful success stories of schools using NAPLAN results in a positive manner
- Not putting pressure onto teachers, schools or students

Essential resources and support materials

- Assessment FOR Learning is the model for in-school assessment recommended by BOSTES
- References to Assessment FOR Learning can be found in all of the K-10 syllabus documents
- The Assessment Resource Centre contains marked exemplars of tasks. <http://arc.boardofstudies.nsw.edu.au/>
- Other examples of tasks can be found on the Education Services Australia site. <http://www.assessmentforlearning.edu.au/>

Different ways of measuring perspective

Type of assessment	Features
Criterion referenced	<p>Candidates are measured against <u>defined</u> (and objective) <u>benchmark</u>. You are either competent or you are not.</p> <p><i>You're competent or not. You can't get into the women's Olympics if you cant do the marathon in under 2hrs 45 mins.</i></p>
Norm referenced	<p>The process of giving meaning to scores by referencing them to the cohort or normative group is called norm or cohort referencing.</p> <p><i>A country can only have 3 representatives so in order to be chosen (to make it fair), so you need to be in the top 3 in your country AND match the criterion. The race itself- everyone starts at the same time with the same conditions- only 3 get an external recognition of an Olympic medal (gold, silver & bronze). It's ranked. Someone has to win</i></p>
Standards referenced	<p>An expansion of the criterion-referenced approach. The performance of students is mapped against a range of performance descriptors rather than a single benchmark level of performance (i.e. pass/fail).</p> <p><i>Olympics example: "Anyone who runs it in less than 2 hrs. 30 mins gets a gold".</i></p>
Ipsative referenced	<p>Compares your current performance with a previous performance for example your personal best.</p> <p><i>"I came 5th in Rio and 10th in London". Powerful when you work on the individual level. Demonstrate that they have improved. "Aim to get 2 extra marks each assessment. Overall you will increase an entire band"</i></p>

Purposes of assessment

- To assess students' existing knowledge and also diagnose areas for support
- To motivate, engage, encourage
- To select (for tertiary education)
- To provide high quality feedback to support learning and help teachers adjust their instruction
- To report (to parents, schools etc.)
- To permit monitoring of schools at state and federal levels, including progress towards national goals
- To form the basis of issuing credentials at different stages of learning (HSC, degree). Certification
- To keep schools accountable, to use as a basis for allocation of resources
- Allows schools to make decisions for how to allocate their resources

What you need to know

- Different types of assessment have different purposes (do you want an assessment of, as, for- depends on the circumstance)
- Make sure you know the different types and different ways of measuring performance.
- You can't assume that one type of assessment is valid for all purposes (or that some forms of assessment should always be avoided- e.g. assessment OF learning: spelling test)
- Your challenge is to select the form of assessment the best fits your purpose for assessment!

The type of assessment used depends on the answers to the following questions:

What am I assessing? (Taxonomies)	Skills Knowledge comprehension Higher order thinking
Who am I assessing?	Age Stage of cognitive development Eg- Class at bottom or top in graded system. Design differently to when its across the board
Why am I assessing?	Feedback to students Reporting to parents, gov etc

When would I use formative vs summative? The different audiences of assessment →

