CPD QTS MATERIALS

Tutor's Handbook

Part Time In-Service QTS Programme
Professional Studies

Course 7: Assessment

(5 days, 1 Credit)

South Sudan

Contents

It’s important to see all four modules in overview and see how each connects with each other and the previous courses on how children learn.

Module 1: Assessment Principles

This module explores the key forms, purposes and tyes of assessment.

Course 7: Assessment

Module 1: Assessment Principles

This module explores the key forms, purposes and tyes of assessment.

Key Points:

- Assessment is the process of finding out what a student has learned
- The new curriculum sets new expectations for learning
- The three forms of Learning (K,U,& S) in the new curriculum require different approaches to assessment
- Assessment must be based on the Learning Outcomes for each syllabus
- There are different types of assessment used for different purposes
- Authentic assessment is powerful in connecting Learning Outcomes with formative assessment purposes
- Formative assessments are ongoing and part of the teaching and learning process
- Summative assessments are used periodically to sum up how well the student has done
- Assessment provides valuable insight into students' thinking and learning
- Teachers need to plan for learning using different types of assessment

Outline

Session	Content
1	Gap Task Feedback (slides 2,3) Understanding assessment (7-9) and the three forms of learning (10-15) • *Activity 1: Mind-map the different purposes and types of assessment (8)* • *Activity 2: Revise the three forms of Learning from Year 1 Course 1 (11-15)*
2	Understanding how to assess Knowledge, Understanding and Skills Slides - Using different approaches to (K,U,S) assessment (17-26) • *Activity 3: Create one assessment for each K,U,S (27)* *- Discuss how to assess knowledge, understanding, skill-based learning outcomes*
3	Understanding the different types of assessment Slides - Identifying the difference between types of assessment (formative, summative; norm-referenced/criterion-referenced; authentic, school-based teacher assessment/ examinations (29-32) • *Activity 4: Complete the table on slide 30 using ASG to assist. Describe and explain the different types of assessment and their purpose and value*
4	Slides – Using assessment to make learning visible. Understanding the K,W,L visible thinking routine (34-35) Slide: Gap Task (36) • Use KWL in classroom practice

Resources

Curriculum Framework
Assessment Guidance
Assessment Exemplification
Selection of syllabus units
Secondary 3 Citizenship Student Book

Background information

Assessment is at the heart of education:

Teachers and parents use test scores to gauge a student's academic strengths and weaknesses, communities rely on these scores to judge the quality of their educational system, and state and federal lawmakers use these same metrics to determine whether public schools are up to scratch.

Testing forms a bedrock of educational assessment and represents a commitment to high academic standards and school accountability. You can't know where you're going unless you know where you are. But when the financial and emotional stakes associated with standardised tests are disproportionately high, this laudable goal gets distorted.

Teachers begin teaching to the test simply to raise scores, often at the expense of more meaningful learning activities. And when the tests are too narrow a measure or aren't properly aligned to standards or Learning Outcomes, they provide little concrete information that teachers and schools can use to improve teaching and learning for individual students.

How does the South Sudan Assessment Guidance describe assessment?

What principles apply in our context?

https://www.curriculumfoundation.org/blog/wp-content/uploads/SS-Assessment-Guidance.pdf

"Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning."

Assessing Student Learning: Huba and Freed 2000

The new South Sudan curriculum describes assessment as the process of **finding out what a student has learned**.

The new curriculum sets clear expectations for what students should know, understand and be able to do as a result of what they are taught in the form of the new syllabus Learning Outcomes.

There is an important shift from Learning Outcomes that focus mainly on **knowledge** to Learning Outcomes that focus on **skills** and deeper **understanding**.

The assessment of knowledge is relatively straightforward, but the Learning Outcomes that focus on skills and understanding require **different approaches**.

Because of this, the role of the teacher in assessment becomes much more important. Their role is not to write tests for students, but to make professional judgements about students' learning in the course of the normal teaching and learning process.

Prof Mark Zelman points out that when a cook tastes the soup, that's formative. When the guests taste the soup, that's summative.

Most importantly, it is the formative assessment strategies that need to be used to ensure that learning is effectively monitored and supported at frequent intervals throughout a lesson to ensure that misconceptions and uncertainties are corrected at timely intervals.

A reminder of the three forms of learning:

If you look at any subject syllabus, you will see that the learning prescribed tends to fall into three categories:

- knowledge
- understanding
- skills

These are the three main 'building blocks' of a syllabus, and so of a curriculum.

The three terms denote different forms of learning:

Knowledge	refers to the possession of information
Understanding	Putting knowledge into a context of meaning. A single piece of understanding is a 'concept'. When these are fitted into the comprehension general principles that form a structure of meaning, then it becomes a "schema".
Skill	refers to the ability to perform an operation (either mental or physical). It is basically the ability to do **something**.

Example 1

The difference between these can be seen in the example of a child learning about capital cities.

- The ability to recall, for example, that Kampala is the capital city of Uganda is a piece of **knowledge**.
- Explaining why one city rather than another is the capital *(Why is Abuja the capital of Nigeria when Lagos is much bigger?* or *Why does South Africa seem to have three capitals?)* involves **understanding** the concept of capitals.
- The ability to find out what a country's capital city is, if you did not already know *(What is the capital of Mongolia?)*, would involve a **skill** such as using an atlas or the Internet.

Knowledge	What is the capital city of Uganda?
Understanding	Why is Lagos not the capital of Nigeria?
Skill	Find out what the capital of Mongolia is

Implication for assessment

When we look at syllabuses, we find that the prescribed Learning Outcomes are grouped into the three categories of Knowledge and Understanding, Skills, and Attitudes. For the purposes of this module, we will focus on approaches to assessment in relation to the first two categories: **Knowledge and Understanding, and Skills**.

Learning outcomes		
Knowledge and Understanding	**Skills**	**Attitudes**
• Explore and list the stages that led to the independence of South Sudan • Describe the barriers to change in South Sudan and who the significant people were in promoting peace and democracy • Know about the importance and effect of equality, tolerance and respect for one another • Explain the ways in which people can participate in democracy and provide example of this from the recent history in South Sudan and other parts of the world	• Investigate the reasons why South Sudan struggled to gain independence • Relate and compare changes and processes that led to conflict resolution • Explore and interpret evidence of change in South Sudan and other countries	• Appreciate the value of democracy to informingdecision making • Respect the rights of all people to share and express views and opinions • Value the role that historical sources have in shaping how we live today

By **using the Learning Outcomes as criteria for assessment**, the teacher can assess the students' learning in terms of the statements in each column; for example: Do they understand the processes leading to the formation of the key physical features? Do they know the effects of the human activity on climate change? Can they draw and label maps that show the physical features?

This form of assessment, made in the actual context of the learning, is often referred to as "Authentic Assessment" and is considered much more valid and valuable than setting written tests.

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Using the Learning Outcomes in the new syllabus to make school-based formative assessments is part of a wide process of using assessment to improve learning.

It is important for participants to understand the distinction between knowledge, skills and understanding as key to curriculum design, because they each involve a different type of learning that teachers need to take account of in their teaching, in their design of the curriculum, and when planning to assess learning.

Different approaches are required to assess the different types of Learning Outcome.

When assessing knowledge-based Learning Outcomes, teachers will typically present a task or activity that begins with the lower order Bloom's Taxonomy verbs including state, name, list, describe, label, write, recall.

When assessing students' understanding, teachers will typically ask students to explain, compare, predict, outline.

When assessing skills, teachers will need to set relevant mental or physical tasks or activities connected to the Learning Outcome and observe/ assess students' abilities to carry out, construct, perform, investigate, carry out.

The key words in red denote the sorts of tasks, activities and instruction that teachers can typically use to assess the different forms of learning.

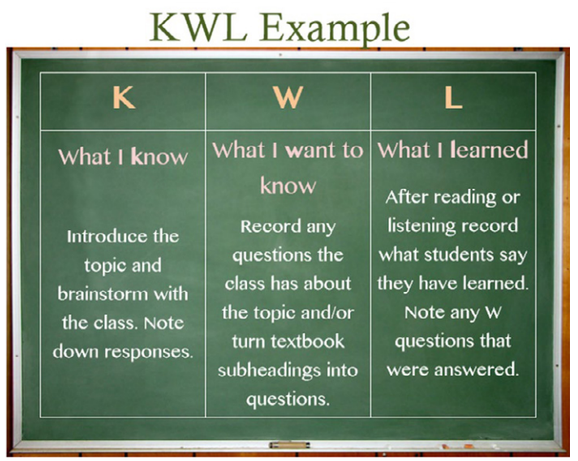
Different types of assessment (Activity 5)

The tables below give some example text of how participants might complete the table in their workbook. Participants do not need to go into great detail in the table. It is more important that they read and discuss the ASG and recognize the value and significance of school-based formative/authentic assessment as powerful approaches to improving learning.

Type of assessment	Description and purpose	Example and value
Formative	The everyday assessments that teachers carry out all of the time to understand how well students are learning.	Asking questions, marking students' work, observing students in the process of learning. Helps teachers decide what a student should learn next, adjust their teaching to the students' learning and help the students as they go along.
Summative assessment	The process of finding out what a student has learned at the end of a period of learning.	An end of a year or semester 'summing up' of progress.
Criterion-referenced	Assessment where the students' learning is assessed against a specific criterion, which is usually a description of what is to be learned.	The most effective form of formative assessments and more valid and useful that a numeric mark or grade. Helpful for teachers in deciding what students need to learn next, or what they need to do to improve, or how they need to be helped.

Type of assessment	Description and purpose	Example and value
Norm-referenced	Assessment designed to compare the performance of one student with others in the same group, grade or age group. Usually expressed in the form of numerical marks, positions or grades.	Standardised tests. The norm-referenced information is useful for putting students into rank order.
School-based teacher	Formative assessments that are made by the teacher as part of their work and do not rely upon externally set tests or examinations.	Sometimes referred to as 'Assessment for Learning' or Assessment as Learning'. These assessments are ongoing and very much part of the learning process. Examples include teachers asking questions, observing students and marking students' work
Examinations and tests	Two types of summative assessment that aim to evaluate student learning and academic achievement at the end of a period of learning (a unit, a term, year or semester).	Examination and test results are often used to compare student achievement or performance against a universal standard or school benchmark.
Authentic Assessment	This form of assessment uses the Learning Outcomes in the new syllabuses as criteria for assessment. It allows the teacher to assess learning in terms of the statements in each of the Knowledge and understanding, Skills, and Attitudes columns.	Example • Know the effects of human activity on climate and the possible results of climate change • *Do they know the effects of human activity On climate change?* This form of assessment is considered much more valid and valuable that written tests.

Using assessment as an approach to making learning visible



Assessment that makes learning visible helps uncover what students know, understand and can do, and to see the connections they are or are not yet making

Purpose of KWL Charts:

The KWL (Know, Want, Learn) strategy (Ogle 1986) provides a structure for activating and building on prior knowledge, establishing a purpose for reading and for summarising what was learned.

They can be used across various year levels and content areas to uncover what students know and understand, and to see the connections they are or are not yet making.

This KWL strategy can help students reflect and evaluate their learning experience, as well as serve as a useful **assessment tool for teachers**.

How to introduce the KWL strategy and model it using a textbook topic

Step 1 Choose a topic from a textbook and create a table with three columns and two rows — one row for the headings and one larger one in which to write.

Label the first column with a K for “What I Know,” the second with a W for “What I Want to know,” and the third with an L for “What I Learned”.

Step 2 As a class group, brainstorm what students already know about a specific subject topic. Highlight the importance of prior learning and how life experience and making connections to what we already know is a very important part of learning. **Write these ideas under the K column**.

Step 3 Now have students generate a list of what else they want to learn or questions they want answered. Continue to demonstrate how to organise and categorise their suggestions and how to use this information to set a purpose for reading. **Students can also turn textbook headings and subheadings into questions for the W column**. Students now read (or listen to) the text and actively look for answers to their questions as well as to verify their knowledge.

Step 4 After reading with purpose, they discuss and **record what they learned in the L column**, especially paying attention to W questions that were answered from the text or activity. Provide multiple opportunities for students to use the strategy in pairs or small groups until they can use the strategy independently.

The L column can also serve as notes for review and revision.

https://www.nbss.ie/sites/default/files/publications/kwl_comprehension_strategy_handout__copy_2_0.pdf

Question to discuss	Key points you made	Questions you have
What you did for the gap task.		
What you learned from it.		
What you will do differently from now on.		

Key Messages and Approaches

This first module introduces Course 7: Assessment. Based on the Principles of Assessment, it is inevitably theoretical with quite a lot of written material, but is essential to an understanding of teaching, learning and assessment.

The key text is on the slides, but also in the Course Handbook, so participants can read from either. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read each section in turn.

Some activities require looking at curriculum documents and syllabus units. It is always better for participants to share these rather than have one each, because this encourages discussion.

Nearly all the activities are discussion-based. Participants should be put into pairs, and the pairs put together into groups of four. If there is an uneven number of participants, then some will need to work in a three.

Some activities require participants to complete templates in their participant handbook. These templates are simple and can easily be drawn out if that is preferred.

Encourage participants to make good use of the Assessment Support Guidance and other resources when they are invited to do so.

It is also important for participants to draw on both personal and shared knowledge and understanding. Encourage them to make good use of reflection and their previous learning.

Participants should be encouraged to discuss each activity and to ask each other questions about why they have chosen certain responses. Explaining their thinking is very important. You should remind them about this at regular intervals and ask them to explain ‘why’ when reporting back to the larger group.

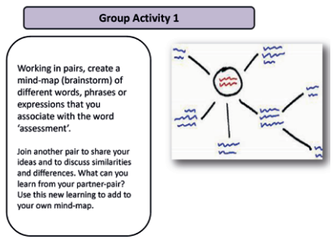
Depending on the size of the class, it may not be possible for every group to report back on every activity. So it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

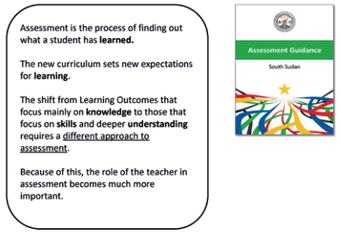
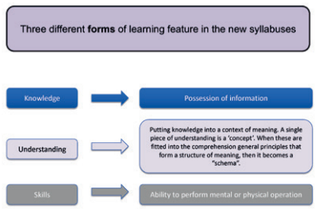
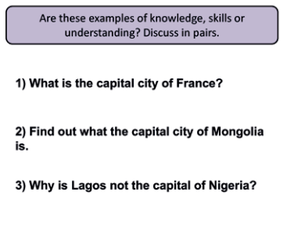
Presenting the Slides – Script

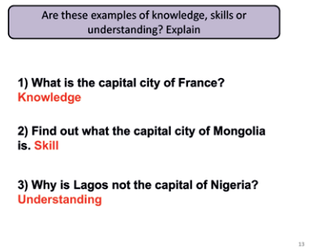
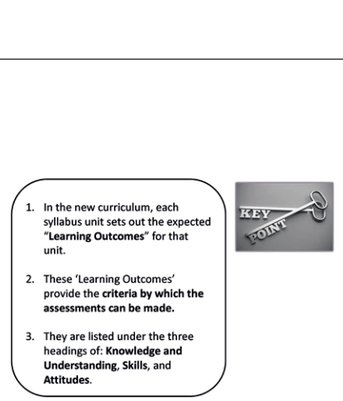
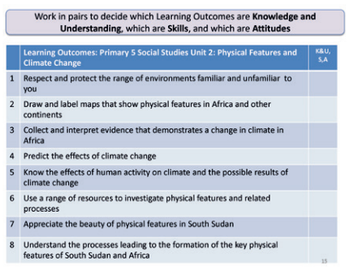
		Session 1
1		Welcome back to the start of Course 7: Assessment Introductory slide – show during arrival. As teachers arrive, suggest they spend a few minutes reading the background information for this module. Introduce the Gap Task Activity: Before beginning this module, let’s take time to share our learnings from the Course 6 Module 5 Gap Task.

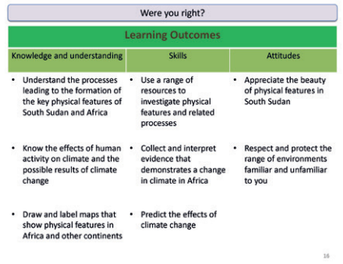
2	Gap Task Feedback In pairs, discuss: • What you did for the gap task • What you learned from it • What you will do differently from now on	The gap task that was set from module 2 should have been undertaken in between modules. In pairs: As one person talks, the other listens and ask questions to help dig deeper. Allow 10 minutes per person. Ask them to make notes in the gap task reflection template in their workbooks.
3	Gap Task Feedback In groups of four: • Talk about what you learned from the gap task • Note down similarities and differences in what you learned	Join pairs to make groups of four. Ask them to talk and share their reflections and identify any similarities or differences in the learning from the gap task. Remind them to talk about what they learned and not just what they did. Encourage them to explain what they will do differently as a result. Encourage them to make notes in their workbook.
4		Time for a break.
5	Overview of Course 7: Assessment **Module 1: Assessment principles** This module explores the key forms, purposes and types of assessment. **Module 2: Assessment Methods** This module explores the different assessment methods appropriate for class-based formative assessment. **Module 3: Using Assessment to improve learning** This module focuses on using assessment to recognise where learning needs to be improved and on designing support to meet identified needs. **Module 4: Keeping and analysing assessment records** This module explores the methods of keeping assessment records, and how they can be interpreted.	Share the overview of Course 7: Modules 1-4 This will give participants a clear view of how the modules will flow.

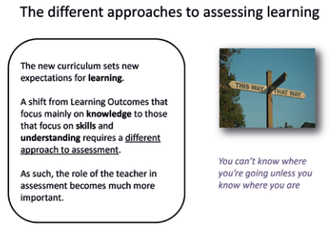
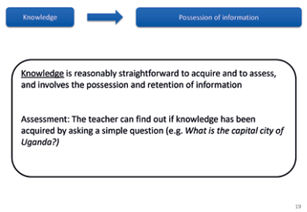
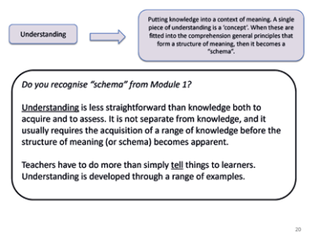
6	Welcome to Course 7 Principles of Assessment 	Explain that this is the first of fourmodules in Course 7: Assessment There will be some elements of this Course that participants are already familiar with and this Course is designed to build on professional learning from Courses 1-6.
7	This module will explore the key forms, purposes and types of assessment	Explain the outline of the day to the participants. This module is focused on understanding how learning is presented in the new syllabus and the implications for assessment and how the different forms of learning are assessed. By the end of today, participants will understand the distinction between the three different forms of learning and know how they are connected to new syllabus learning outcomes. You will know how to design and plan assessment activities that address learning in the form of knowledge and understanding, and skills. You will understand the importance of using assessment to make learning visible and will leave with a gap task designed to do just that. There will be plenty of discussion about all things assessment and you will have some key tasks to complete in your workbooks.
8	The root of the word "assessment" is from the Latin ***assidere***, which means to ***sit beside*** 	Before getting into the main part of the Module, read this slide to the participants. Invite participants to comment on this statement. Why do they think assessment is about 'sitting beside'? What is the connection? Why do they think the image of a bench is important or might be relevant? Ask the participants to begin thinking about what the word assessment means to them. This slide will be used to stimulate the first group activity on the next slide.

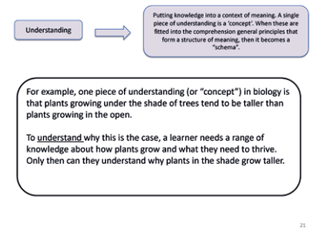
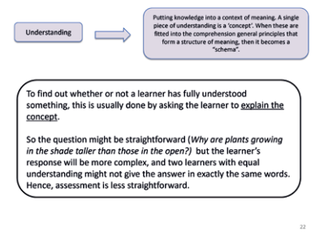
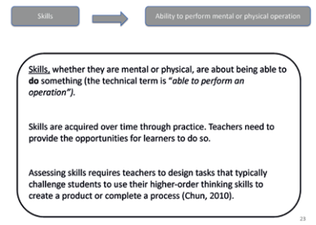
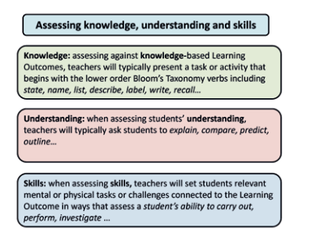
9		**Activity 1** work in pairs to create a mind-map of what assessment means to you. Invite participants to work in pairs to brainstorm words and expressions they associate with the word 'assessment'. Tell them to draw their mind-map in their workbooks. After 5 minutes, ask each pair to join with another pair to talk and share their thoughts and ideas. Tell participants that they can alter their own mind-maps to include new learning that comes from their discussion. It doesn't matter if the mind-map looks messy! Tell the participants that it's ok to cross-out, change and/or write over words. Learning is often a messy process! Explain that the group of 4 has just 5 minutes to discuss and share their ideas. Tell them that it's important that everyone has a turn to talk. Throughout the activity, take the opportunity to walk around and visit different groups to see what they are thinking – and to find out what they already know about assessment. At the end of the 5 minutes, invite some of the groups to share their findings with the class. What are the main threads and ideas? How do the participants describe the main purpose of assessment? Can they identify any of the different forms, purposes and types of assessment? If there are any common misconceptions, you might want to address these straightaway. This activity will provide you with valuable insight into participants' thinking, what they already know about assessment and what misconceptions they might have. Mind-mapping is a valuable and effective 'making learning visible' tool that we will return to in session 4.

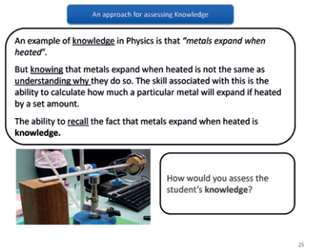
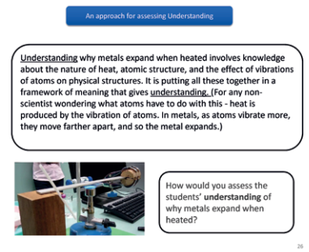
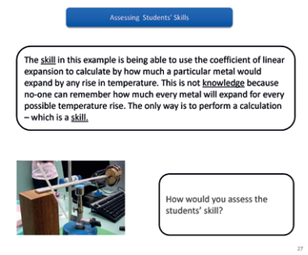
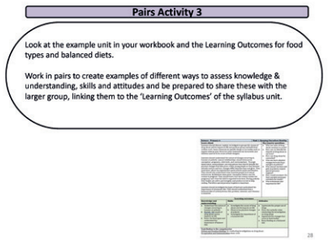
10		Thank participants for completing their mind-maps. Explain that they might want to continue to add to their mind-maps during the day and as their understanding of assessment develops. As will all good learning experiences, it was important to begin the day with what the students (i.e. participants) already know and understand. This was the main reason for the mind-map activity. Explain that we will now be focusing on assessment guidance and exemplification from the new South Sudan curriculum. Read through the slide and explain that this text comes from the ASG, an important resource that you will be using throughout the day.
11		Participants might recognise this slide from Course 1: Module 3 Forms of Learning. Read through the slide as a reminder to participants and in preparation for the activities to follow. The slide is animated – so you need to click right through the whole slide, reading each section at a time. Don't worry about the exact details, there is much more information to follow.
12		This is a very quick quiz/check in. Participants will have completed this activity in an earlier module. Read the slide to the class. Ask each question in turn to the whole class. Is this question about knowledge, skills, or understanding? Ask participants to respond by putting one finger in the air if they think the answer is knowledge; two fingers if they think the answer is skills; three fingers in the air if they think the answer is understanding. *The answer is 1) knowledge 2) skills 3) understanding* Again, this is a simple visible thinking routine that gives you insight into participants' knowledge and any possible misconceptions.

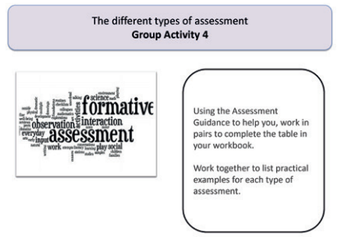
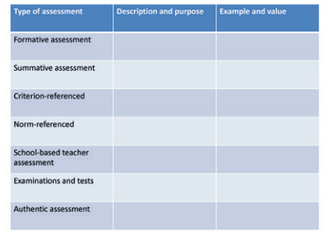
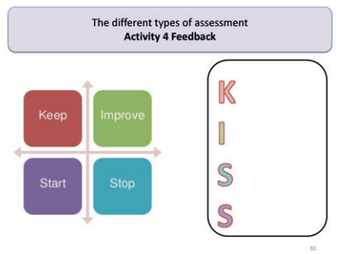
13		Hopefully, all of the class will get all of the answers right! If they don't, then you can always return to slide 10 for a quick reminder before moving to the next slide which will further challenge participants' understanding of the three forms of learning. It is essential for all participants to understand the distinction between knowledge, skills and understanding as key to curriculum design and assessing learning. The next slide challenges participants' understanding at a deeper level.
14		Read as before. Participants should already be familiar with Learning Outcomes and how they feature in the syllabuses. Explain that in the next few slides and activities, we will be examining the connection and relationship between all three points. i.e. How Learning Outcomes (1) connect with Forms of Learning (3) and now with Assessment (2)
15		**Activity 2** Sorting and Matching Learning Outcome Statements. This table (without the answers!) is included in the participant workbooks. The list of 8 statements are mixed up and taken from Primary 5 Social Studies Unit 2: Physical Features and Climate Change. Ask the participants to work in pairs to decide whether statement 1 is an example of Knowledge and Understanding, Skill, or Attitude? They should write their answer (either KU; S; or A) in the right-hand column of the table in their workbook and then repeat this for statements 2 – 8.

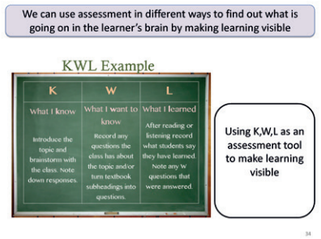
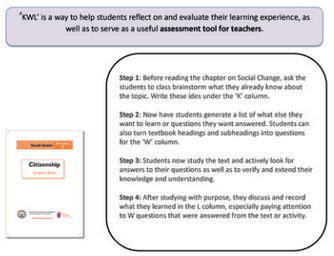
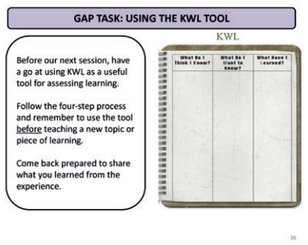
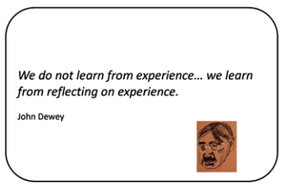
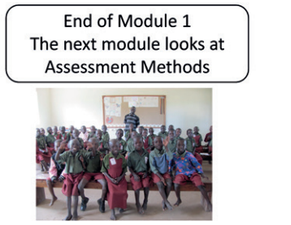
		Give participants 5 minutes to complete this activity. If they finish early, tell them to check in with another pair. Invite different pairs to volunteer responses to each statement and to explain their reasoning/rationale, e.g. We think statement 1 is an Attitude because the word Respect suggests something that is not easily measured. Without revealing the answer, ask the class if they agree with what the pair have said. Repeat this process for statements 2-8 before revealing the answers on the next slide.
16		Give the class a minute to check and discuss their answers. Check your answers – how did you do? Ask participants to share any statements that they positioned incorrectly. Take the opportunity to address/ explain any misconceptions that participants had. Following on from slide 13, participants should now feel very confident in understanding the distinction between the different forms of learning and their connection with the Learning Outcomes. In the next session we will look in more detail at the relationship with Assessment. Thank the class for their participation.
17		Coffee cup. Time for a break!

		Session 2
18		Read through this slide. Explain that in some situations, high-stakes testing and examinations have resulted in the narrowing of the curriculum as teachers begin teaching to the test to raise scores. When tests are too narrow a measure or aren't properly aligned to Learning Outcomes, they provide little concrete information that teachers and schools can use to improve teaching and learning for individual students. The new Learning Outcomes of the new Curriculum require a different approach to assessment, focusing on Learning Outcomes and addressing the development of students' skills and attitudes as well as their knowledge and understanding. In this section we will look at the different approaches to assessment as linked to knowledge, understanding and skills.
19		Read as before. This text explains what knowledge is and how to assess knowledge-based Learning Outcomes. Don't worry about giving detailed examples, these will follow in slides.
20		Read as before. Reminder: What is understanding? (Check that participants recognise 'schema' from Module 1). Emphasise the importance of **teaching** for understanding. How we approach **teaching** for understanding has implications for how we approach **assessing** understanding.

21		Read as before: Example of how to teach for understanding. Students need a range of knowledge before they can understand and this has implications for how understanding is assessed.
22		Read as before: Because teaching for understanding requires a different approach, then it follows that assessing for understanding requires a different approach, too. To find out whether or not a learner has fully understood something, this is usually done by asking the learner to explain the concept. See the example given.
23		Read as before: skills. Can participants recognise the different approaches to assessment required for knowledge, understanding and skills? We teach the different forms of learning differently, and therefore need to assess them differently. A summary slide of this is next, with detailed examples to follow.
24		Read as before. Understanding the distinction is key to teaching, curriculum design and assessing the different forms of learning. This is a summary slide of the different approaches to assessment. More detailed explanation will follow in the next few slides.

25		Read as before. Ask participants how they would assess the student's knowledge in this example? What could they ask the student to do? (Ref: verbs from last slide, e.g. **list, describe, recall** etc.)
26		Read as before. Ask participants how they would assess for understanding. Remember to use the key words for assessing understanding, asking students to **explain, compare, predict, outline**.
27		Read as before. Ask participants for suggestions for how they would assess the skill element. What challenge or task would participants present to students to assess their skill? Remember to use the key words for assessing skills.
28		**Activity 3** Ask participants to use the reference materials to complete the template in their workbooks.
29		Coffee cup. Time for a break.

		Session 3
30		**Activity 4** Ref pages 3 and 4 of the SS Assessment Guide. Note that not all definitions are provided in the guidance booklet. Participants will need to think for themselves too! You will need to allow at least 45 minutes for this task.
31		This is the table in the Teacher workbook (see completed table in Background Information). Give participants 20 minutes to complete the task in pairs. Then ask the pairs to join with another pair to discuss their learning and complete the reflection task in the workbook (30 minutes).
32		At the end of the time, invite groups to share some of their thoughts and ideas about the different types of assessment practice. Most useful? Most complex? Most used/underused? Most important? (There is no right answer – depends on the purpose for making the assessment). Having completed this activity, what will they decide to KISS about their classroom and assessment practice? Keep doing? Improve? Stop doing? Start doing? Tell participants to write their KISS ideas in their workbooks.
33		Coffee cup. Time for a break

		Session 4
34		This final section is about using assessment as a tool for making learning visible/finding out what students are thinking. Explain to participants that any assessment that makes learning visible helps uncover what students know, understand and can do, and to see the connections they are or are not yet making. We are going to look at KWL as one example for doing this and then participants are going to use this in their classroom practice as the Module 1 Gap Task. Participants will have information about KWL in their workbooks.
35		This is an example of how a Secondary 3 Citizenship teacher might use KWL. Read the slide through and make sure that all participants are clear about how the process works. They are going to try using this in their classrooms as the Module 1 Gap Task.
36		**Explain the Gap Task**
37		Provide participants with a summary of what we have learnt today. Ask them to use the table in their workbook to record their reflections. Some time for reflection, questions to ask and a quick summary of what we will look at in the next module.
38		Suggest looking at background information for next module.
		Closing slide. That's it – time to go home!

Module 2:
Assessment Methods

This module explores the different assessment methods appropriate for class-based formative assessment.

Course 7: Assessment

Module 2: Assessment Methods

This module explores the different assessment methods appropriate for class-based formative assessment.

By the end of the module, teachers will be able to:

- be able to apply the methods explained in the South Sudan Assessment Guidance booklet
- relate these methods to a range of Learning Outcomes in the Upper Primary syllabuses
- understand how examination papers are developed and the demands of the questions

Key Points:

- Assessment is the process of finding out what a student has learned and using the data to decide the next steps in learning
- The new curriculum sets new expectations for learning and requires different approaches to assessment
- Reliable assessment needs more than one approach
- Assessment must be based on the Learning Outcomes for each syllabus
- Tests devised by teachers are neither a valid nor reliable form of assessment
- Teachers need to be aware of what success looks like in terms of learning outcomes and the SS 'Assessment Exemplars' illustrate this
- Examination papers are designed to assess the higher order learning processes

Outline

Session	Content
1	Gap Task Feedback Slides – Making professional judgements about learning. • *Activity 1 – What's the question? (more than one way to demonstrate success)* • *Activity 2 – Using '5 WH' as a framework to present the nature and importance of triangulation.*
2	Slides – Gathering evidence of successful learning • *Activity 3 – Exploring the relationship between Learning Outcomes and the process of triangulation (observation, conversation, products)*
3	Slides – Testing and using success criteria to assess learning • *Activity 4 – Conduct a SWOT analysis for 'Tests'* • *Activity 5 – Using the SS Assessment Exemplars to identify the sort of learning that is expected in order to meet the Learning Outcomes*
4	Slides – Understanding South Sudan Examination papers • *Activity 6 – Working in pairs or small groups to study the sample Examination Papers for Primary 8* Slide: Gap Task • Using the 5WH tool in the classroom (as a graphic organiser and a tool for making learning visible)

Resources

Curriculum Framework
Assessment Guidance
Assessment Exemplification
Selection of syllabus units
Secondary 3 Citizenship Student Book

Background information

The new South Sudan curriculum describes assessment as the process **of finding out what a student has learned** – the new knowledge the student has gained, the understandings they have developed, and the skills they have acquired.

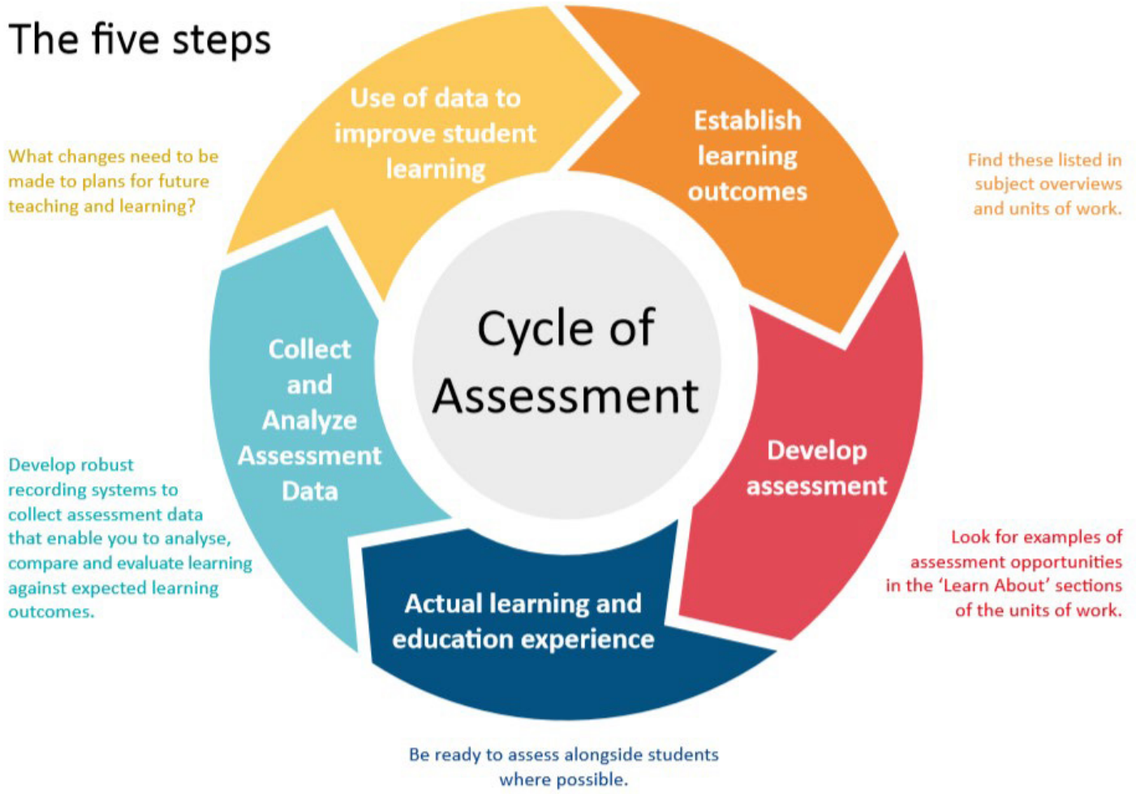
When you talk about assessment as a way to check for progress and understanding about what works in the midst of teaching and learning—rather than solely as a measure of success or failure—you are taking steps that empower students for a lifetime of learning. Annie Brookman-Byrne

School-based formative assessment is an essential part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

The most effective formative assessments are "criterion-referenced" where learning is assessed against a specific criterion, which is usually a description of what is to be learned. In the new curriculum, each syllabus unit sets out the expected "Learning Outcomes" for that unit.

The Learning Outcomes provide the criteria by which valid assessments can be made, giving teachers the data and information they need to decide what students need to be taught next.

Using the Learning Outcomes in this way is part of a wide process of using assessment to improve learning. This process can be seen as a cycle.



<u>The validity and reliability of assessment</u>

For teachers to make assessments to be sound, they must be free of bias and distortion. Reliability and validity are two concepts that are important for defining and measuring bias and distortion.

Reliability refers to the extent to which assessments are consistent. Just as we enjoy having reliable cars (cars that start every time we need them), we strive to have reliable, consistent instruments to measure student achievement.

Validity refers to the accuracy of an assessment – whether or not it measures what it is supposed to measure.

School-based formative assessments are typically viewed as providing more valid data than traditional tests or examinations because they focus more directly on the tasks or skills of practice.

The process of **triangulation**, where different approaches are taken to assess the same criterion, enhances the reliability of a teacher's judgement about performance.

Teachers need to look for opportunities to make different forms of assessment as part of the normal teaching and learning process.

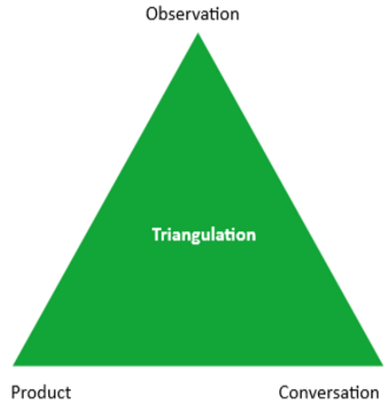
Page 8 of the South Sudan Assessment Guidance explains more about **observation**, **conversation**, and **product** as different assessment opportunities for teachers.

Observation: watching students working (good for assessing **skills**).

Conversation: asking questions and talking to students (good for assessing **knowledge** and **understanding**).

Product: appraising the student's work (science report, writing, maths calculation, presentation, map, drawing, model etc). In this context, a 'product' is seen as something permanent and physical that the teacher can keep and look at, not something the student says.

When all three forms are used to assess a criterion, the information can be checked against the other two forms of opportunity and this process is known as 'triangulation'.



Triangulation of assessment opportunities

Testing

As a form of assessment, testing currently forms a bedrock of educational assessment and represents a commitment to high academic standards and school accountability. You can't know where you're going unless you know where you are. But when the financial and emotional stakes associated with standardised tests are disproportionately high, this laudable goal gets distorted.

When tests are too narrow a measure or aren't properly aligned to standards or Learning Outcomes, they provide little concrete information that teachers and schools can use to improve teaching and learning for individual students.

The teacher's role is not to write tests for students, but to make professional judgements about students' learning in the course of the normal teaching and learning process.

Tests devised by teachers are **neither a valid nor reliable form of assessment**. While tests may be useful for assessing knowledge, this approach to assessment is unlikely to be able to assess the kinds of deeper understanding or skills that are key to the South Sudan Curriculum.

Finding opportunities for assessment

Remember that Learning Outcomes provide the criteria for assessment, and the teachers can assess the students' learning in terms of the statements in each column.

It is important, however, that teachers take time to decide what success might look like in relation to each of the learning outcomes.

Success criteria include features and qualities which a teacher wants to see in a student's work throughout the lesson. These criteria offer an effective way to ensure that students know what is expected of them. Success criteria will usually be shared with students and referred to regularly throughout a lesson before being used for assessment purposes.

To find opportunities for assessment, teachers should look at the "Learn About' sections of the syllabus units. These describe the learning that is expected and include reference to the three forms of assessment opportunity.

Look, for example, at the Primary 7 Drugs Unit where the context is sports and games.

English Primary 7	**Unit 1: Drug Abuse**
Learning Outcomes: Skills	
• Listen with comprehension to a talk on drug abuse and understand the key points • Give a presentation fluently on this topic, arguing their case convincingly • Recognise how authors achieve their effect	

To find the assessment opportunities for each of these, we need to look in the 'Learn About' section of the unit:

Learn about
They should listen to a talk from a health worker on the dangers of drug abuse and ask relevant questions. They should work together in groups to identify the key messages that come from this reading and the talk, and turn these into a presentation to the class on the dangers of drug abuse that argues the case convincingly. Their discussions should be about how to be persuasive and convincing, and their presentations should include references to their source material. They should read some fiction that deals with the issue of drug abuse and discuss how the authors achieve their effect through the use of language. They should write their own fiction on this theme.

If we take the Learning Outcomes one at a time, and compare them to the 'Learn About' section, we can see that:

- To find out whether students can "listen attentively to a talk on drug abuse and understand the key points", a teacher would observe the students whilst they "listen to a talk from a health worker" and ask some questions (**conversation**) about the key points.
- To find out whether students can "Give a presentation fluently on this topic, arguing their case convincingly", a teacher would observe the "presentation to the class".
- To find out whether students can "recognise how authors achieve their effect" the teacher would listen to the students "discuss how the authors achieve their effect through the use of language" (observation) and then read "their own fiction" (product) to see if they can use these effects.

All of the three opportunities – **conversation, observation and product** – are contained in the 'Learn About' section of the syllabus unit.

The key to making a judgement is to **find a context** in which the knowledge, understanding or skill can be demonstrated by the learner.

In the above example of an English syllabus unit, the expected Learning Outcomes were that students should be able to:

- Listen with comprehension to a talk on drug abuse and understand the key points
- Give a presentation fluently on this topic, arguing their case convincingly
- Recognise how authors achieve their effect

In order to apply these to observation, conversation or product, the teacher needs to be clear where to look in order to know whether or not a student has met these expected outcomes. **These are usually to be found in the "Learn About" section:**

- Have they understood the key points?
  Context: The student would need to be able to refer to the main points of the health worker's talk
- Is their presentation fluent and convincing?
  Context: The student is able to make a presentation to the class that combines the health worker's message and their own research
- Do they recognise how authors achieve their effects?
  Context: The student is able to refer to the effects in discussion, and then use them in their own writing.

This form of assessment, made in the actual context of the learning, is often referred to as **"Authentic Assessment"** and is considered much more valid and valuable than setting written tests.

Tutor Course Notes

Key Messages and Approaches

Course 7: Assessment. Focused on Methods of Assessment, this second module contains a lot of written material, but is essential to an understanding of valid and reliable assessment approaches.

The key text is on the slides, but also in the Course Handbook, so participants can read from either. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read each section in turn.

Some activities require looking at curriculum documents and syllabus units. It is always better for participants to share these rather than have one each, because this encourages discussion.

Nearly all the activities are discussion-based. Participants should be put into pairs, and the pairs put together into groups of four. If there is an uneven number of participants, then some will need to work in a three.

Some activities require participants to complete templates in their participant handbook. These templates are simple and can easily be drawn out if that is preferred.

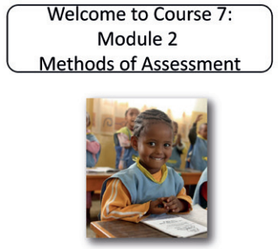
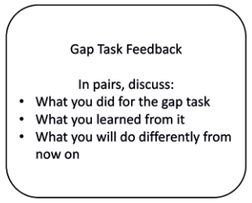
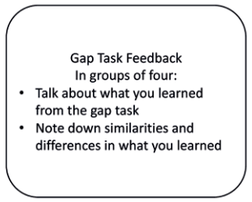
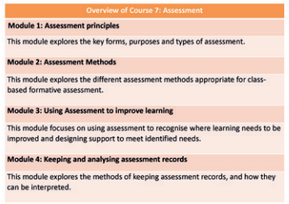
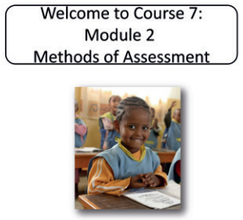
Encourage participants to make good use of the Assessment Support Guidance and other resources when they are invited to do so.

It is also important for participants to draw on both personal and shared knowledge and understanding. Encourage them to make good use of reflection and their previous learning.

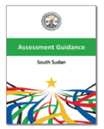
Participants should be encouraged to discuss each activity and to ask each other questions about why they have chosen certain responses. Explaining their thinking is very important. You should remind them about this at regular intervals and ask them to explain 'why' when reporting back to the larger group.

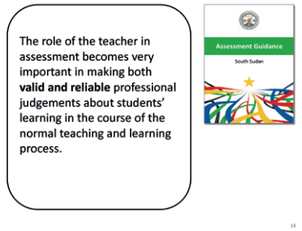
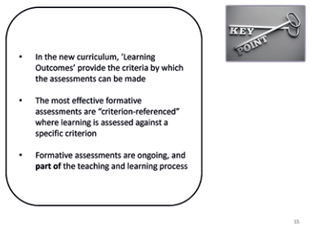
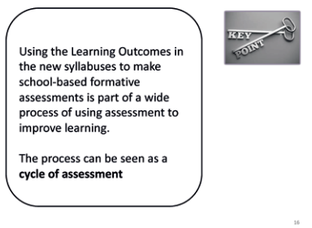
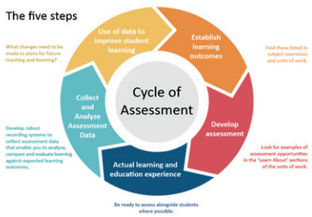
Depending on the size of the class, it may not be possible for every group to report back on every activity. So it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

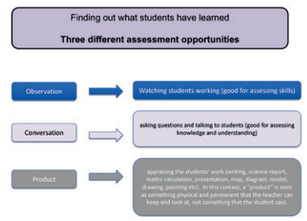
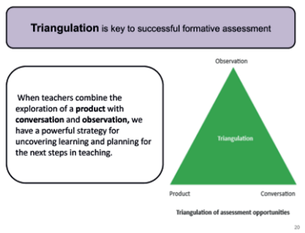
Presenting the Slides – Script

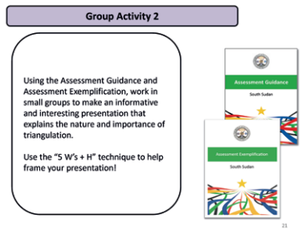
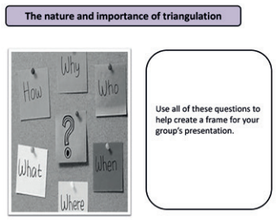
		Session 1
1		Welcome back to Course 7: Assessment Introductory slide – show during arrival As teachers arrive, suggest they spend a few minutes reading the background information for this module. Introduce the Gap Task Activity: Before beginning this module, let's take time to share our learnings from the Module 1 Gap Task – using the KWL tool
2		The gap task that was set from module 1 should have been undertaken in between modules. In pairs. As one person talks, the other listens and asks questions to help dig deeper. Allow 10 minutes per person. Ask them to make notes in the gap task reflection template in their workbooks
3		Join pairs to make groups of four. Ask them to talk and share their reflections and identify any similarities or differences in the learning from the gap task. Remind them to talk about what they learned and not just what they did. Encourage them to explain what they will do differently as a result. Encourage them to make notes in their workbook
4		Time for a break.
5		Share the overview of Course 7: Modules 1-4 This will give participants a clear view of how the modules will flow.
6		Explain that this is the second of four modules in Course 7: Assessment There will be some elements of this Course that participants are already familiar with and this Course is designed to build on professional learning from Courses 1-6

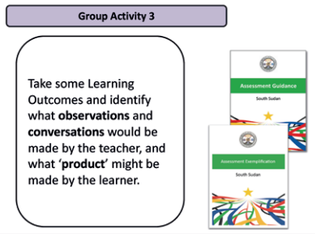
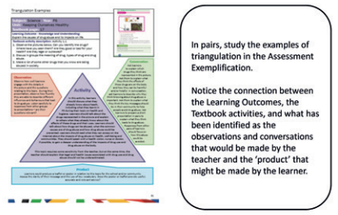
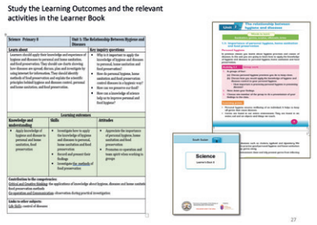
7	This module will explore the different assessment methods appropriate for formative assessment	There will be plenty of discussion about all things assessment and you will have some key tasks to complete in your workbooks.
8	By the end of today, you will be able to: • apply the different assessment methods explained in the South Sudan Assessment Guidance • relate the methods to a range of Learning Outcomes in the Upper Primary syllabuses • understand how examination papers are developed and the demands of the questions	Read through the learning objectives for the day.
9	Activity 1 The answer is 360 ***What is the question?***	**Activity 1** working individually to quickly brainstorm ideas Invite participants to work individually using the sheet in their workbook. Tell them to come up with as many different questions as possible to the answer '360' in 2 minutes – the more ridiculous the better – but the answer has to be 360.
10	The answer is  ***What is the question?***	Repeat the challenge, but this time ask participants to work in pairs. Give them 5 minutes to complete the task – coming up with as many different and creative questions as possible. Ask pairs to choose their most interesting, or creative question and invite them to share it with the group. Discuss with the group: What was different between working individually and then as part of a pair? Ask them what they believe might be the value of this simple activity (e.g. it engages curiosity, creativity, collaboration, discussion as well as drawing on prior knowledge, skills (maths), and understanding – linking in many ways to what we discussed in Module 1.

11	✓ There is not always only one way to be successful!  *And so many different routes to success….*	A key point for Module 2: methods of assessment **There is not always only one way to be successful!** Teachers need to be mindful of this when assessing students' achievements. Students are unique, creative, imaginative and can demonstrate their achievements in many different ways. We're going to look at the different ways that students can demonstrate that they have met the Learning Objective. What a student knows about, what they understand and what they can do.
12	Session 1: Making professional judgements about learning 	
13	Assessment is the process of finding out what a student has **learned -** the new **knowledge** the student has gained; the **understandings** they have developed; and the **skills** they have acquired as a result of what has been taught. 	Read this slide as a quick recap and reminder from Module 1. Participants should remember this.

14		Read as before. This slide will set the context for the next activity. We are going to focus on the role of the teacher in making those professional judgements. To remove bias and distortion from the decision-making process, teacher judgements need to be as valid and reliable as possible. Explain to participants that: **Reliability** refers to the extent to which an assessment approach measures consistently the performance or achievement of the student. **Validity** refers to the accuracy of an assessment – whether or not it measures what it is supposed to measure. We will be looking in more detail at what this means throughout today.
15		Read through these important key points from Module 1 and check that everyone recognises and understands them.
16		Read through the slide. It is important that everyone understands this statement as the foundation of assessment in the new syllabus – the importance of the Learning Outcomes as the basis of formative assessment practice that improves learning for students.
17		This diagram will be in the student's workbook. (ASG p4) Ask the participants to look at it and tell them that we are focusing on step 1 and step 2: Using the new curriculum Learning Outcomes (1) to Develop assessment (2)

18		Invite participants to talk to the person next to them about this question. How would they answer it? After a minute or two, invite participants to call out any ideas or suggestions that they might have/what they already do.
19		Read through the slide and explain that the new curriculum focuses on three different opportunities that teachers have to assess student's learning. (p7 Assessment Exemplification) How can we find out if students have been successful? We can observe the students working. We can talk to them. We can appraise the products of their work. Make sure to highlight the connection to skills, knowledge and understanding.
20		Read as before. Explain that teachers use the process of triangulation to increase the validity of their assessment judgement and reduce the influence of bias or distortion. Triangulation facilitates validation of data through cross verification from more than two sources. Teachers need to explore aspects of a student's work in order to make valid judgements about what the learner knows about, can understand and is able to do. When this exploration is of a **product**, combined with **conversation** and observation (as described above), then we have a powerful strategy for uncovering learning and planning for our next steps in teaching.

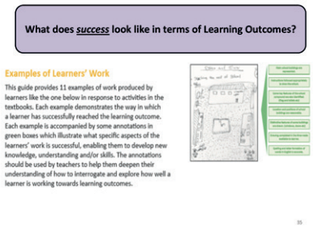
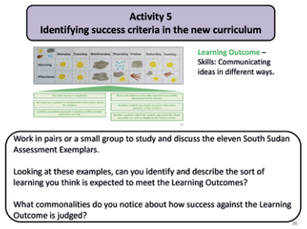
21		**Activity 2** small-group work to create a short presentation that explains the nature and importance of triangulation. Using the 5 Ws + H effectively models the importance of asking questions in order to check for understanding. An example template will be in their workbooks; alternatively, the next slide shows the questions that need to be included in their presentation. Groups can take any approach they like in making the presentation as long as they use the 5Ws + H. Tell them to read through the relevant sections in the assessment guidance material and encourage them to be creative in making the presentation both interesting and informative. Give the groups 30 – 45 minutes for this activity. Invite groups to share their presentations.
22		After the activity, explain that effective classroom cultures are such that questions from learners are always encouraged. The student teacher should practise 'How, Where, Why, When, What?' with learners regularly until quality questioning is embedded into classroom routines. What we have just done is modelled that technique. **This will be their Module 2 Gap Task.**
23		Time for a break.

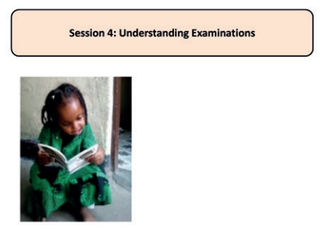
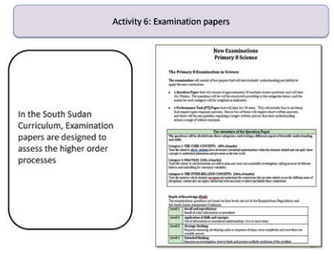
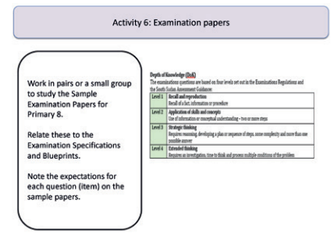
		Session 2
24		
25		**Activity 3** Read the task through. Explain that the task will involve participants looking at the AE examples and creating one of their own. The next few slides will explain how to do it. Give the groups 30 – 45 minutes for this activity.
26		Read this slide through to the participants. Tell them that they are going to use this same approach to create their own example. (next slide)
27		**Activity 3** Their task is to create their own example (in pairs) using the Learning Outcomes from Science Primary 8 Unit 1 and the activities from the Learner's Book (next slide) to describe an activity and then identify what observations and conversations would be made by the teacher, and what 'product' might be made by the learner. Participants will need to reference: Science Primary 8 Syllabus/Unit 1 Science Primary 8 Learner Book pages 1-18 to draw and complete the (slide 26) template in their own workbook After 45 minutes – ask the pairs to partner with another pair to share their observations, conversation, product suggestions. What similarities and differences did they find in their approach? What did they find challenging about the task? What have they learned from the experience?

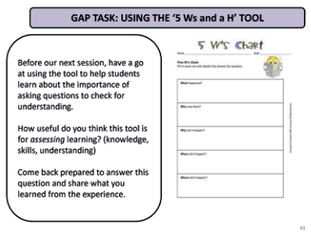
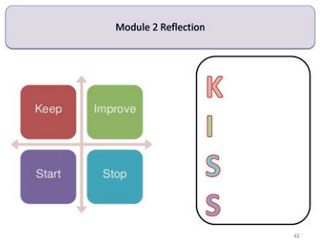
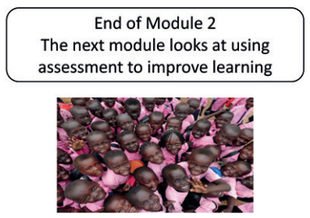
28		Coffee cup. Time for a break.

		Session 3
29	Session 3: using tests and other success criteria to assess learning  29	
30	Tests  Think back to our last Module: Assessment Principles. What did you describe as the value and purpose of Tests and Examinations as types of assessment? 30	Read the slide through
31	Activity 4 Tests  SWOT ANALYSIS ZELO 31	**Activity 4** Think, pair, share: Ask participants to draw a SWOT table in their workbooks. Ask them to list what they think are the relative strengths, weaknesses, opportunities and potential threats associated with using Tests as a tool for assessment. After 3-5 minutes individual reflection, ask them to pair with a partner and share ideas. Take some feedback from the pairs, summarising the key strengths, weaknesses, opportunities and threats.

32	• **Tests can be used effectively to assess knowledge** • Research has found that tests can be valuable tools to **help students learn** if designed and administered with format, timing, and content in mind—and a clear **purpose** to improve student learning • One of the most useful kinds of tests are the least time-consuming: quick, easy practice quizzes on recently-taught content • Tests can be especially beneficial if they are given frequently and provide near-immediate feedback to help students improve • This retrieval practice can be as simple as asking students to write down two to four facts from the prior day or giving them a brief quiz on a previous class lesson 32	Here are some of the strengths and opportunities for testing. Read these through and discuss them with the group in relation to what they listed in their SWOT analysis. Did they list the same kinds of things? What did they miss? What else is there? https://www.edutopia.org/article/what-does-research-say-about-testing (useful resources for further reading)
33	• **While useful for assessing knowledge, tests are unlikely to be effective in assessing deeper understanding or skills** • Tests devised by teachers are unlikely to offer either a valid or reliable form of assessment • Tests can cause anxiety for some students (and parents) and risk impacting negatively on confidence and self-esteem • Too much testing risks a narrowing of the curriculum when teachers start teaching to the tests 33	Here are some of the weaknesses and threats for testing. Take the opportunity to add these to the examples provided by participants.
34	Judging *success* in terms of Learning Outcomes? *'We are learning to draw a swallowtail butterfly'*  	https://eleducation.org/resources/austins-butterfly This is the true story of Austin, a First Grader (age 6-7) who was asked to create a scientific illustration (copy) of a swallowtail butterfly. Notice how his drafts from 1-6 become increasingly successful. His learning has clearly improved. Ask participants if they can explain/describe why draft 2 is more successful than draft 1. Why draft 3 is better than draft 2 etc, up to Austin's final draft 6. How would the participants summarise, or list these success criteria? (size, shape, accuracy (how), detail, colour etc?) Can they see how the quality of Austin's work improved as he went on to meet more and more of the success criteria? What do participants think made the difference to the quality of Austin's work? If you are able to show the video https://youtu.be/E_6PskE3zfQ, do so; otherwise explain that Austin was able to improve his work over a series of feedback sessions during which he received clear and constructive advice from his peers. As a result, Austin is able to refine and improve his sketch and the results are amazing.

35		This is page 3 of the Assessment Exemplification. Each of the 11 examples from the guide demonstrates the way in which a learner has successfully reached the learning outcome. **What can we learn from these examples about how success is judged?** The next activity is all about that. Remember that there is not always one way to demonstrate success!
36		**Activity 5** Participants should look at the assessment exemplars in detail (p10 onwards) in order to identify the extent to which products in particular are analysed. They have some stimulus questions listed in their workbooks to guide the discussion: Looking at the exemplars, work with a partner or small group to answer the following questions: • How does what is being said in the judgements connect to the Learning Outcomes? • How is success being judged? • What commonalities do you notice? • How would you describe the sort of learning you think is expected to meet the Learning Outcomes? • What questions do you have about the exemplars? Record your ideas and suggestions in the form of a mind-map on a blank page in your workbook. After 20 minutes, ask the groups to pair up to share ideas. What are the similarities and differences between their responses? Give them 10 minutes for discussion and then invite them to share their thoughts and their **top three ideas** about how success is being identified. Check what questions they have about the exemplars – if there are any questions that have not been answered through their group discussions, then put them to the group and see what suggestions are made.
37		Coffee cup. Time for a break.

		Session 4
38		This final section is about understanding how examination papers are designed to assess the higher-order processes. Participants will need access to the (five) different sample examination papers for Primary 8.
39		Sample Examination Papers
40		**Activity 6** Ask participants to study each the (5) sample Exam papers for Primary 8. Tell them to note what they think are the expectations (below: Level 1,2,3 or 4) on the sample paper. **Depth of Knowledge (DoK)** The examinations' questions are based on four levels set out in the Examinations Regulations and the South Sudan Assessment Guidance: **Level 1: Recall and reproduction** Recall of a fact, information or procedure **Level 2: Application of skills and concepts** Use of information or conceptual understanding – two or more steps **Level 3: Strategic thinking** Requires reasoning, developing a plan or sequence of steps, some complexity and more than one possible answer **Level 4: Extended thinking** Requires an investigation, time to think and process multiple conditions of the problem

		After 45 minutes, ask the group to come back together. Go through each sample paper and ask each group to share their answers for each question – e.g. Maths question 1? Question 2? etc. Occasionally, ask a group to share their rationale as to why they made their decision about the Level they awarded. Listen out for and check any misconceptions.
41		**Explain the Gap Task** As well as an organising frame, 5WH can be used as a tool for assessing learning, because it helps make students' learning visible – i.e. the completed chart can be seen as an assessment 'product' that has relevance for many different Learning Outcomes!
42		Provide participants with a summary of what we have learnt today. Ask them to take a moment to reflect on their current teaching practice. As a result of the new learning from this module, what will they decide to KISS? Allow 10 minutes for participants to reflect and discuss/ record their ideas in their workbooks.
43		Suggest looking at background information for next module
		Closing slide. That's it – time to go home!

Module 3:
Using Assessment to Improve Learning

This module explores the different ways of using assessment to improve learning .

Course 7: Assessment

Module 3: Using Assessment to Improve Learning

This module explores the different ways of using assessment to improve learning.

By the end of this module, teachers will:

- recognise where learning needs to be improved
- be able to give encouraging feedback so that learners know what to do to improve
- design support to meet identified learning needs

Key Points:

- In carrying out assessments, the teacher needs to be clear about what constitutes successful learning. These success criteria are usually found in the 'Learn About section of a syllabus
- The 5-step cycle of assessment will only be complete if the information gained from assessment is used to improve learning
- Teachers can use assessment information gained to
  - amend programmes or teaching approaches to better suit the learner's needs
  - identify those students needing more support to meet the expected Learning Outcomes
  - enable students to understand what they have to do to improve
- Giving high-quality feedback is essential to helping students improve their learning
- Effective feedback is Encouraging, Specific, Immediate, Honest, Actionable

Outline

Session	Content
1	Gap Task Feedback Slides – The relationship between learning and assessment • *Activity 1 – What is the question?* • *Activity 2 – How learning is organised in the Early Childhood Development curriculum and the implications for assessment*
2	Slides- Using the 'Learn About' section of the new curriculum – value and purpose • *Activity 3 – Understanding Learning Outcomes in the primary syllabus – a deeper meaning* • *Activity 4 – Assessing Learning in the primary syllabus*
3	Slides – How do we use Assessment Information/completing the cycle of assessment? • *Activity 5 – Different ways to use assessment to improve learning*
4	Slides – Feedback – helping students understand what they need to do to make progress and improve • *Activity 6 – Reflection – receiving good feedback* • *Activity 7 – Practise giving effective feedback to students using four quality criteria* Slide: Gap Task • Students putting into practice three improvement priorities identified from today's session.

Resources

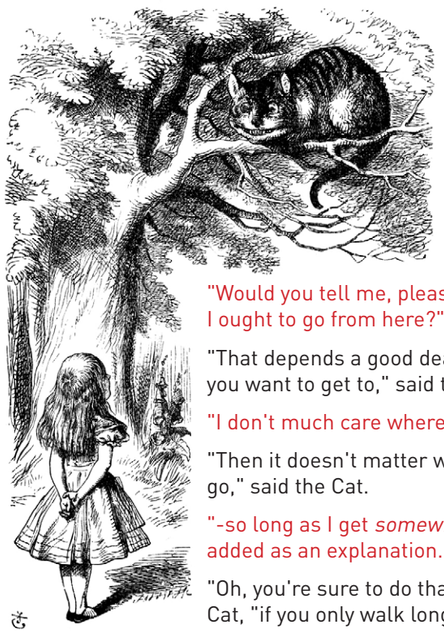
Curriculum Framework
South Sudan Subject Overviews (ECD)
Assessment Guidance
Assessment Exemplification
Selection of primary syllabuses

Background information

Watch this short video for a useful summary/ overview about using assessment data to inform instruction (teaching and learning). Show the video after Slide 25 and before Slide 26

https://youtu.be/ooNJUI0iKik

How do you know which path to choose, or whether you have arrived at your destination? In the context of teaching and learning, **Learning Outcomes** are the destination. Formative assessment helps teachers monitor students' progress and guide them to success at every step of the way to the destination.



"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where-" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"-so long as I get *somewhere*," Alice added as an explanation.

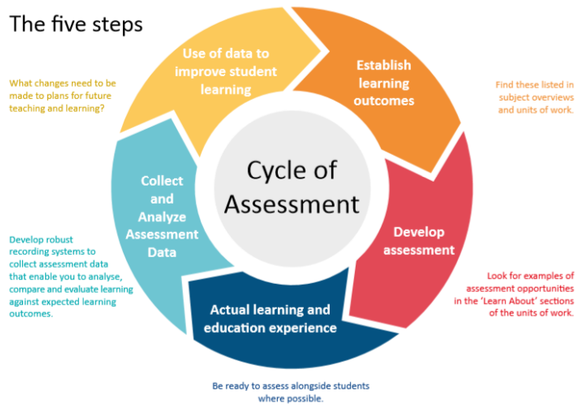
"Oh, you're sure to do that," said the Cat, "if you only walk long enough."

Image: https://commons.wikimedia.org/wiki/File:Alice_par_John_Tenniel_23.png
Quote: Carroll. L (1998) Alice's Adventures in Wonderland. Chicago. IL: VolurneOne Publishing.

Remember the Cycle of Assessment from Module **2**.

The five steps in the Cycle of Assessment are:

- Establish learning outcomes
- Develop assessment approaches
- Actual learning
- Collect and analyse data
- Use data to improve student learning



This Course focuses on three of the five steps in the Cycle of Assessment:

- Developing assessment
- Collecting and analysing assessment data
- Using data to improve student learning.

The cycle of assessment will only be complete, however, if the data and information gained from assessment is used to improve the students' learning.

There are many ways in which assessment data can be used to improve learning, including:

- Amending programmes or teaching approaches where necessary
- Identifying students needing more support to meet the expected Learning Outcomes
- Helping students understand what they need to do next to improve

Module 3 focuses on the **third** of these steps, using data to improve student learning.

Watch this short video for a useful summary about using assessment data to inform instruction (teaching and learning)

https://youtu.be/ooNJUI0iKik

Learning Outcomes

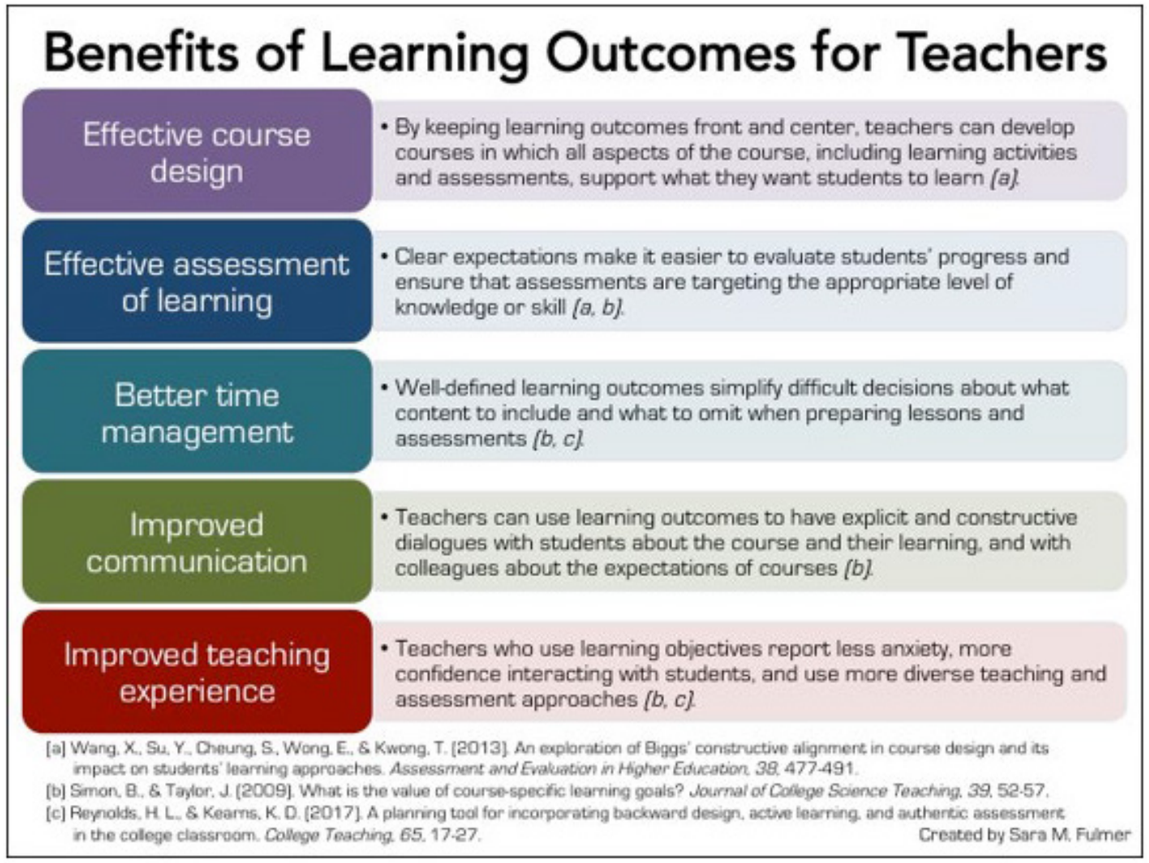
In the new curriculum, each syllabus unit sets out the expected "Learning Outcomes" for that unit.

Set out in the form of Knowledge & Understanding, Skills, and Attitudes, the Learning Outcomes **provide the criteria by which valid assessments can be made, giving teachers the data and information they need to improve learning and decide what students need to be taught next**. Their importance cannot be underestimated.

When teachers and their students are clear about the Learning Outcome and what this means for a lesson, they:

- are able to focus on the **purpose** of the learning activity, that is, the knowledge, understanding and skills being developed, not just the context for learning, i.e. the activity itself
- know where to focus their learning efforts, that is, which part of the activity encompasses the most learning
- are more likely to stay focused and on-task and less likely to be confused or distracted
- can take more responsibility for learning

The table below summarises some more of the benefits for teachers:



We know that the new Learning Outcomes require different forms of assessment and that the assessments teachers conduct are purposefully designed to measure the extent to which students have achieved each of the Learning Outcomes in the South Sudan syllabuses.

This section from the South Sudan Assessment Guidance document (p6) offers a useful reminder of the different forms of learning and the different approaches required for assessment.

Therefore this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment:

Knowledge	The retention of information
Understanding	Putting knowledge into a framework of meaning – the development of a 'concept'.
Skill	The ability to perform a physical or mental act or operation

So, to assess each of these we need to look for different things.

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a student has retained some information: a simple questing can usually find this out. We ask them to name something, or state something, or label a diagram. For example:

- Name the capital city of Kenya
- Label the parts of a flower
- State the elements found in water

Assessing deeper **understanding** is much more difficult, so we usually ask students to explain, compare or outline a process. This will give us some idea of the extent of their understanding. For example:

- Outline the process of photosynthesis
- Explain what is meant my 'metabolism'
- What is the difference between current and static electricity?

SKILLS are the ability to perform so we shall always be looking for some action on the part of the student: are they able to do something, can they carry out an operation? For example:

- Predict the effect of climate change on ecosystems
- Investigate the resistance of different materials in an electric circuit
- Control the variables in a physics experiment

Each of these examples starts with a key **verb**. These sorts of words help us to make assessments, and you will find them in the 'Learning Outcomes' of the syllabuses.

Knowledge	State, name, list, describe, label, write, recall ....
Understanding	Explain, compare, contrast, outline ...
Skill	Construct, perform, predict, investigate, interpret, carry out .....

Higher Order Thinking Skills

The new curriculum has been written to encourage students to develop 'Higher Order Thinking Skills'. These are contained in the "Skills" column of the "Learning Outcomes", and are illustrated in Bloom's Taxonomy which divides learning into six ascending levels. The lowest level is **remembering** (which refers to knowledge) and the second is **understanding**. To reach the higher levels, learners have to use a skill to **apply** their learning in some way. This is illustrated in the diagram below:

The new curriculum is aiming for the higher levels of Bloom's Taxonomy, so assessment must be made at these levels. The key question is, "Are the students applying their knowledge and understanding?" Without this application, they will never reach the even higher levels.

6

<u>Is learning and assessment the same for our youngest learners?</u>

Although set out slightly differently, the three different forms of learning can also be tracked through the **Early Childhood Development (ECD) curriculum** as well as through the primary syllabuses.

Page 8 of the South Sudan Subject Overviews Document gives us useful information about knowledge, skills and understanding in the Early Years:

At this stage of development, young children learn though play. They need a rich range of practical activities and the time and independence to investigate and find out what things do. This will give them the practical knowledge and experience on which theoretical learning can be built later.

They need to be helped to explore the world around them and develop the early understanding and skills that will enable them to take their learning forward as they get older. They need the time and space to develop their knowledge, skills and understanding.

Teachers will make assessments of young children's knowledge, skills, and understanding through observations, conversations and products. It is not appropriate for children at this stage to take tests.

A reminder …

Observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. It is important that teachers share what they know about these three things so that they can decide what to provide in the future to support the child to develop new interests, learn new skills and acquire new knowledge.

Assessment in Early Childhood is of two main types – **on-going assessment** which is what teachers do on a daily basis to make decisions about what the child has learned or can do already, so as to help the child move on in their learning – this is sometimes called 'formative' assessment because it informs the next steps that are planned with the child.

Another type of assessment known as 'summative' assessment takes place periodically throughout the school year. This assessment 'sums up' all the different information from on-going assessments that have been made about the child. This information can be added to a record of children's achievement related to the seven areas of the Early Childhood Development curriculum.

<u>Deciding what 'successful learning' for students looks like</u>

To find out if students know, understand, and can do the things they are being taught, teachers need to know what 'success' in learning looks like.

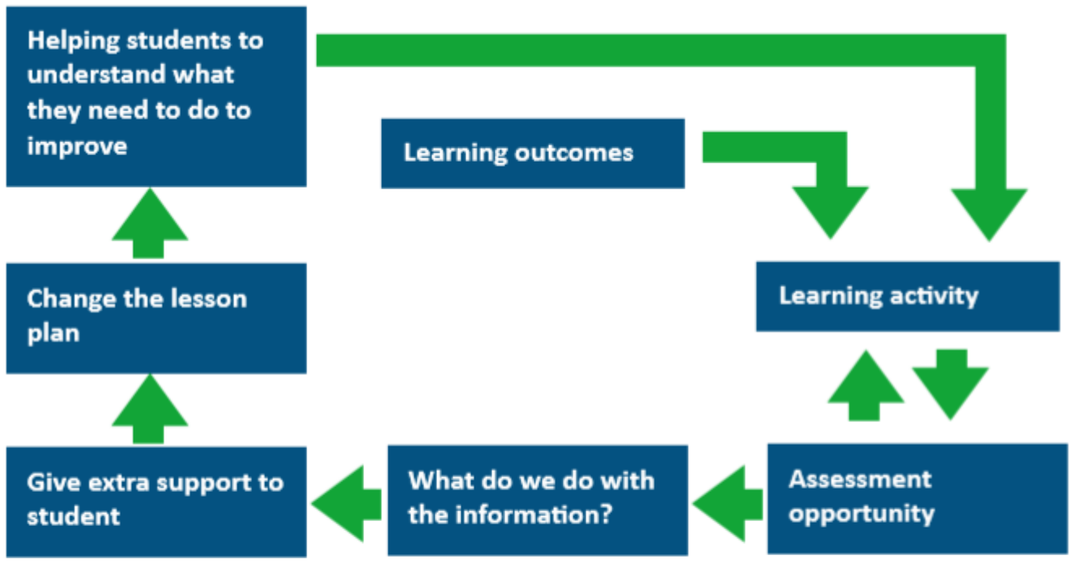
To determine the success criteria for a learning task or activity, teachers should look at both the Learning Outcomes and the "Learn About' sections of the syllabus units. The Learn About sections describe in more detail the learning that is expected in relation to the Learning Outcomes and include reference to the three forms of assessment opportunity.

Teachers can use these sections to help them determine success criteria for the Learning Outcomes and to identify opportunities for observation, conversation and product assessment.

Success criteria include features and qualities which a teacher wants to see in a student's work throughout the lesson. These criteria offer an effective way to ensure that students know what is expected of them. Success criteria will usually be shared with students and referred to regularly throughout a lesson before being used for assessment purposes.

Completing the cycle of assessment

The diagram below (page 12 Assessment Guidance) shows some of the different ways that teachers can use assessment data to improve learning:



The extra support to students includes:

- Further explanations and clarifications
- Practice sessions
- Re-grouping
- Mentoring

The ways in which the lesson plans or approaches can be amended include:

- More lessons on the topic
- Different materials or tasks
- Different lines of questioning

Giving Feedback to improve learning

Enabling students to understand what they have to do to improve involves giving them some **feedback** on how well they are doing and what they need to do next to make further progress.

Feedback to students is a key aspect of formative assessment/Assessment for Learning. If students understand how well they are doing and what they need to do next, they will learn better. If you ask students what would most help them learn better, the majority would likely say more immediate feedback from their teacher as they are learning.

Giving feedback is a highly developed skill that teachers refine through practice and experience in the classroom. We know that vague praise or comments such as 'your essay is good', or 'You'll need to try harder next time with your spelling' are of little use unless they are followed by specific advice about why it is good, or how to improve their work.

In the South Sudan curriculum, feedback can take three forms:

- Marking students' work and giving written comments
- Making general comments to the class
- Holding a conversation with individual students

It is the last of these that is the most effective. Whether written or oral, feedback should be directed at:

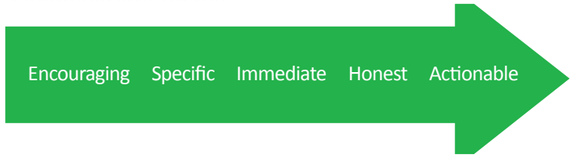
- enabling the student to realise where they are in relation to the "learning outcomes" and the success criteria of a learning task or activity
- clarifying misunderstandings, and filling gaps in learning
- helping students to understand what they have done well
- clarifying what they need to do next to achieve success

It is important that feedback should be honest and clear – but it should not be discouraging to the student.

The feedback should come as soon as possible after the assessment (immediate) and be specific about what the student can do to improve.

After the feedback, the student should **know** what they need to do to improve – this is often called "actionable feedback".

Feedback should be:



Think, Pair, Share

Think, Pair, Share involves posing a question or questions to students, asking them to take a few minutes of thinking time and then turning to a nearby student to share their thoughts.

Protocols for carrying out a 'Think, Pair, Share' visible thinking routine.

Purpose: What kind of thinking does this routine encourage?

This routine encourages students to think about something, such as a problem, question or topic, and then articulate their thoughts. The Think, Pair, Share routine promotes understanding through active reasoning and explanation. Because students are listening to and sharing ideas, Think, Pair, Share encourages students to understand multiple perspectives.

Application: When and where can I use it?

Think, Pair, Share can be applied at any given moment in the classroom. For example, when approaching a solution, solving a math problem, before a science experiment, or after reading a passage or chapter of a book you may ask students to take a moment to think about a particular question or issue and then turn to their neighbour and share their thoughts. Sharing can also be done in small groups. Sometimes you will want to have pairs or groups summarise their ideas for the whole class.

Launch: What are some tips for starting and using this routine?

When first introducing the routine, teachers may want to scaffold students' paired conversations by reminding them to take turns, listen carefully and ask questions of one another.

One way to ensure that students listen to each other is to tell students that you will be calling on individuals to explain their partner's thinking, as opposed to telling their own thoughts.

Encourage students to make their thinking visible by asking them to write or draw their ideas before and/or after sharing. Journals can also be useful.

Student pairs can report one another's thoughts to the class and a list of ideas can be created in the classroom.

This routine is adapted from Frank Lyman: Lyman, F. T. (1981). *The Responsive Classroom Discussion: The Inclusion of All Students*. In A. Anderson (Ed.), Mainstreaming Digest (pp. 109-113). College Park: University of Maryland Press.

Social Studies Primary 5	Unit 2: This is Our Land
Learn about	**Key inquiry questions**
During this unit, students should develop an awareness of the range of land formations in South Sudan that shape its identity *(rift valleys, mountains, rivers and plains)*. They should begin by describing in a variety of ways, including maps, the land that they are familiar with and investigate how these features may have occurred and through what processes have they been changed over time. Having learnt about the physical features of South Sudan, students should explore what human activity can change land formations *(farming construction, waste, settlement and agriculture)*. Students should organize debates about the effects of changes in land use and how damage can be limited or how environments can be enhanced and improved. They should look to understand the concept of climate change in more detail and consider where it is having an impact all over the world. Learners should look for signs of similar physical processes in other parts of Africa, using maps to help them. They should consider the scales of maps as they distinguish between physical features across Africa. This unit should enable students to further develop a love of the land they live in, appreciating it's colour, shape and form. This appreciation should help them to build positive attitudes towards their role as active and responsible future citizens of South Sudan with respect to protecting the environment and promoting the need for sustainable development.	• Describe key features physical features of South Sudan • What are the similarities and differences between physical processes in South Sudan? • How does farming effect physical features of the land and how does the land dictate what can be farmed? • How can we accurately represent land formations that are familiar and unfamiliar to us? • What effect does human activity have on the land?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Understand the processes leading to the formation of the key physical features of South Sudan and Africa • Know the effects of human activity on climate and the possible results of climate change • Draw and label maps that show physical features in Africa and other continents	• Use a range of resources to investigate physical features and related processes • Collect and interpret evidence that demonstrates a change in climate in Africa • Predict the effects of climate change	• Appreciate the beauty of physical features in South Sudan • Respect and protect the range of environments familiar and unfamiliar to you • Value the opinion of others in shaping your own views

Maths Primary 3	Unit 2: Measurement
Learn about	**Key inquiry questions**
Learners should apply addition, subtraction, multiplication and division to length, capacity and weight They should estimate distances in centimetres and metres (m) and investigate distances of objects to familiarise themselves with standard units. They should investigate capacity using litres (l), millilitres (ml), and decilitres (dl) using graduated containers e.g. water bottles, syringes or graduated cylinders.. They should estimate the mass of different objects in kilograms (kgs) and grams (g) and investigate the mass of objects using a beam balance. Learners should convert hours to minutes, minutes to seconds and vice versa and through shopping consolidate the use of money in daily life.	• Can you give some estimates of length in metres and cm? • Can you give some estimate on capacity in litres and millilitres; weight in kg and grams? • How do you weigh different objects? • How do you understand the relations between the units for measuring time? • How does money help us in our daily life?

Learning outcomes		
Knowledge and understanding	**Skills**	**Attitudes**
• Estimating and measuring length in centimetres, meters; capacity in litres, millilitres and decilitres; weight in kgs and grams • Operations involving length, capacity and weight • Converting hours to minutes, seconds and vice-versa • Operations on currencies	• Measuring the length capacity and weights of different objects using different instruments • Designing investigations involving length, capacity and weight using correct units • Conversion of units of time	• Appreciate activities involving estimation and measurement of length, capacity and weight using various instruments • Enjoy adapting to be time conscious • Enjoy carrying out operations involving their currency • Confidence to investigate using maths and to take responsibility for their own learning

Tutor Course Notes

Key Messages and Approaches

Course 7: Assessment. Focused on Methods of Assessment, this third module contains a lot of material and activities essential to an understanding of using assessment to improve learning.

The key text is on the slides, but also in the Course Handbook, so participants can read from either. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read each section in turn.

Some activities require looking at curriculum documents and syllabus units. It is always better for participants to share these rather than have one each, because this encourages discussion. Some resources (sample units) are shared as extra slides.

Nearly all the activities are discussion-based. Participants should be put into pairs, and the pairs put together into groups of four. If there is an uneven number of participants, then some will need to work in a three.

Some activities require participants to complete templates in their participant handbook. These templates are simple and can easily be drawn out if that is preferred.

Encourage participants to make good use of the Assessment Support Guidance and other resources when they are invited to do so.

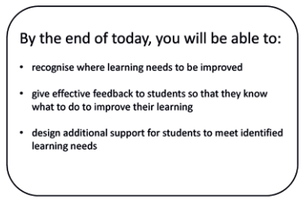
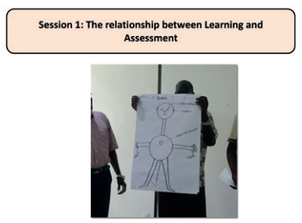
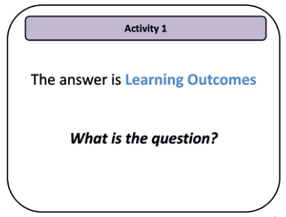
It is also important for participants to draw on both personal and shared knowledge and understanding. Encourage them to make good use of reflection and their previous learning.

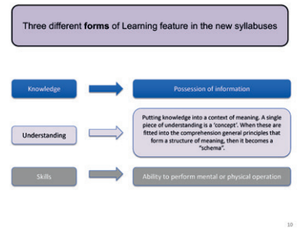
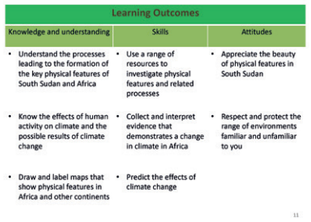
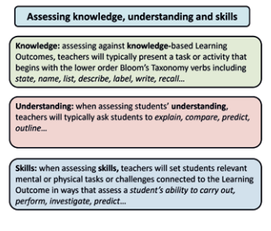
Participants should be encouraged to discuss each activity and to ask each other questions about why they have chosen certain responses. Explaining their thinking is very important. You should remind them about this at regular intervals and ask them to explain 'why' when reporting back to the larger group.

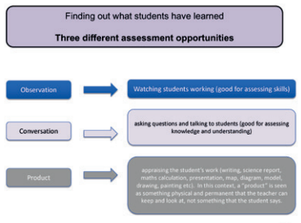
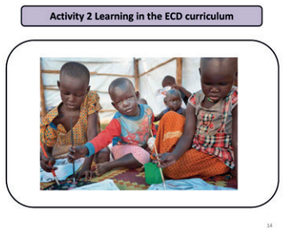
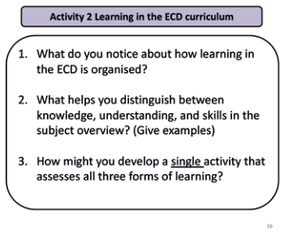
Depending on the size of the class, it may not be possible for every group to report back on every activity. So it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

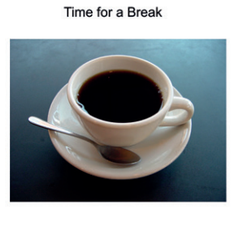
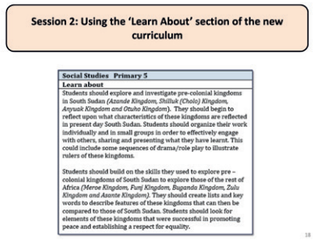
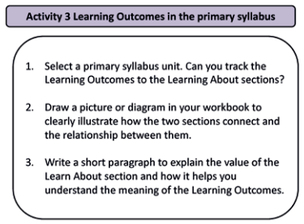
Presenting the Slides – Script

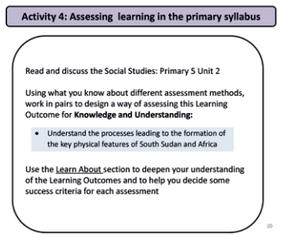
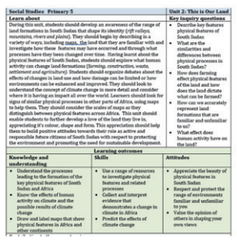
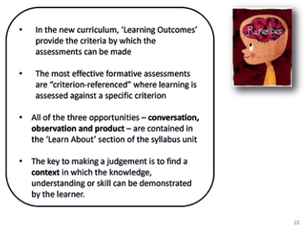
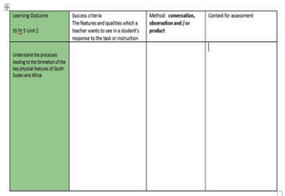
		Session 1
1	Welcome to Course 7: Module 3 Using Assessment to Improve Learning 	Welcome back Course 7: Assessment Introductory slide – show during arrival As teachers arrive, suggest they spend a few minutes reading the background information for this module. Introduce the Gap Task Activity: Before beginning this module, let's take time to share our learnings from the Module 2 Gap Task – using the 5WH tool.
2	Gap Task Feedback In pairs, discuss: • What you did for the gap task. • What you learned from it. • What you will do differently from now on.	The gap task that was set from module 2 should have been undertaken in between modules. In pairs: As one person talks, the other listens and ask questions to help dig deeper. Allow 10 minutes per person. Ask them to make notes in the gap task reflection template in their workbooks.
3	Gap Task Feedback In groups of four: • Talk about what you learned from the gap task • Note down similarities and differences in what you learned.	Join pairs to make groups of four. Ask them to talk and share their reflections and identify any similarities or differences in the learning from the gap task. Remind them to talk about what they learned and not just what they did. Encourage them to explain what they will change about their practice as a result. Encourage them to make notes in their workbook.
4	Time for a Break 	Time for a break.
5	Overview of Course 7: Assessment **Module 1: Assessment principles** This module explores the key forms, purposes and types of assessment. **Module 2: Assessment Methods** This module explores the different assessment methods appropriate for class-based formative assessment. **Module 3: Using Assessment to improve learning** This module focuses on using assessment to recognise where learning needs to be improved and designing support to meet identified needs. **Module 4: Keeping and analysing assessment records** This module explores the methods of keeping assessment records, and how they can be interpreted.	Share the overview of Course 7: Modules 1-4 This will give participants a clear view of how the modules will flow.
6	Welcome to Course 7: Module 3 Using Assessment to Improve Learning 	Explain that this is the third of four modules in Course 7: Assessment. There will be some elements of this Course that participants are already familiar with and that this Course is designed to build on professional learning from Courses 1-6.

7		There will be plenty of discussion about assessment to improve learning and you will have some key tasks to complete in your workbooks. Read through the learning objectives for the day.
8		This session focuses on the relationship between different forms of learning and different types of assessment. It consolidates much of what was learned in Module 2 and asks participants to apply their understanding to the context of the ECD Curriculum. The ECD curriculum is organised slightly differently to the primary and secondary syllabus. It is important that participants see the ECD curriculum as the essential foundation for all future learning.
9		Quick quiz! Ask participants to work with a partner to come up with at least three different questions for this answer! Using a quiz as an assessment tool is a quick and easy way of making participants' learning visible. What have they remembered from the previous two modules? Note that the responses don't need to be 100% accurate, but you should take the opportunity to address/correct any glaring misconceptions. Give participants 5 minutes to do this task (they can write their responses in their workbooks) and then invite some participants to call their responses out to the whole group. Participants can raise their hands if they hear something similar to what they and their partner have written down.

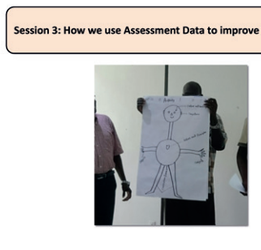
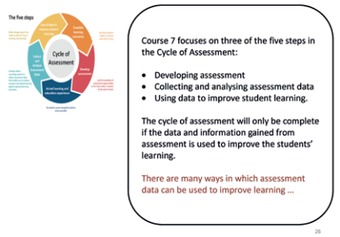
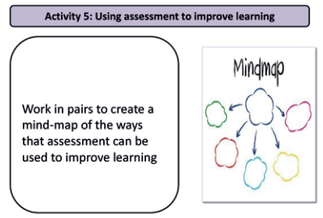
10		This slide helps participants 'tune in' to the sessions ahead. Remind students that at the beginning of Course 7 we said that the new South Sudan curriculum sets new expectations for learning: • There is a shift away from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. • Participants will see these different forms of learning listed under the 'Learning Outcomes' section of the new syllabus. • The 'Learning Outcomes' provide the **criteria by which the assessments can be made** • They are listed under the three headings of: **Knowledge and Understanding, Skills**, and **Attitudes**. We will need to remember this information for today's activities and to think about how to use assessment information to improve student's learning.
11		Do the participants remember this slide that illustrates how the three different forms of learning sit underneath the Learning Outcomes section in the syllabuses? (This is a visual reminder)
12		(From Module 1) Read through the slide and remind the participants that the different forms of learning require different forms of assessment. When we assess knowledge, we typically give assessment tasks or instructions to students beginning with verbs such as *state, name, list, describe, label, write, recall…* When assessing for understanding, the tasks or instructions begin with the verbs: *explain, compare, predict, outline…* When assessing for skills, the tasks or instructions typically begin with the verbs: *carry out, perform, investigate, predict…* **<u>Note that attitudes and values are aspirational and cannot be assessed like other Learning Outcomes.</u>** **It is important that everyone is clear on these different approaches to assessment.**

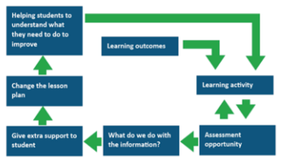
13		Read this slide as a reminder from the last module (Module 2). We learned about three different opportunities for making **formative assessment** – observation (good for assessing skills) conversation (good for assessing knowledge and understanding) and product (useful for assessing all three – depending on the context). It is important that participants are clear in their understanding of the purpose and value of the different assessment opportunities.
14		Explain to participants that we are going to look at how these structures (slide 10 – 13) apply to learning in the Early Years of the South Sudan Curriculum.
15		Tell participants that for this activity they will need to refer to the South Sudan Subject Overviews Document and page 7 onwards – the Early Childhood Development Curriculum.
16		**Activity 2** Tell participants to read pages 8-16 of the ECD. There is not too much text to read, so it should not take them too long. Working in pairs or small groups, ask participants to choose one of the development activity areas to focus on (e.g. Mathematics activities; or Artistic and Creative Activities) and to discuss/suggest responses to the questions on the slide. The pair/group should make a note of their responses in their workbooks. After 30 – 45 minutes, tell pairs/groups to partner with another and share their ideas. What are their similarities? What are the differences in their response? How has their thinking changed as a result of this discussion? Invite a few participants to share some brief feedback with the class.

17		Time for a break.
		Session 2
18		
19		**Activity 3** Read the task through. This activity increases participants' familiarity with the primary syllabus units and helps them see the important relationship between Learning Outcomes and the Learn About sections of a primary syllabus unit. It is important that participants understand how the 'Learn About' sections help teachers to understand the meaning of the Learning Outcomes. Participants should refer to the background reading for this module and to some sample primary syllabus units (example slides at the end if required). Ask participants to work in pairs or small groups and to complete the tasks in their workbook. After 30 minutes, tell pairs/groups to partner with another and share their ideas. What are their similarities? What are the differences in their response? How has their thinking changed as a result of this discussion? Invite a few participants to share some brief feedback with the class.

20		**Activity 4** Read the task through. This activity increases participants' familiarity with the primary syllabus units and how to use different assessment methods for different forms of learning. The background information will help them with this task. Ask participants to work in pairs or small groups and to complete the template in their workbook. After 30 minutes, tell pairs/groups to partner with another and share their ideas and suggestions. What are their similarities and differences in their response? How has their thinking changed as a result of this discussion? What challenges did they experience with this task? Invite a few participants to share some of their challenges and successes with the class. If some of the participants finish quickly – ask them to design an assessment for one of the other Skills-based Learning Outcomes. They can copy another table template in their workbooks.
21		This is Social Studies Primary 5 Unit 2 – the activity is focusing on the first Learning Outcome in the Knowledge and Understanding column. The next slide has some key points/reminders for participants to keep in mind as they complete the task.
22		Points to **remember** in completing Activity 4 – this information is in the background information. Remind the participants too that there is not always just one way to be successful!
23		This is the template in the workbook. Notice there is only one of the Learning Outcomes (Knowledge & Understanding)

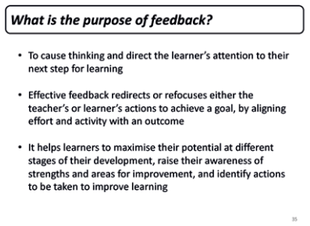
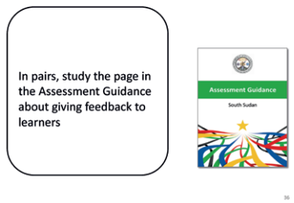
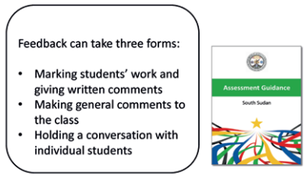
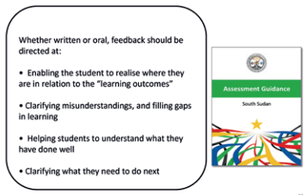
24		Time for a break.

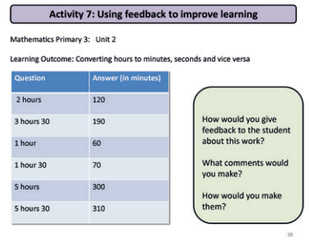
		Session 3
25		Explain to participants that along with Session 4 (Feedback), this Session is about completing the Assessment Cycle. **At this point (if possible), show the video referenced in the Background Information section. Explain that this short (2.58) video offers a useful summary of ideas relating to using assessment data to improve learning. The video sets a useful context for the slides to follow.**
26		Read through the slide. Tell participants that they are going to brainstorm some suggestions! Note that they should already have plenty of ideas from their background reading.
27		Encourage participants not to overthink this, but to quickly list as many ideas that come into their heads as they can. After 10 minutes, ask the pair to partner with another pair to compare results. Between the two pairs, how many different ideas or suggestions did they come up with?

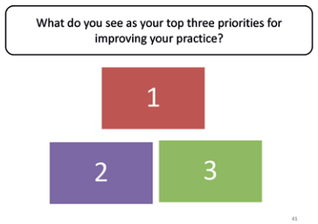
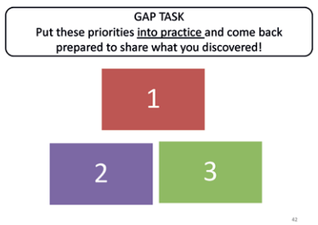
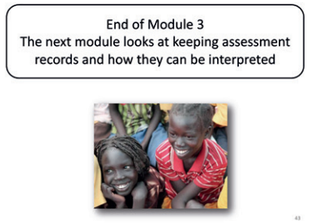
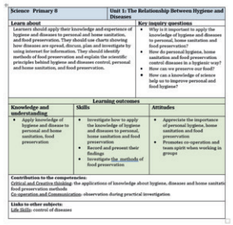
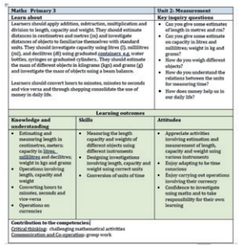
28	In pairs, study what page 12 of the Assessment Guidance says about using assessment to improve learning. How does this compare to your mind-map? Are there any similarities? Any gaps?  28	Give the pairs time to read and discuss this short section and to compare the notes with their own thinking. Were there any uses that they missed and that they need to add to their mind maps?
29	Teachers taking *action* to improve learning  29	This is the Assessment Cycle Diagram from page 12 of the Assessment Guidance. Apart from the prescribed Learning Outcomes (the 'destination'), explain to participants that teachers have a lot of decisions to make, and things to do (action) to improve learning for students. For example, designing **learning activities**, deciding and delivering **assessment opportunities** (conversation, observation, participation), **gathering** assessment data and **deciding** what to do with the information to improve the learning – either giving extra support and/or changing the lesson plan, to help students understand what they need to do to improve and progress with their learning. Depending on the confidence of the group, you might like to invite participants to volunteer to stand and explain some part, or stage of the process to the rest of the class. Is there anyone/a pair who might be brave enough to give it a go? Reward participants for trying and encourage the rest of the group to step in and help them in explaining/ describing each stage.
30	Giving extra support to the student • Further explanation or clarification • Practice sessions • Re-grouping • Mentoring Amending the lesson plans or approaches • More lessons on the topic • Different material or tasks • Different lines of questioning 30	Explain to participants that these are things that teachers can do to help students understand what they need to do to improve. We will talk more about this in the next session.

31	Time for a Break  31	Time for a break.

		Session 4
32	**Session 4:** **Feedback – helping students understand what they need to do to improve**  32	Explain to participants that this final session is also about ways of completing the Assessment Cycle by using feedback to help students understand what it is they need to do to improve learning.
33	**Activity 6: Giving feedback that helps students improve**  Think back to a situation when you received good feedback ***What made it so good?*** 33	**Activity 6** Invite participants to individually reflect on an occasion when they received good feedback. Tell them to write the characteristics of what made the feedback good in their workbooks. After two minutes, ask them to share their reflections with a shoulder partner. Tell them to compare lists and decide which characteristics made the feedback good for them. Invite a few participants to share their findings.
34	 Giving good feedback to students 34	Ask participants to describe how their experience of feedback compared to the qualities described in the South Sudan Assessment Guidance. To what extent was the feedback they received Encouraging, Specific, Immediate, Honest, and Actionable? Feedback that helps students to improve should always be ESIHA

35		Read the slide through to participants. Explain to them that feedback is a highly effective way of helping students to understand what they need to do to improve. For teachers to do it well takes skill, practice and experience over time.
36		Read the slide and give participants 10 minutes to read the page and discuss the main points with a partner.
37		**Explain that** Feedback to students is a key aspect of Assessment for Learning. If students understand how well they are doing and what they need to do next, they will learn better. Did participants notice in the text that Feedback can take three different forms? These are: • Marking students' work and giving written comments • Making general comments to the class • Holding a conversation with individual students It is the last of these that is the most effective and where we are going to focus our attention for the next activity.
38		Read this slide to participants and explain that these four criteria must be considered when giving students either oral or written feedback on their work. We're going to practise giving feedback next.

39		**Activity 7** In pairs, ask participants to look at the sample of student maths work. Notice the Learning Outcome – remember that this is the Learning Destination. How far do they think the student has travelled on their way to achieving this outcome, and what do they need to do next to progress further? Ask pairs to write down a script for what they would say to the student to help them improve - how they would say it, and why they would say it this way. Remind participants that the feedback given must: • enable the student to realise where they are in relation to the "learning outcomes" • clarify misunderstandings, and fill gaps in learning • help students to understand what they have done well • clarify what they need to do next (Text in the Assessment Guidance) Tell the pairs to practise giving this feedback to each other – as if they were the teacher/the student (then swap). After 10 – 15 minutes, tell the pairs to partner with another pair and practise their feedback with them. How did this feel?
40		Staying in their fours, complete the same challenge – but this time, for a bit of fun. Remember that the same feedback quality criteria must apply! The feedback given must • enable the student to realise where they are in relation to the "learning outcomes" (Learning Outcome = Baking a cake for a family celebration) • clarify misunderstandings, and fill gaps in learning • help students to understand what they have done well • clarify what they need to do next Invite one or two of the groups to share their cake-calamity feedback with the class. As a class discussion, assess their feedback! How well did they meet the quality criteria? How could they improve their feedback? How sensitive were they to this cook's feelings?

41		Provide participants with a summary of what we have learnt today. Ask them to take a moment to reflect on their current 'using assessment to improve learning' practice. Having completed this module, ask participants to write down three priorities for improving their own classroom practice. What will they do next, or differently as a result of today? Allow 10 minutes for participants to reflect and discuss/ record their ideas in their workbooks.
42		
43		
44		Resource slide
45		Resource slide

		Closing slide. That's it – time to go home!

Module 4:
Keeping and Analysing Assessment Records

This module explores the methods of keeping assessment records and how they can be interpreted.

Course 7: Assessment

Module 4: Knowledge, Understanding and Skills

This module explores the methods of keeping assessment records and how they can be interpreted.

By the end of this module, teachers will:

- understand the requirements for keeping assessment records
- be able to analyse patterns and trends in assessment records

Key Points:

- school-based formative assessments are made as part of the normal teaching and learning process. They take account of a range of information to assess students' learning and use this information to improve teaching and learning.
- to make a valid and fair measure of progress over time, teachers need to analyse information from a range of sources and triangulate the data.
- summative assessment can also be used for formative purposes – as long as the analysis of it leads to improved teaching and learning.
- the cycle of assessment will only ever be complete if the information that is gained is used to improve students' learning.
- teachers should gather information both formally and informally, using a range of assessment opportunities and approaches to add to or modify their picture of each student's learning over time.
- if records are kept of the learning outcomes of each syllabus unit through the year, there is no need for an end-of-year test. This is a more effective way of assessing students' learning.
- this form of "continuous assessment" also has the advantage of emphasising to students the importance of each unit.

Outline

Session	Content
1	Gap Task Feedback (Students putting into practice three improvement priorities identified from Module 3). Slides – Making and recording end-of-unit assessments • *Activity 1 – 3-2-1 Bridge (visible thinking routine)* • *Activity 2 – Presentation – keeping assessment records (5WH)*
2	Slides- Analysis of end-of-unit assessments • *Activity 3 – Subject unit analysis (English)* • *Activity 4 – Interpretation of data*
3	Slides – More detailed analysis of data • *Activity 5 – Aggregation of data* • *Activity 6 – Subject unit analysis (mathematics)* • *Activity 7 – Interpretation of data*
4	Slides – Curriculum (overall) record of data • *Activity 8 – Reflection and Back to the Bridge!* Gap Task: Researching and finding answers to questions from the Bridge exercise

Resources

Assessment Guidance
Assessment Exemplification

Background information

What is assessment for learning?

Assessment for learning, or formative assessment, is best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.

Assessment, teaching, and learning are inextricably linked as each informs the others.

Assessment is a powerful process that can either optimise or inhibit learning, depending on how it is applied.

Assessment should be valid, fair, reliable, and suited to the purpose. It should measure the progress a student makes towards achieving a Learning Outcome, not just the outcome itself.

When recording and analysing assessment data, teachers should bear in mind that any assessment can only provide a snapshot of achievement at a particular time or on a particular day. Furthermore, student performance will vary from day to day depending on:

- the nature of the assessment task
- the conditions in which the assessment is undertaken
- the purpose of the assessment
- the student's preparation
- the student's levels of engagement and motivation

To make a valid and fair measure of progress over time, teachers need to analyse information from a range of sources and triangulate the data.

It is important that teachers gather information both formally and informally, using a range of assessment opportunities and approaches to add to or modify their picture of each student's learning over time.

Teachers should always remember that the cycle of assessment will only ever be complete if the information that is gained is used in ways which improve students' learning.

Written tests are popular because they are easy to administer to large groups, but they do not actually test the sort of learning that is required in the new curriculum. Tests are seldom effective for assessing the deeper understanding, skills, competencies and higher-order thinking that lie at the heart of the new curriculum. This is especially the case for tests made up by individual schools.

It is possible to set questions that address higher-order thinking and deeper understanding, but the techniques for doing so are specialised, the questions generally require open-response answers, and the marking schemes are complex.

However, if records are kept of the learning outcomes of each syllabus unit through the year, then there will be no need for an end-of-year test.

Teachers will already have a record of those students who have met the learning outcomes, and those who have not done so.

A subject record should be made of the individual unit assessments by subject in terms of the 4 categories below.

Descriptor	Identifier
No learning outcome achieved	0
Some LOs achieved, but not sufficient for overall compliance	1
Most LOs achieved, enough for overall compliance	2
All LOs achieved - compliance with ease	3

If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit as with this example here:

English										
	U1	**U2**	**U3**	**U4**	**U5**	**U6**	**U7**	**U8**	**U9**	**U10**	**Total**
Student A	3	3	2	3	3	3	3	2	3	3	**2.8**
Student B	2	2	3	2	3	2	2	2	3	2	**2.3**
Student C	1	1	2	1	1	2	2	3	2	3	**1.8**
Student D	1	1	2	1	1	2	1	1	2	1	**1.3**
Student E	0	1	2	1	0	1	0	1	1	1	**0.8**
Student F	0	0	1	0	0	1	0	0	1	0	**0.3**

If necessary, an overall compliance or 'pass' score could be set. If it were set at 1.0 in the above example, then Students A to D would be seen to be complying, whilst Students E and F would not.

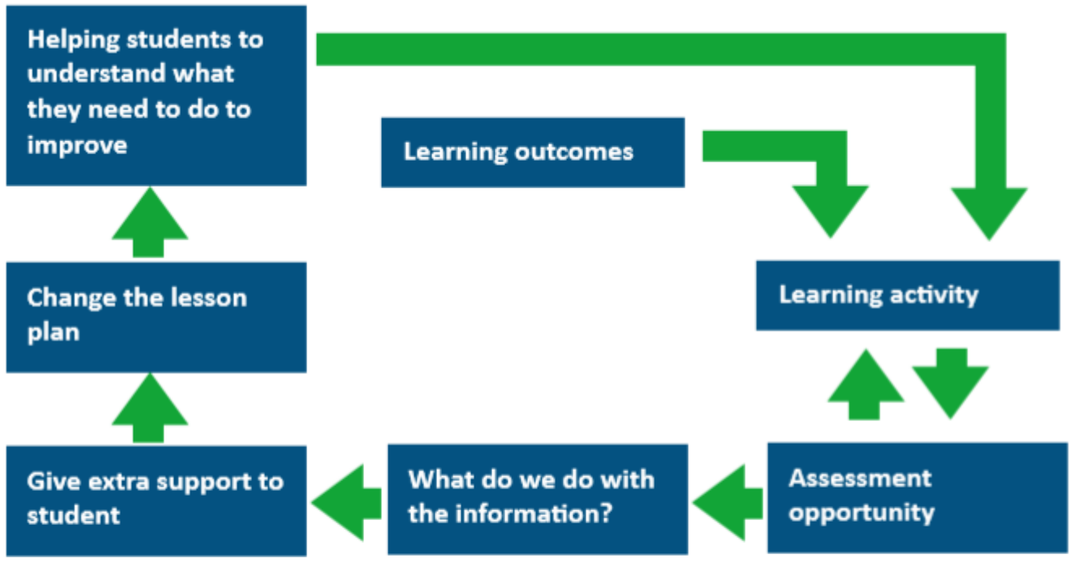
This unit-by-unit approach is a more effective way of assessing students' learning than an end-of-semester or end-of-year test. This form of "continuous assessment" also has the advantage of emphasising to students the importance of each unit.

The Subject Records can also be averaged on an **Overall Record** as below.

Overall Record									
Class List	**English**	**Nat Lang**	**Maths**	**Science**	**Social Studies**	**RE**	**The Arts**	**PE**	**Total**
Student A	2.8								
Student B	2.3								
Student C	1.8								
Student D	1.3								
Student E	0.8								
Student F	0.3								

Completing the cycle of assessment

The diagram below (page 12 Assessment Guidance) shows some of the different ways that teachers can use assessment data to improve learning:



The extra support to students includes:

- Further explanations and clarifications
- Practice sessions
- Re-grouping
- Mentoring

The ways in which the lesson plans or approaches can be amended include:

- More lessons on the topic
- Different materials or tasks
- Different lines of questioning

Remember that the cycle of assessment will only be complete if the data and information gained from assessment is used to improve the students' learning.

This Module focuses on the 'what do we do with the information?' stage of the cycle. To complete the cycle, it is vital that teachers use the information gained from assessment to improve students' learning.

Schools are often described as places that are 'data rich' and 'information poor' – that is, they have lots of records and data about student achievement to hand, but then fail to act on it to improve the learning experience for their students.

It is important that records of assessment are analysed in ways which enable teachers to improve learning by:

- amending programmes or teaching approaches where necessary
- identifying students needing more support to meet the expected Learning Outcomes
- helping students understand what they need to do next to improve

Using 3-2-1 Bridge as a visible thinking routine

The 3-2-1 Bridge exercise has been developed and presented by Project Zero, of the Harvard Graduate School of Education, as part of their Thinking Routines.

One of the great joys in teaching is watching students go from a limited or basic understanding of a topic to a more informed and nuanced comprehension. Helping our students to see that development in themselves can help them to understand how much they have learned.

The 3-2-1 Bridge activity has students write down some of their thoughts on a topic before and after learning something new. Then students are asked to look at their original thoughts and compare them with their new perceptions. This makes learning visible and helps the students see how their thinking on the issue has progressed and developed.

To start the 3-2-1 bridge exercise, ask your students to think about what they might already know on a subject and have them write down:

- 3 Words related to the topic
- 2 Questions they have on the topic
- 1 Example, analogy, simile, or metaphor of the topic

Once they have written down their thoughts, you can have them discuss their 3-2-1 with a partner, a small group, or as a class. Use this time to show some of the different ways to think about the same topic. You can also collect your students' responses to get a picture of what they already know or are thinking about the topic.

After your students have had the chance to write down what they already think about the topic, it's time to teach them something new.

This exercise works best if you teach your students using a very different perspective or approach to your topic.

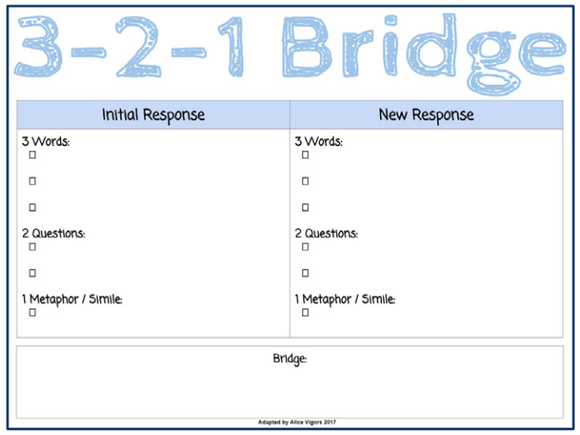
You can use their comments from the prior knowledge 3-2-1 to help you decide what would be a different way of approaching the information.

After you have taught your students something new about the topic, they should do another 3-2-1 activity.

Without looking at their last responses, ask the students to write a new set of 3-2-1s. Just like the first round, once they have written down their ideas, you can have them again share with a partner, group, or the class.

The key to this activity is in the **bridge**. The 3-2-1 Bridge thinking routine is a metacognitive activity where students should look at how their thinking has changed and developed with new information.

The bridge part of the activity involves asking students to look at their responses from before and after they learned the material. Have them compare the differences in the responses and consider why their thinking on this topic may have changed.



English										
	U1	**U2**	**U3**	**U4**	**U5**	**U6**	**U7**	**U8**	**U9**	**U10**	**Total**
Student A	2	3	2	2	2	3	3	2	3	3	**2.5**
Student B	3	1	3	3	2	3	3	3	3	3	
Student C	2	2	2	2	2	3	2	2	3	2	
Student D	3	3	2	3	2	2	3	1	2	1	
Student E	0	1	0	1	2	1	2	2	2	2	
Student F	1	1	0	1	0	1	0	0	1	1	

Course 7: Assessment

- Understand the different forms of learning and their implications for assessment
- Aware of the different purposes and types of assessment
- Aware of approaches such as “Authentic Assessment” and “Assessment for Learning”
- Be able to apply the methods explained in the South Sudan Assessment Guidance booklet
- Relate the methods to a range of Learning Outcomes in the Upper Primary syllabuses
- Understand how examination papers are developed and the demands of the questions
- Recognise where learning needs to be improved
- Be able to give encouraging feedback so that learners know what to do to improve
- Design support to meet identified learning needs
- Understand the requirements for keeping assessment records
- Be able to analyse patterns in assessment records

Course 7 School-based Activity

Plan and implement assessment activities and give feedback to learners according to the South Sudan Assessment Guidance. Participants may choose any unit from any subject or Learning Area for this purpose (preferably, one they are teaching at this time.) They should explain the process, illustrate it with learners’ work where appropriate, relate it to the theory and identifies the challenges faced.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 7 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Learning outcomes to be assessed
- Assessment activities activities planned to assess these outcomes
- How the activities relate to the Assessment Guidance
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the assessment activities in terms of how successfully the learning outcomes were assessed.

Course 6 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.

Distinction	The portfolio covers each of the requirements very effectively. Learning outcomes are clearly defined and the activities planned to assess these outcomes are well explained. The relationship to the Assessment Guidance is well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered and the solutions found. The effectiveness of the assessment activities is evaluated clearly and effectively in terms of assessing the learning outcomes.
Credit	The portfolio covers each of the requirements effectively. Learning outcomes are defined and some activities are planned to assess these outcomes. There is an attempt to relate these activities to the Assessment Guidance. Some possible challenges are identified and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of assessing the learning outcomes.
Re-submit	The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to assess these outcomes. There is little attempt to relate these activities to the Guidance. Possible challenges are not identified and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of assessing the learning outcomes.

Tutor Course Notes

Key Messages and Approaches

Course 7: Assessment. This final module contains a lot of material and activities essential to an understanding of how to keep, analyse and interpret assessment records in ways which lead to the completion of the assessment cycles.

The key text is on the slides, but also in the Course Handbook, so participants can read from either. It is usually best to read the slides aloud, stopping to check that participants understand, or get some participants to read each section in turn.

Some activities require looking at curriculum documents and syllabus units. It is always better for participants to share these rather than have one each, because this encourages discussion. Some resources (sample units) are shared as extra slides.

Nearly all the activities are discussion-based. Participants should be put into pairs, and the pairs put together into groups of four. If there is an uneven number of participants, then some will need to work in a three.

Some activities require participants to complete templates in their participant handbook. These templates are simple and can easily be drawn out if that is preferred.

Encourage participants to make good use of the Assessment Support Guidance and other resources when they are invited to do so.

It is also important for participants to draw on both personal and shared knowledge and understanding. Encourage them to make good use of reflection and their previous learning.

Participants should be encouraged to discuss each activity and to ask each other questions about why they have chosen certain responses. Explaining their thinking is very important. You should remind them about this at regular intervals and ask them to explain 'why' when reporting back to the larger group.

Depending on the size of the class, it may not be possible for every group to report back on every activity. So it will be necessary to ensure that every group gets a chance during the day, and also that it is not always the same person who speaks on behalf of the group.

Presenting the Slides – Script

		Session 1
1	Welcome to Course 7: Module 4 Keeping and analysing assessment records 	Welcome back Course 7: Assessment Introductory slide – show during arrival As teachers arrive, suggest they spend a few minutes reading the background information for this module. Introduce the Gap Task Activity: Before beginning this module, let's take time to share our learnings from what we did following Module 3 when we set ourselves some improvement priorities.
2	Gap Task Feedback In pairs, discuss: • What you did for the gap task. • What you learned from it. • What you will do differently from now on.	The gap task that was set from module 2 should have been undertaken in between modules. In pairs. As one person talks, the other listens and ask questions to help dig deeper. Allow 10 minutes per person. Ask them to make notes in the gap task reflection template in their workbooks.
3	Gap Task Feedback In groups of four: • Talk about what you learned from the gap task • Note down similarities and differences in what you learned.	Join pairs to make groups of four. Ask them to talk and share their reflections and identify any similarities or differences in the learning from the gap task. Remind them to talk about what they learned and not just what they did. Encourage them to explain what they will change about their practice as a result. Encourage them to make notes in their workbook.
4	Time for a Break 	Time for a break.
5	Overview of Course 7: Assessment **Module 1: Assessment principles** This module explores the key forms, purposes and types of assessment. **Module 2: Assessment Methods** This module explores the different assessment methods appropriate for class-based formative assessment. **Module 3: Using Assessment to improve learning** This module focuses on using assessment to recognise where learning needs to be improved and designing support to meet identified needs. **Module 4: Keeping and analysing assessment records** This module explores the methods of keeping assessment records, and how they can be interpreted.	Share the overview of Course 7: Modules 1-4 This will give participants a clear view of how the modules flow.
6	Welcome to Course 7: Module 4 Keeping and analysing assessment records 	Explain that this is the third of four modules in Course 7: Assessment There will be some elements of this Course that participants are already familiar with. Explain that this Course is designed to build on professional learning from Courses 1-6.

7	By the end of today, you will be able to: • understand the requirements for keeping assessment records • analyse patterns in assessment records	There will be plenty of discussion about assessment to improve learning and you will have some key tasks to complete in your workbooks. Read through the learning objectives for the day
8	Session 1: Making and recording end-of-unit assessments  Descriptor / Identifier No Learning outcome achieved / 0 Some LOs achieved, but not sufficient for overall compliance / 1 Most LOs achieved, enough for overall compliance / 2 All LOs achieved – compliance with ease / 3	
9	Activity 1: 3-2-1 Bridge • Write down 3 words that come to mind when thinking about keeping assessment records • What are 2 questions that you have about this topic? • What is 1 simile or metaphor you could use to describe this topic? Initial Response 3 Words 2 Questions 1 Metaphor / Simile	**Activity 1** 3 2 1 Bridge visible thinking routine asks learners to: • uncover initial thoughts, ideas, questions and understandings about a topic before and after new learning has occurred. • connect these to new thinking after some exposure and research. This helps students to recognise and name their own learning and development Invite participants to work individually and reflect on what they already know about keeping assessment records. Tell them to think silently for a few moments before turning to the template in their workbook and completing the initial response section of the 3-2-1 template. After a few minutes, ask participants to turn to a partner and share their thoughts and reflections. Take the opportunity to find out what participants have written down and what questions they have about the topic. This is a useful technique for making thinking and learning visible and can be used to support student self-assessment.

10	Activity 2: Presentation In small groups, study what pages 14 – 16 of the Assessment Guidance say about keeping records of assessment. Prepare a short and informative presentation of the key points from the text. Use the 5WH questions to help structure your work.  Assessment Guidance South Sudan	**Activity 2** Ask participants to work in small groups to read pages 14 to 16 of the Assessment Guidance and discuss the key points together. Tell them to create a short, informative and interesting presentation about keeping assessment records in the South Sudan curriculum. They should be prepared to share their presentation with the wider group. Tell them to include 5WHs questions in the presentation to focus on the key points and help structure the information. Invite groups to share their presentation. What are the similarities and differences between groups? Make sure to address any misconceptions about what teachers need to do and what they don't need to do!
11	Activity 2: An overview of 'keeping assessment records' Question / What? / Where? / When? / Why? / Who? / How?	This template will be in their workbook. Allow an hour for this activity.
12	Time for a Break 	Coffee cup. Time for a break!

		Session 2
13	Session 2: Analysis of end-of-unit assessments  Descriptor / Identifier No Learning outcome achieved / 0 Some LOs achieved, but not sufficient for overall compliance / 1 Most LOs achieved, enough for overall compliance / 2 All LOs achieved – compliance with ease / 3	

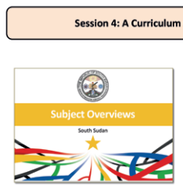
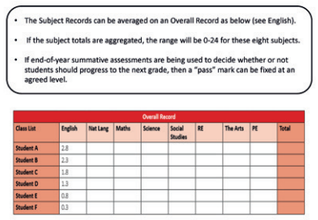
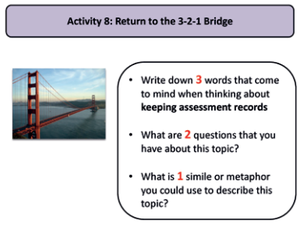
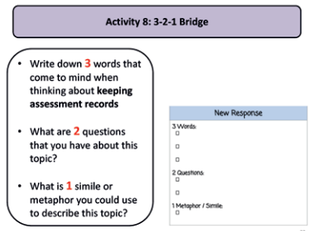
14	• Keeping detailed records of formative assessments is not appropriate • Formative assessments are ongoing, and **part of** the teaching and learning process • The **unit-by-unit** approach to record keeping is a more effective way of assessing student learning than an end of year test • Student achievement can be described using a four-point 0-3 scale KEY POINT	Reinforcing the key points from the previous session If records are kept well throughout the year, it will negate the need for end-of-year tests and enable schools to identify students who: • are doing well in one subject but not another • are doing well in one unit but not another • started off well but have not maintained their progress • are doing very well overall • need extra support or guidance
15	**Activity 3: Analysis of assessment records** Study the example of a class assessment record (next slide) and discuss what this table shows you about the progress of individual learners. As part of your analysis, make sure to consider which students: 1. are doing well in one unit but not another. 2. started off well but have not maintained their progress. 3. are doing very well overall. 4. need extra support or guidance. 5. would benefit from a more detailed analysis.	**Activity 3** Ask participants to work in small groups. After 15 minutes ask them to check their analysis with another group. Then ask one or two of the groups to read out their analysis. Did everyone come to the same conclusion? How did they arrive at their answers? Did anyone disagree? Take time to talk about any disagreements (because they should all have the same conclusion). The table for analysis is shown on the next slide and included in the participant handbook. (It is not the same as the example in the Assessment Guidance document)
16	ENGLISH Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10 Student A 2 3 2 2 2 3 3 2 3 3 Student B 3 1 3 3 2 3 3 3 3 3 Student C 2 2 2 2 2 3 2 2 3 2 Student D 3 3 2 3 2 2 3 1 2 1 Student E 0 1 0 1 2 1 2 2 2 2 Student F 1 1 0 1 0 1 0 0 1 1	Participants to record their overall analysis in their workbook Things to possibly notice: Student A – generally making good progress throughout the year Student B – had a problem with Unit 2 – why was that? Generally high-achieving throughout the year. Might further challenge be required for this student? Student C – achievement is constant. What might take this student to the next level? What are the barriers to further achievement? Student D – A good start to the year – but performance is dropping off towards the end of the year. Why is that? Student E – performance improved towards the end of the year. What are the barriers to achieving further success? Student F – Achieving very few of the Learning Outcomes. Why is this? What more can be done?

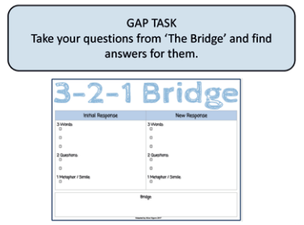
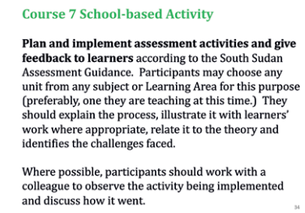
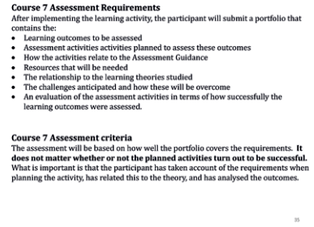
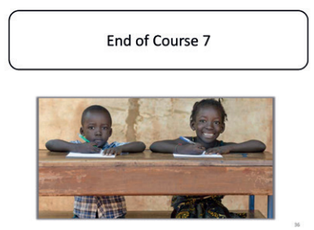
17	**Activity 4: Analysis of student performance** ENGLISH For each student: Consider how well they have been performing this year. Do you have any concerns about their performance? Why? What would you be saying to their next teacher or parent? What would be your recommendation or advice? Student A Student B Student C Student D Student E Student F	**Activity 4** Tell participants to work in groups to look in more detail at the results for the individual students and discuss the student's performance and progress over the year. For example, Student A. How successful has the year been for that student? What might their 'end-of-year report' look like? As their teacher – what would you be thinking and saying to others? What would your advice be to their next teacher and why? Which student would you be most concerned about and why? (There are lots of different possible answers here).
18	Time for a Break 	Coffee cup. Time for a break.

		Session 3
19	**Session 3: Further analysis of data**  Descriptor / Identifier No Learning outcome achieved 0 Some LOs achieved, but not sufficient for overall compliance 1 Most LOs achieved, enough for overall compliance 2 All LOs achieved – compliance with ease. 3	
20	**Activity 5:** For end-of-year summative purposes, it will be possible to add up the identifiers for each unit, then divide by the number of units to find an aggregate **score** ENGLISH Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9 Unit 10 TOTAL Student A 2 3 2 2 2 3 3 2 3 3 **2.5** Student B 3 1 3 3 2 3 3 3 3 3 Student C 2 2 2 2 2 3 2 2 3 2 Student D 3 3 2 3 2 2 3 1 2 1 Student E 0 1 0 1 2 1 2 2 2 2 Student F 1 1 0 1 0 1 0 0 1 1	**Activity 5** Explain to participants that if numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit, and dividing by the number of units. e.g. student A = score per unit/10 = 2.5. Ask participants to insert the aggregate scores in the workbook in the table. If an aggregate 'pass mark' of 1.0 was set – what would this mean for this group of students? What might the teacher need to do about this? What could happen next?

21	**Activity 5:** For end-of-year summative purposes, it will be possible to add up the identifiers for each unit, then divide by the number of units to find an aggregate **score** ENGLISH Unit 1 / Unit 2 / Unit 3 / Unit 4 / Unit 5 / Unit 6 / Unit 7 / Unit 8 / Unit 9 / Unit 10 / TOTAL Student A: 2 3 2 2 2 3 3 2 3 3 **2.5** Student B: 3 1 3 3 2 3 3 3 3 3 **2.7** Student C: 2 2 2 2 2 3 2 2 3 2 **2.2** Student D: 3 3 2 3 2 2 3 1 2 1 **2.2** Student E: 0 1 0 1 2 1 2 2 2 2 **1.3** Student F: 1 1 0 1 0 1 0 0 1 1 **0.6**	Completed answers for your information. Not in participant workbook. What might be the impact of the school setting a 'pass' mark of 1.0?
22	**Activity 6: Analysis of assessment records for mathematics** Study the assessment record for mathematics (next slide) and discuss what this table shows you about the progress of individual learners. As part of your analysis, make sure to consider which students: 1. are doing well in one unit but not another. 2. started off well but have not maintained their progress. 3. are doing very well overall. 4. need extra support or guidance. 5. would benefit from a more detailed analysis.	**Activity 6** This time, the assessment records relate to mathematics. Same group of students, but a different subject. Ask participants to work in small groups. After 15 minutes ask them to check their analysis with another group. Then ask one or two of the groups to read out their analysis. Did everyone come to the same conclusion? How did they arrive at their answers? Did anyone disagree? Take time to talk about any disagreements (because they should all have the same conclusion). The table for analysis is shown on the next slide and included in the participant handbook.
23	**Same students - mathematics** Mathematics U 1 / U 2 / U 3 / U 4 / U 5 / U 6 / U 7 / U 8 / U 9 / U 10 / TOTAL Student A: 3 3 3 3 3 3 3 2 3 3 Student B: 2 1 1 2 2 2 3 2 3 2 Student C: 2 2 2 2 2 3 2 2 2 2 Student D: 3 3 2 2 2 2 1 1 2 1 Student E: 1 2 2 2 2 2 3 3 3 3 Student F: 1 1 0 1 0 1 0 0 1 1	Ask participants to complete the analysis of these records and to discuss what they notice from these results. How does this analysis compare to the last analysis? What is this table telling them? Which students: 1. are doing well in one unit but not another? 2. started off well but have not maintained their progress? 3. are doing very well overall? 4. need extra support or guidance? 5. would benefit from a more detailed analysis?
24	Teachers taking *action* to improve learning Helping students to understand what they need to do to improve Learning outcomes Learning activity Change the lesson plan Assessment opportunity What do we do with the information? Give extra support to student	Give participants a quick reminder of the processes involved in the cycle of assessment. In these activities we are focusing on 'What do we do with the information?' and there are always many possible ways to respond to that question – how we give extra support for the student; how we change the lesson plan – or maybe how we improve the way we deliver the lesson plan; and how we help students understand what they need to do to improve.

25	**Activity 7: Student D Profile** Use the assessment data you have to create a detailed profile of achievement for Student D. • Describe their progress and achievement over the year. • What patterns or trends do you notice in their achievement and what might this suggest to you as their teacher? • What questions do you have about Student D? • What would you do next and why might it be necessary to keep additional assessment notes about Student D? 	**Activity 7** Read the slide through and ask participants to use their professional judgement in creating a profile for Student D. Remind them that they are working with very little data about student D and that there is clearly no right answer. What we are looking for are good questions as well as possible answers! Remind them of the previous slide in terms of what teachers are able to do with assessment data! Ask participants to work in small groups. After 10-15 minutes ask them to pair with another group and share their conclusions. Is there any similarity in what participants are saying? Are they coming to similar conclusions? What is their rationale for saying what they believe to be the case?
26	**Activity 7a: Student F Profile** Use the assessment data you have to create a detailed profile of achievement for **Student F.** • Describe their progress and achievement over the year. • What patterns or trends do you notice in their achievement and what might this suggest to you as their teacher? • What questions do you have about **Student F?** • What would you do next and why might it be necessary to keep additional assessment notes about **Student F?** 	**Activity 7a** If time allows – create a profile for this student. It is likely to be a very different profile to Student D
27	• This unit-by-unit approach is a more effective way of assessing students' learning than an end-of-semester or end-of-year test. • This form of "continuous assessment" also has the advantage of emphasising to students the importance of each unit. 	
28	Time for a Break 	Coffee cup. Time for a break

		Session 4
29		
30		Explain this slide to participants – the compilation of the subject records to create an overall curriculum record. This is explained on p16 of the Assessment Guidance. Allow participants some time to discuss this table in their groups – what do they think about this approach? Is it something that they are familiar with? Do they have any questions, thoughts, or suggestions?
31		**Activity 8** Having shared new information with participants about assessment records, they should do another 3-2-1 activity. Without looking at their last responses, ask the participants to write a new set of 3-2-1s. Just like the first round, once they have written down their ideas, you can have them again share with a partner, group, or the class.
32		After a few minutes, ask participants to turn to a partner and share their thoughts and reflections. Take the opportunity to find out what participants have written down and what NEW questions they have about the topic. How has their thinking changed and developed with new information? Have them compare the differences in the responses and consider why their thinking on this topic may have changed.

		Session 4
33		
	Asessment	Read through this description of the Assessment task for this course. Ask teachers to look at it in more details in their Background Information.
	Asessment	The important thing here is that it is not the OUTCOME of assessments that are important, but the process teachers go through to implement assessments.
34		
35		
36		Closing slide. That's it – time to go home!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MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
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