

Assessment, Evaluation & Marking.

Some introductory thoughts

- What are the issues involved?
- A partnership between the teacher and the pupil.

Conditions for Regular Pupil Self - Assessment

- What does this entail for teachers
 - organising information giving sessions on self-assessment
 - systematic explanation of learning objectives behind each task
 - frequent and consistent encouragement of students' reflection on learning through planned strategies and dedicated time

Conditions for Regular Pupil Self - Assessment cont'd

- Explaining the learning objectives, making them clear to pupils can be very tricky
- What am I looking for and the reason we are doing this
- In other words explaining your class objective in a way that the pupils can understand

Conditions for Regular Pupil Self - Assessment cont'd

- Creation of a poster of questions to be prominently displayed for use by pupils and teachers to refer to this.
- Questions included in the poster
 - Do you remember the learning intention of the lesson
 - What did you find difficult
 - What do you need more help with?
 - Did you learn anything new?

Feedback for Learning

- Implications for teachers
 - Explaining that feedback will happen
 - Feedback is a helpful signal
 - help seeking is an essential part of learning
- Focusing feedback on the task and the strategies that pupils have used
- Focusing on strategies, centered on the process not product goals

Using descriptive feedback

- Telling pupils they are right or wrong.
- Describing why an answer is correct.
- Telling pupils what they have or have not achieved.
- Specifying or implying a better way of doing something.
- Getting children to suggest ways in which they can improve.

Private / public feedback

- Quality of the dialogue in a feedback situation is very important.
- Feedback is more effective when it gives details about why answers are correct or wrong.
- Teachers' relationships with pupils are crucial in this.
- Avoidance of reference to the self.

Classroom Tests / Assessment

- Why are classroom tests important?
 - To group or place students initially
 - to decide on what to teach and how to teach it to students of different abilities or achievement levels
 - to monitor student progress

- to change student grouping and placement
- to guide changes in teaching approach
- to evaluate students on their performance

Marking work

The Purpose of Marking Work:

Marking should:

- Monitor and record progress;
- Correct work;
- Assist feedback and give individual targets;
- Assess students' skills;
- Celebrate achievement;
- Show students and parents we care;
- Reinforce learning;
- Give parents a clearer indication of attainment and progress.

The Characteristics of Good Marking:

Marking should:

- Be regular;
- Contain advice;
- Be positive and constructive;
- Be set against criteria;
- Include targets and challenges for future work;
- Focus on both attainment and effort;
- Be manageable and purposeful;
- Be standardized within a department.

Ways of marking

Review mark	checking work is done with no grade or comment
Detailed marking	a detailed mark with positive feedback
Review/detailed combination	a manageable percentage of each teaching group is marked in detail each week, with the remainder review marked: every student get a detailed marking approximately twice a month.
Selective Marking	mark in detail one aspect of work with the rest skimmed.

Ways of marking...(2)

Student Marking Self Marking	allow students to mark each others work; allow students to mark their own work
ATTAINMENT A Working well beyond expected level B Working beyond expected level C Working acceptably D Working towards	EFFORT (including presentation) Excellent 1 Very good 2 Good 3 Unsatisfactory 4

A closing note...

"Students can escape bad teaching; they can't escape bad assessment."

David Boud (1995)