

CPD QTS MATERIALS

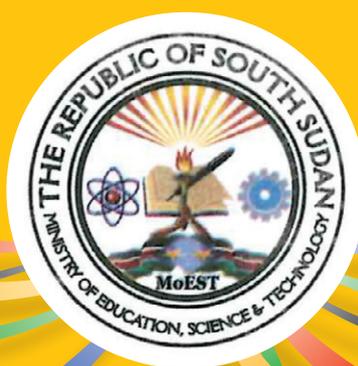
Workbook for Teachers

Part Time In-Service QTS Programme
Professional Studies

Course 7: Assessment

(5 days, 1 Credit)

South Sudan



Contents

Module 1: Assessment Principles	p3
This module explores the key forms, purposes and types of assessment.	
Module 2: Assessment Methods	p25
This module explores the different assessment methods appropriate for class-based formative assessment.	
Module 3: Using Assessment to Improve Learning	p43
This module explores the different ways of using assessment to improve learning.	
Module 4: Keeping and Analysing Assessment Records	p63
This module explores the methods of keeping assessment records and how they can be interpreted.	

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 types of assessment.

This module explores the key forms, purposes and types 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Appreciate the value of democracy to informing decision 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.

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.

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 than 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.	<p>Example</p> <ul style="list-style-type: none"> Know the effects of human activity on climate and the possible results of climate change <i>Do they know the effects of human activity On climate change?</i> <p>This form of assessment is considered much more valid and valuable than written tests.</p>

Using assessment as an approach to making learning visible

KWL Example

K	W	L
What I know Introduce the topic and brainstorm with the class. Note down responses.	What I want to know Record any questions the class has about the topic and/or turn textbook subheadings into questions.	What I learned After reading or listening record what students say they have learned. Note any W questions that were answered.

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

Activity 1

Gap Task (Course 6: Module 5)

In pairs, discuss:

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.		

Activity 2

Gap Task (Module 2)

What did you learn from the gap task?

Talk to your group and then note down similarities and differences in what you learned.

Similarities	Differences

Session	Module 1: Principles of Assessment
1	Session 1 Notes: Understanding assessment and the three forms of learning Gap Task Feedback

This module is focused on understanding how learning is presented in the new syllabus and the implications for assessment.

By the end of today, you will:

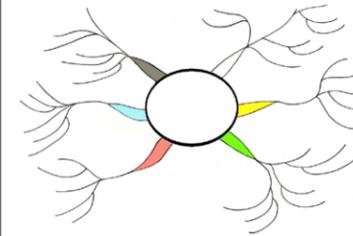
- understand the distinction between the three different forms of learning and know how they are connected to new syllabus learning outcomes
- know how to design and plan assessment activities that address learning in the form of knowledge and understanding, and skills
- understand the importance of using assessment to make learning visible and leave with a gap task designed to do just that

Key points

- In the new curriculum, each syllabus unit sets out the expected **“Learning Outcomes”** for that unit.
- These ‘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.**
- You will draw on the learning you did in previous modules about forms of learning

Activity 1: What does assessment mean to you?

Work with a partner to create a mind-map of words and phrases you associate with ‘assessment’.



Activity 2: Different forms of learning. Write KU, S, or A in the right-hand column of the table.

Work in pairs to decide which Learning Outcomes are **Knowledge and Understanding**, which are **Skills**, and which are **Attitudes**

	Learning Outcomes: Primary 5 Social Studies Unit 2: Physical Features and Climate Change	K&U, S,A
1	Respect and protect the range of environments familiar and unfamiliar to you	
2	Draw and label maps that show physical features in Africa and other continents	
3	Collect and interpret evidence that demonstrates a change in climate in Africa	
4	Predict the effects of climate change	
5	Know the effects of human activity on climate and the possible results of climate change	
6	Use a range of resources to investigate physical features and related processes	
7	Appreciate the beauty of physical features in South Sudan	
8	Understand the processes leading to the formation of the key physical features of South Sudan and Africa	

14

Notes from Session 1

Session	Module 1: Principles of Assessment
2	Session 2 Notes: The different approaches to assessing learning.

This session focuses on the different approaches teachers need to take to assess the different forms of learning. It draws on Bloom's Taxonomy to explain how different assessment activities, tasks and challenges are set to find out what students have learned.

Key points:

- The new curriculum sets new expectations for learning
- A shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and understanding requires a different approach to assessment
- The role of the teacher in assessment therefore becomes much more important
- There is not only one way that students can show they have been successful

Activity 3: Different forms of learning require different approaches to assessment

Assessing knowledge, understanding and skills

Knowledge: assessing against **knowledge** based Learning Outcomes, teachers will typically present a task or activity that begins with the lower order Blooms' Taxonomy verbs including *state, name, list, describe, label, write, recall* etc

Understanding: when assessing students' **understanding**, teachers will typically ask students to *explain, compare, predict, outline...*

Skills: when assessing **skills**, teachers will set students relevant mental or physical tasks or challenges connected to the Learning Outcome in ways that assess a *student's ability to carry out, perform, investigate ...*

"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

Look at this example Unit from Science Primary 6

Read the quote from Huba and Freed 2000 and remember that assessment is about finding out what students have learned.

Remember too:

It is not always necessary for the learner to demonstrate such a range of successes within one piece of work, but we are promoting the idea here that getting the 'answer right' is only half of the story when it comes to learning. The process involved in creating a piece of work is often as important as the answer itself. It is also the case that there are often a number of different products that can be produced across a class, all of which could reach the same learning outcome. There is not always only one way to be successful! (p6 Assessment Exemplification)

Imagine that you have taught your class the section about food types and the importance of a balanced diet:

'Learners should investigate the types of food and understand the importance of a balanced diet. They should understand that a balanced diet of carbohydrates, fats, proteins, minerals, and vitamins is essential.'

Reflecting on what you have learned so far about different approaches to assessment, work with a partner to create some interesting activities that will effectively assess the students' achievement against each of the relevant Learning Outcomes:

Learning Outcome (KU,S,A)	What will you do to find out what students have learned? Task, activity, challenge?	What will give you confidence that the Learning Outcome has been successfully achieved?
<ul style="list-style-type: none"> Know the food types 		
<ul style="list-style-type: none"> Understand the importance of a balanced diet 		
<ul style="list-style-type: none"> Investigate the importance of a balanced diet (skill) 		
<ul style="list-style-type: none"> Enjoy feeding on a balanced diet (attitude) This is an attitude – we haven't covered attitudes yet. But have a go! 		

Read through the Unit. There is useful information here to help you with designing the assessment tasks.

Science Primary 6	Unit 1: Keeping Ourselves Healthy
<p>Learn about</p> <p>Learners should discuss, explain, investigate in groups the causes of drug abuse and its impact on life and produce group and individual written work. Some chemicals do specific things to our bodies such as Aspirin relieves pain. However other chemicals can be harmful and children need be to be aware of their dangers.</p> <p>Learners should understand the nature of changes occurring in humans at puberty, (sexual relationships, sexual intercourse, conception, pregnancy, child birth, and contraception). Through observation, measurement, and discussions they should identify the physical changes that take place within young people as they become sexually mature and how changes differ between boys and girls. They must know about the reproductive parts of both males and females. They should also understand when married people have sexual intercourse, fertilization takes place, conception follows and the woman is pregnant. They should know how the woman carries the pregnancy and when the child is expected to be born. During puberty their bodies are active and energetic and produce sweat to help cooling. Therefore special personal hygiene is important.</p> <p>Learners should investigate the types of food and understand the importance of a balanced diet. They should understand that a balanced diet of carbohydrates, fats, proteins, minerals, and vitamins is essential.</p>	<p>Key inquiry questions</p> <ul style="list-style-type: none"> Why are cases of drug abuse common in youth? How can we identify the impacts of drug abuse in our lives? How can drug abuse be controlled? Why are there physical changes between boys and girls at puberty? Why should the boys and girls at puberty require special personal hygiene? How would you know if a food contains necessary nutrients for health? Why is balanced diet important in life?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand the nature of changes occurring in humans at puberty Explain the causes of drug abuse and its impacts on life Know the food types and understand the importance of balance diet 	<ul style="list-style-type: none"> Investigate the causes of drug abuse and its impacts on life Observe the physical changes at puberty Investigate the importance of a balanced diet 	<ul style="list-style-type: none"> Appreciate the proper use of drugs Show the curiosity when conducting the investigation on drug abuse Appreciate the changes that occur in their bodies Enjoy feeding on a balanced diet
<p>Contribution to the competencies: <u>Critical and Creative thinking:</u> by conducting investigations on drug abuse <u>Co-operation and Communication:</u> team work</p>		

Session	Module 1: Different Types of Assessment																									
3	Session 3 Notes: The different approaches to assessing learning.																									
<p>Session 3 Notes: Different types and purposes of assessment</p> <p>Key points:</p> <ul style="list-style-type: none"> Assessment is the process of finding out what students have learned Teachers need to plan for a range of assessment activities depending on what they need to find out and the purpose of the assessment Teachers carry out assessments all the time as a natural part of their teaching Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process 																										
<p>Activity 4: Use the Assessment Guidance document to help you complete the table</p> <table border="1"> <thead> <tr> <th>Type of assessment</th> <th>Description and purpose</th> <th>Example and value</th> </tr> </thead> <tbody> <tr> <td>Formative assessment</td> <td></td> <td></td> </tr> <tr> <td>Summative assessment</td> <td></td> <td></td> </tr> <tr> <td>Criterion-referenced</td> <td></td> <td></td> </tr> <tr> <td>Norm-referenced</td> <td></td> <td></td> </tr> <tr> <td>School-based teacher assessment</td> <td></td> <td></td> </tr> <tr> <td>Examinations and tests</td> <td></td> <td></td> </tr> <tr> <td>Authentic assessment</td> <td></td> <td></td> </tr> </tbody> </table>			Type of assessment	Description and purpose	Example and value	Formative assessment			Summative assessment			Criterion-referenced			Norm-referenced			School-based teacher assessment			Examinations and tests			Authentic assessment		
Type of assessment	Description and purpose	Example and value																								
Formative assessment																										
Summative assessment																										
Criterion-referenced																										
Norm-referenced																										
School-based teacher assessment																										
Examinations and tests																										
Authentic assessment																										

Reflect on your current assessment practice. Given what you have learned about the different types and purposes of assessment, make a note of what you will KISS in your classroom practice...

Keep doing?		
Improve?		
Start doing?		
Stop doing?		

Session	Module 1: Principles of Assessment
4	Session 4 Notes: The different approaches to assessing learning.
<p>This session introduces the K,W,L strategy as an assessment tool for finding out what is going on in the learner's brain</p> <p>Key points</p> <ul style="list-style-type: none"> • 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 • Assessment is integral to the teaching and learning process 	
<p>Before the next session, have a go at using KWL as a useful tool for assessing learning.</p> <p>Follow the four-step process and remember to use the tool before teaching/introducing a new topic, idea, or piece of learning. Come back prepared to share what you learned from the experience.</p> <p>Questions/Notes on how I will do this:</p>	

Activity 5: Reflection on the day. Make some notes in the table below

 Any other key points?		
 What makes you say this?		
 Any more?		
 What makes you say this?		
Write down anything you want to remember		





Module 2: Assessment Methods

This module explores the different assessment methods appropriate for class-based formative 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. <ul style="list-style-type: none"> • Activity 1 – <i>What's the question? (more than one way to demonstrate success)</i> • Activity 2 – <i>Using '5 WH' as a framework to present the nature and importance of triangulation.</i>
2	Slides – Gathering evidence of successful learning <ul style="list-style-type: none"> • Activity 3 – <i>Exploring the relationship between Learning Outcomes and the process of triangulation (observation, conversation, products)</i>
3	Slides – Testing and using success criteria to assess learning <ul style="list-style-type: none"> • Activity 4 – <i>Conduct a SWOT analysis for 'Tests'</i> • Activity 5 – <i>Using the SS Assessment Exemplars to identify the sort of learning that is expected in order to meet the Learning Outcomes</i>
4	Slides – Understanding South Sudan Examination papers <ul style="list-style-type: none"> • Activity 6 – <i>Working in pairs or small groups to study the sample Examination Papers for Primary 8</i> Slide: Gap Task <ul style="list-style-type: none"> • 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.

The validity and reliability of assessment

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**).

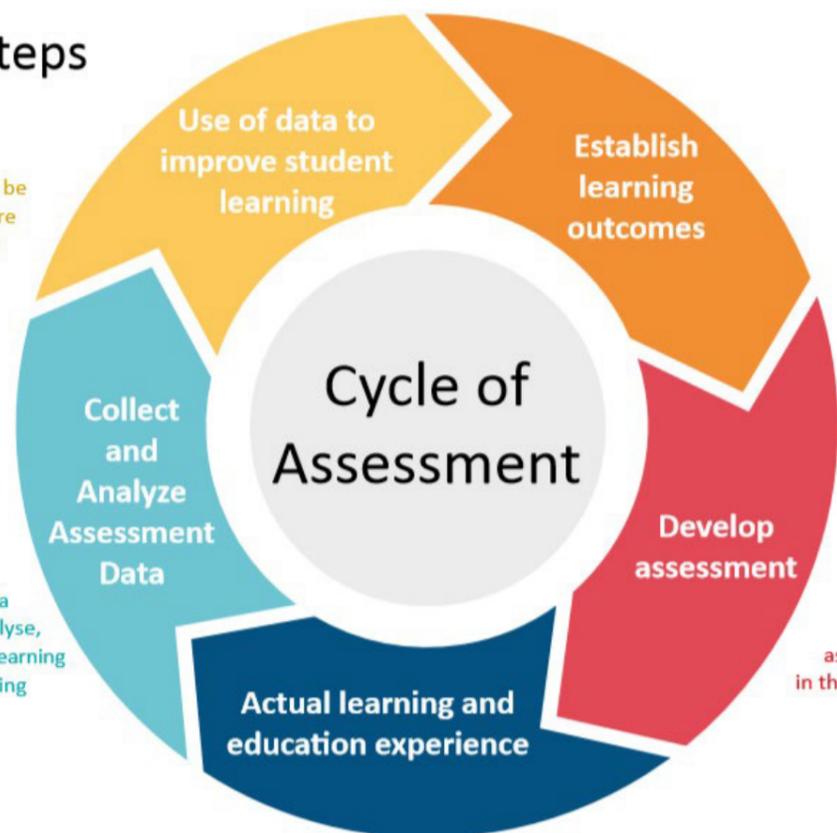
Conversation: asking questions and talking to students (good for assessing **knowledge** and **understanding**).

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’.

The five steps

What changes need to be made to plans for future teaching and learning?

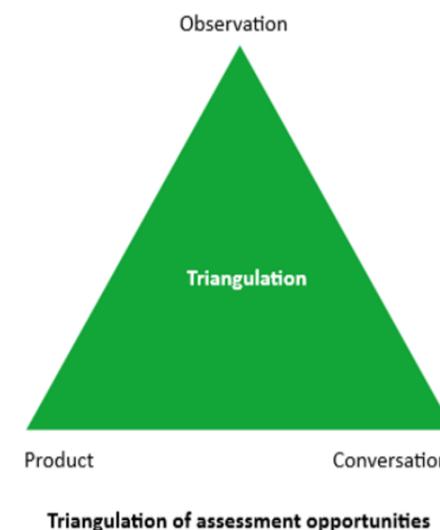


Find these listed in subject overviews and units of work.

Look for examples of assessment opportunities in the ‘Learn About’ sections of the units of work.

Develop robust recording systems to collect assessment data that enable you to analyse, compare and evaluate learning against expected learning outcomes.

Be ready to assess alongside students where possible.



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	
<ul style="list-style-type: none">Listen with comprehension to a talk on drug abuse and understand the key pointsGive a presentation fluently on this topic, arguing their case convincinglyRecognise 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.

Activity 1

Gap Task (Module 1)

In pairs, discuss:

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.		

Activity 2

Gap Task (Module 1)

What did you learn from the gap task?

Talk to your group and then note down similarities and differences in what you learned.

Similarities	Differences

Session	Module 2: Methods of Assessment
1	This session considers your learning from the gap task and sets the context for how teachers make professional judgements about their students' learning. We will examine the process of triangulation as a way of doing this.

Key points

- In the new curriculum, each syllabus unit sets out the expected **“Learning Outcomes”** for that unit.
- The most effective formative assessments are “**criteria-referenced**” where learning is assessed against a specific criterion
- The ‘Learning Outcomes’ provide the **criteria by which the assessments can be made**
- Formative assessments are ongoing, and **part** of the teaching and learning process
- You will draw on the learning you did in previous modules about principles of assessment

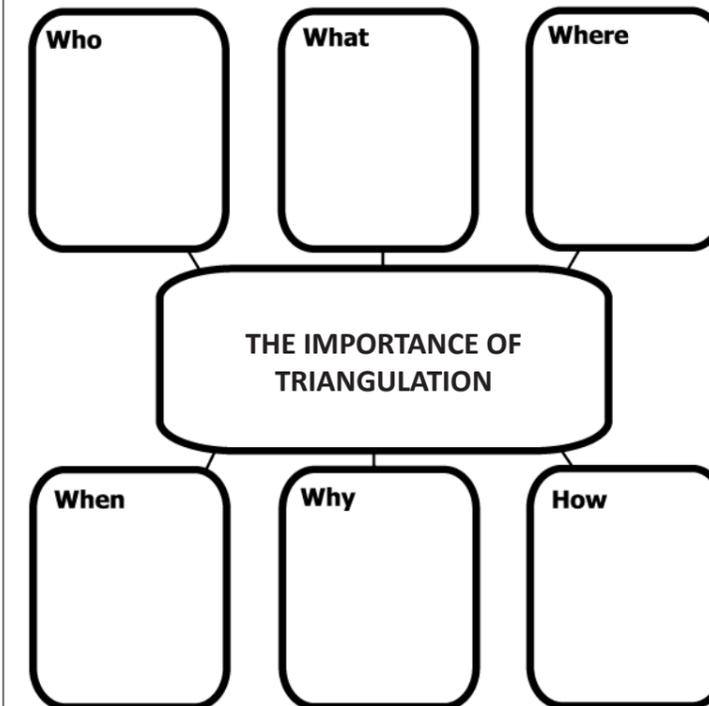
Activity 1: What’s the question?

There are two questions to answer here. Answer the first one individually and the second one with a partner.

Use a blank page in your workbook to write down your responses.

Activity 2: Using the Assessment Guidance and Assessment Exemplification, work in small groups to make an informative and interesting presentation that explains the nature and importance of triangulation.

Use the “5 W’s + H” to help you plan and present the information



Notes from Session 1

Session **Module 2: Methods of Assessment**

2 Session 2 Notes: Gathering evidence of successful student learning.

This session takes Learning Outcomes from the new curriculum and identifies what observations, and conversations would be made by the teacher, and what 'product' might be made by the learner as part of the assessment process.

Key points:

- The role of the teacher in assessment is important in planning for and conducting assessment for learning
- Assessments are valid when teachers triangulate their judgements about success
- There is not only one way that students can show they have been successful
- You need to look at and use the examples provided in the **Assessment Exemplification**
- For the activity you need to reference Science Primary 8 Syllabus/Unit 1 and the Science Primary 8 Learner Book pages 1-18

Activity 3: Identifying assessment opportunities in relation to Learning Outcomes

Triangulation Examples

Subject: Science Year: P6
 Unit: Keeping Ourselves Healthy
 Textbook page: 17
 Learning Outcome - Knowledge and Understanding:
 Explain the causes of drug abuse and its impacts on life.
 Textbook activity description: Activity 1.1

1. Observe the pictures below. Can you identify the drugs? Where have you seen them? Are they good or bad for your health? Are they legal or outlawed?
2. Discuss in groups the meaning of drug, types of drug and drug abuse.
3. Make a list of some other drugs that you know are being abused in society.

Observation
 Observe how well learners engage with the details in the picture and the questions relating to this topic. During their presentation, observe how fluently they are able to describe different influences and behaviours that lead to drug abuse. Listen carefully to responses from other groups to presentations – are their questions relevant?

Activity
 In this activity, learners should discuss what they already know about health, including what they learnt in PS during their topic on health and hygiene. Learners should talk about the drugs represented in the picture and explain to others what they already know about the effects of these drugs and their uses. Learners should talk about how drugs can be abused, what the common causes are of drug abuse and how drug abuse could be prevented. Learners should read what they can access on the internet about the impacts of drug abuse on health, well-being and communities. They should speak with a health visitor, nurse or doctor, if possible, to gain a deeper understanding of the impacts of drug use and drug abuse on the body.

Conversation
 Ask learners to explain which drugs they think are represented in the picture. Ask them to explain what they think the effects of these drugs are on the body and how they can be harmful and/or helpful. In conversation, ask learners to describe why they think knowing about drug abuse is important. Ask them to explain what they think the key messages should be in their community to help people avoid drug abuse. Ask learners to prepare a short presentation in pairs to explain what they think leads to drug abuse. Responses from other pairs of learners should focus on how this abuse could be avoided.

Product
 Learners could produce a leaflet or poster in relation to this topic for the school and/or community. Assess the clarity of their message and the use of key vocabulary. Does the poster or leaflet provide useful, accurate and relevant advice?

Look at this example from the Assessment Exemplification.

Notice how the activity connects to the Learning Outcome and the relationship with the observation, conversation and product.

Working in pairs, your task is to create your own example using the Learning Outcomes from Science Primary 8 Unit 1 and the activities from the Science Primary 8 Learner Book (p1-18) to describe the activity and to identify what observations and conversations you would make as the teacher, and what 'product' would be made by the learner.

Use the blank pages in your workbook to draw this out.

Remember:

It is not always necessary for the learner to demonstrate such a range of successes within one piece of work, but we are promoting the idea here that getting the 'answer right' is only half of the story when it comes to learning. The process involved in creating a piece of work is often as important as the answer itself. It is also the case that there are often a number of different products that can be produced across a class, all of which could reach the same learning outcome. There is not always only one way to be successful! (p6 Assessment Exemplification)

Notes from Session 2

Session	Module 2: Methods of Assessment
3	Session 3 Notes: Using tests and other success criteria to assess learning.

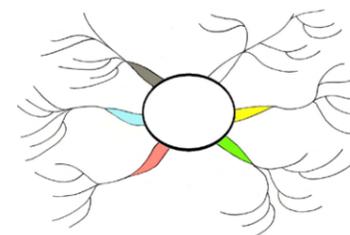
Key points:

- Teachers carry out assessments all the time as a natural part of their teaching
- Success criteria help teachers answer the question 'How do we know that learning outcomes have been achieved?' It is important that these criteria are clear and understood by teachers and their students.
- Tests devised by teachers are neither a valid nor reliable form of assessment

Activity 4: Think about testing as a form of assessment. Use a blank sheet in your workbook to complete a SWOT (strengths, weaknesses, opportunities, threats) analysis. You can draw a simple table like this:

Strengths	Weaknesses
Opportunities	Threats

Activity 5: Work in pairs or a small group to study and discuss the eleven South Sudan Assessment Exemplars. Looking at the examples, work with a partner or small group to answer the following questions. Record your ideas and suggestions in the form of a mind-map on a blank page in your workbook.



Be prepared to share some of your findings with other group members.

- 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?

Notes from Session 3

Session	Module 2: Methods of Assessment
4	This final session explores how South Sudan examination papers are designed and examines the types of expectation required for questions on the sample papers.

Key points:

- South Sudan examination papers are designed to assess the higher-order processes
- You will need access to the (five) different sample examination papers for Primary 8.

In the South Sudan examinations, a student's Depth of Knowledge (DoK) is assessed in relation to four different levels:

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

Activity 6: Work in pairs or a small group to study the Sample Examination Papers for Primary 8.

Relate these to the Examination Specifications and Blueprints.

Make a note of the expectations for each question (item) on the sample papers.

Notes from Session 4

MODULE 2 GAP TASK: 5WH

The 5WH technique is a useful tool for teachers in many ways. It can be used to check knowledge and understanding, for example, when students are asked to recall or describe the events in a story or news report. It can be used to help students scaffold their own writing, storytelling, accounts of history/scientific discovery or reports.

Before the next session, have a go at using 5WH with your students as a useful way of encouraging them to ask questions and 'dig deeper' in a quest for further understanding.

For example: choose an interesting image and topic from one of the student textbooks and ask them to try and examine what they see using the 5WH questions. Encourage them to be as challenging with their questions as possible!

As you will see in the example below, it's not an exact science – but a tool designed to encourage questioning for deeper thinking. It also gives teachers valuable insight into what their students are thinking and learning!

Plants' dependence on animals (Primary Science 8 Learner Book)



What	What part of the plant produces pollen?
Where	Where do the flies go after they have visited the plants?
Who	Who (or in this case what) benefits from this activity?
When	When do most insects visit plants?
How	How does the Venus fly trap digest its victims?

Come back prepared to share what you learned from the experience.

Questions/Notes on how I will do this:

MODULE 2: REFLECTION

Given what you have learned today about different methods of assessment, make a note of what will you KISS in your classroom practice...

Keep doing?		
Improve?		
Start doing?		
Stop doing?		



Module 3: Using Assessment to Improve Learning

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

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 <ul style="list-style-type: none"> • <i>Activity 1 – What is the question?</i> • <i>Activity 2 – How learning is organised in the Early Childhood Development curriculum and the implications for assessment</i>
2	Slides- Using the 'Learn About' section of the new curriculum – value and purpose <ul style="list-style-type: none"> • <i>Activity 3 – Understanding Learning Outcomes in the primary syllabus – a deeper meaning</i> • <i>Activity 4 – Assessing Learning in the primary syllabus</i>
3	Slides – How do we use Assessment Information/completing the cycle of assessment? <ul style="list-style-type: none"> • <i>Activity 5 – Different ways to use assessment to improve learning</i>
4	Slides – Feedback – helping students understand what they need to do to make progress and improve <ul style="list-style-type: none"> • <i>Activity 6 – Reflection – receiving good feedback</i> • <i>Activity 7 – Practise giving effective feedback to students using four quality criteria</i> Slide: Gap Task <ul style="list-style-type: none"> • Students putting into practice three improvement priorities identified from today's session.

Resources

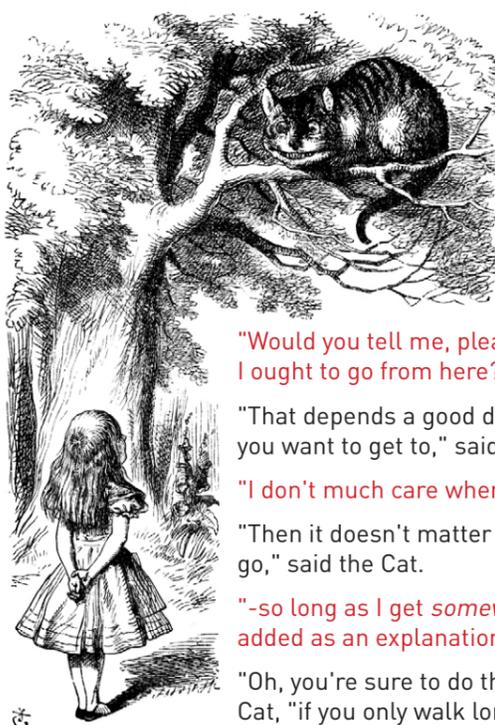
- Curriculum Framework
- South Sudan Subject Overviews (ECD)
- Assessment Guidance
- Assessment Exemplification
- Selection of primary syllabuses

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.

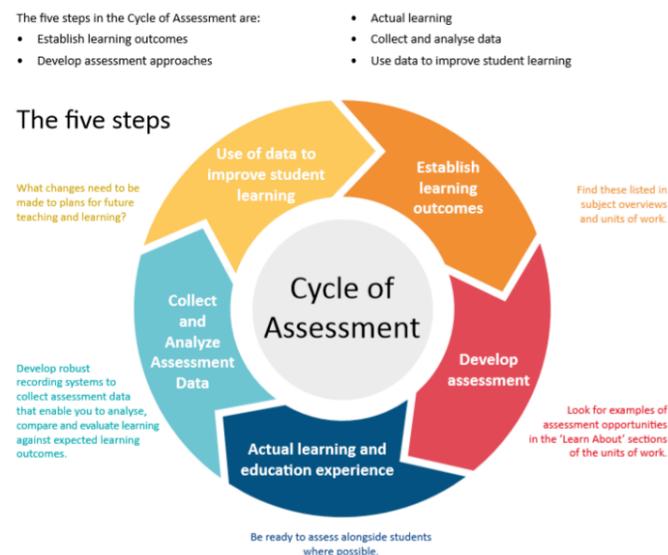
"Then it doesn't matter which way you go," said the Cat.

"-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.



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:

Benefits of Learning Outcomes for Teachers	
Effective course design	• By keeping learning outcomes front and center, teachers can develop courses in which all aspects of the course, including learning activities and assessments, support what they want students to learn <i>(a)</i> .
Effective assessment of learning	• Clear expectations make it easier to evaluate students' progress and ensure that assessments are targeting the appropriate level of knowledge or skill <i>(a, b)</i> .
Better time management	• Well-defined learning outcomes simplify difficult decisions about what content to include and what to omit when preparing lessons and assessments <i>(b, c)</i> .
Improved communication	• Teachers can use learning outcomes to have explicit and constructive dialogues with students about the course and their learning, and with colleagues about the expectations of courses <i>(b)</i> .
Improved teaching experience	• Teachers who use learning objectives report less anxiety, more confidence interacting with students, and use more diverse teaching and assessment approaches <i>(b, c)</i> .

[a] Wang, X., Su, Y., Cheung, S., Wong, E., & Kwong, T. (2013). An exploration of Biggs' constructive alignment in course design and its impact on students' learning approaches. *Assessment and Evaluation in Higher Education*, 38, 477-491.
[b] Simon, B., & Taylor, J. (2009). What is the value of course-specific learning goals? *Journal of College Science Teaching*, 39, 52-57.
[c] Reynolds, H. L., & Kearns, K. D. (2017). A planning tool for incorporating backward design, active learning, and authentic assessment in the college classroom. *College Teaching*, 65, 17-27.
Created by Sara M. Fulmer

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 questioning 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 by ‘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.

Is learning and assessment the same for our youngest learners?

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 through 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.

Deciding what ‘successful learning’ for students looks like

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.

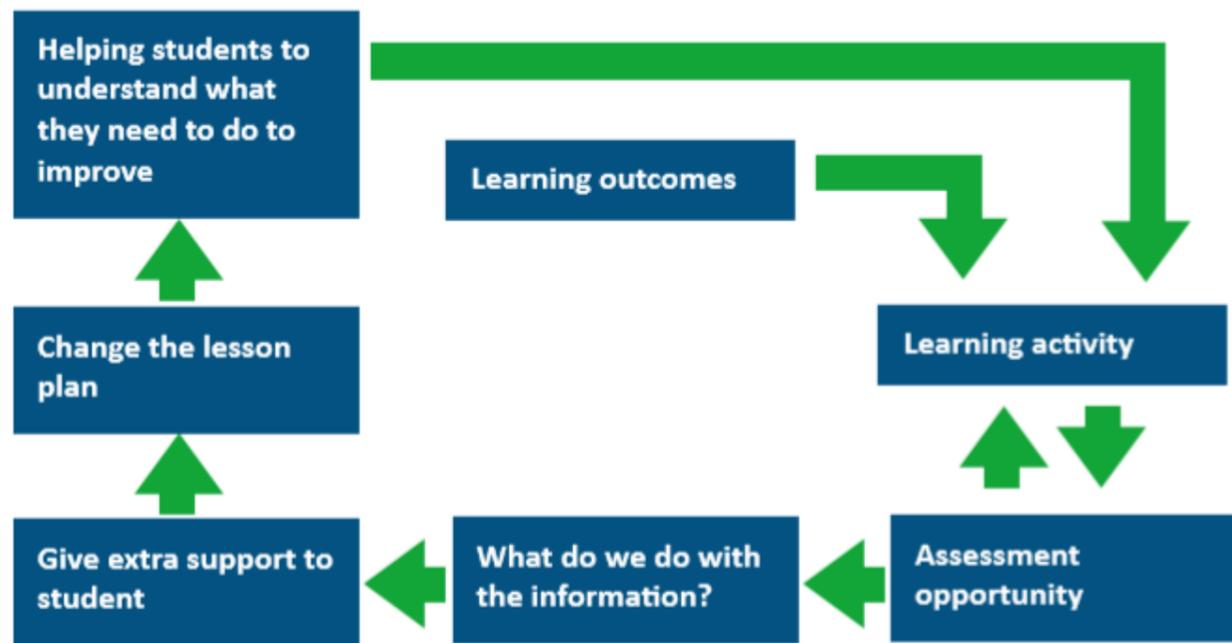
To determine the success criteria for a learning task or activity, teachers should look at both the Learning Outcomes and the “Learn About’ sections of the syllabus units. The Learn About sections describe in more detail the learning that is expected in relation to the Learning Outcomes and include reference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

Encouraging Specific Immediate Honest Actionable

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	
<p>During this unit, students should develop an awareness of the range of land formations in South Sudan that shape its identity (<i>rift valleys, mountains, rivers and plains</i>). 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 (<i>farming construction, waste, settlement and agriculture</i>). 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 its 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.</p>	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	
<p>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.</p>	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Activity 1

Gap Task Module 2: Using the 5WH tool to scaffold and assess learning

In pairs, discuss:

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.		

Activity 2

Gap Task (Module 1)

What did you learn from the gap task?

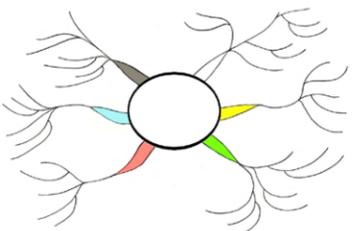
Talk to your group and then note down similarities and differences in what you learned.

Similarities	Differences

Session	Module 3: Using Assessment to Improve Learning
1	This session considers your learning from the Module 2 gap task and sets the context for the sessions ahead. We will revisit some of the main learning constructs of the new curriculum and this time emphasise the relevance to using assessment data to improve learning.
<p>Key points</p> <ul style="list-style-type: none"> In the new curriculum, each syllabus unit sets out the expected “Learning Outcomes” for that unit. The most effective formative assessments are “criteria-referenced” where learning is assessed against a specific criterion The ‘Learning Outcomes’ provide the criteria by which the assessments can be made Formative assessments are ongoing, and part of the teaching and learning process There are some similarities and some differences between the Early Years Development curriculum and other South Sudan syllabuses You will draw on the learning you did in modules 1 and 2 about principles of assessment and assessment methods 	
Activity 1: What’s the question?	
Activity 2: Learning and the ECD	
Notes from Session 1	

Session	Module 3: Using Assessment to Improve Learning
2	This session examines the importance of the Learning Outcomes and the Learn About sections of the new curriculum in helping teachers determine success criteria and assessment opportunities.
<p>Key points:</p> <ul style="list-style-type: none"> To assess for learning, teachers need to be clear about what good, or successful learning looks like Success criteria help teachers answer the question 'How do we know that learning outcomes have been achieved?' It is important that these criteria are clear and understood by teachers and their students. The Learn About sections help teachers determine success criteria for the Learning Outcomes and identify opportunities for observation, conversation, and product assessment. 	
<p>Activity 3: Examining the connection between Learning Outcomes and the Learn About section: Identifying success criteria (what good learning looks like) and assessment opportunities.</p>	
<p>Activity 4: Assessing against a Learning Outcome</p>	

Learning Outcome SS Pr 5 Unit 2	Success criteria The features and qualities which a teacher wants to see in a student's response to the task or instruction	Method: conversation, observation and/or product	Context for assessment
Understand the processes leading to the formation of the key physical features of South Sudan and Africa		Remember to use verbs for assessing <u>understanding</u> : e.g. <i>Explain, Compare, Contrast, Outline</i>	
Notes from Session 2			

Session	Module 3: Using Assessment to Improve Learning
3	This session focuses on examining how teachers use assessment data and information to complete the assessment cycle.
<p>Key points:</p> <ul style="list-style-type: none"> • Teachers can use assessment data in many ways to improve learning • Data can be used to: <ul style="list-style-type: none"> - amend programmes or teaching approaches where necessary - identify students who need support - enable students to understand what they have to do to improve 	
<p>Activity 5:</p> 	
<p>Notes from Session 3</p>	

Session	Module 3: Using assessment Data to Improve Learning
4	This final session focuses on the importance of giving high quality feedback to students about their learning and how to improve it.
<p>Key points:</p> <ul style="list-style-type: none"> • Effective feedback: <ul style="list-style-type: none"> - enables students to realise where they are in relation to the “learning outcomes” and the success criteria of a learning task or activity - clarifies misunderstandings, and fills gaps in learning - helps students to understand what they have done well • Feedback should always be: Encouraging, Specific, Immediate, Honest, Actionable 	
<p>Activity 6:</p>	
<p>Activity 7:</p>	

Notes from Session 4

GAP TASK

My three priorities and notes on how I will do this.





Module 4: Keeping and Analysing Assessment Records

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

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	<p>Gap Task Feedback (Students putting into practice three improvement priorities identified from Module 3).</p> <p>Slides – Making and recording end-of-unit assessments</p> <ul style="list-style-type: none"> • <i>Activity 1 – 3-2-1 Bridge (visible thinking routine)</i> • <i>Activity 2 – Presentation – keeping assessment records (5WH)</i>
2	<p>Slides- Analysis of end-of-unit assessments</p> <ul style="list-style-type: none"> • <i>Activity 3 – Subject unit analysis (English)</i> • <i>Activity 4 – Interpretation of data</i>
3	<p>Slides – More detailed analysis of data</p> <ul style="list-style-type: none"> • <i>Activity 5 – Aggregation of data</i> • <i>Activity 6 – Subject unit analysis (mathematics)</i> • <i>Activity 7 – Interpretation of data</i>
4	<p>Slides – Curriculum (overall) record of data</p> <ul style="list-style-type: none"> • <i>Activity 8 – Reflection and Back to the Bridge!</i> <p>Gap Task: Researching and finding answers to questions from the Bridge exercise</p>

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

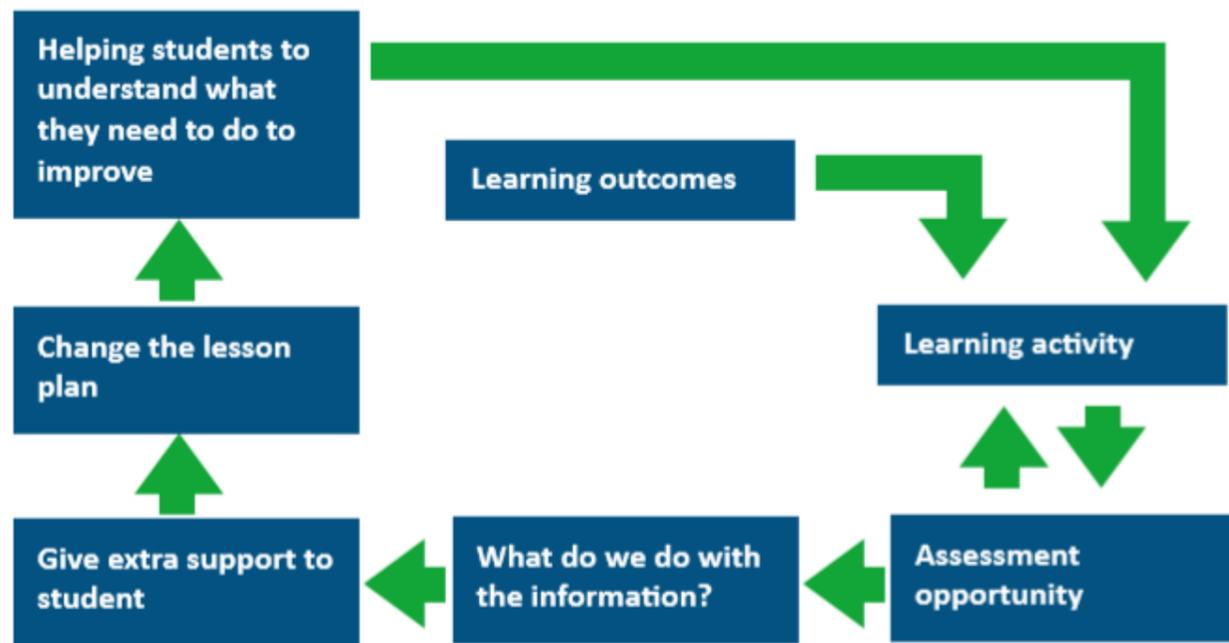
or end-of-year test. This form of "continuous assessment" also has the advantage of emphasising to students the importance of each unit.

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.

3-2-1 Bridge	
Initial Response	New Response
3 Words: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3 Words: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 Questions: <input type="checkbox"/> <input type="checkbox"/>	2 Questions: <input type="checkbox"/> <input type="checkbox"/>
1 Metaphor / Simile: <input type="checkbox"/>	1 Metaphor / Simile: <input type="checkbox"/>
Bridge:	

Adapted by Alice Vigners 2017

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 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.

Activity 1

Gap Task from Module 3: Using assessment to improve learning (three priorities)

In pairs, discuss:

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.		

Activity 2

Gap Task (Module 1)

What did you learn from the gap task?

Talk to your group and then note down similarities and differences in what you learned.

Similarities	Differences

Session	Module 4: Keeping and Analysing Assessment Records
1	This session considers your learning from the Module 3 gap task and sets the context for the sessions ahead. We will study in detail pages 14 – 16 of the Assessment Guidance about keeping records of assessment.
Activity 1: 3-2-1 Bridge	
Activity 2: Notes for presentation 5WH	
Notes from Session 1	

Session	Module 4: Keeping and Analysing Assessment Records
2	This section focuses on the analysis of subject-based assessment data and the approaches that teachers might take to interpret that data.
Key points: <ul style="list-style-type: none"> • Formative assessments are ongoing, and part of the teaching and learning process • Keeping detailed records of formative assessments is not appropriate • 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 identified using a four-point 0-3 scale (identifiers) 	
Activity 3: (See English table above)	
Activity 4: Interpretation of data	
Notes from Session 2	

Session	Module 4: Keeping and Analysing Assessment Records
3	This session focuses on how teachers can use aggregated data to create overall records of achievement. It looks at data analysis in more detail and re-examines the importance of 'completing the assessment cycle'.
Key points: <ul style="list-style-type: none"> • The unit-by-unit approach to assessing student data has the advantage of emphasising to students the importance of each unit • The cycle of assessment will only be complete if the information gained is used to improve the students' learning 	
Activity 5: (see table)	
Activity 6	
Activity 7	
Notes from Session 3	

Session	Module 4: Keeping and Analysing Assessment Records
4	This final session explains how assessment records can be used to present a whole-curriculum overview. It concludes with a final reflection and analysis of how your learning has changed and developed during this module.
Activity 8	
Notes from Session 4	

GAP TASK

My 'Bridge' questions about keeping and analysing assessment records and notes on how I will address them.

