



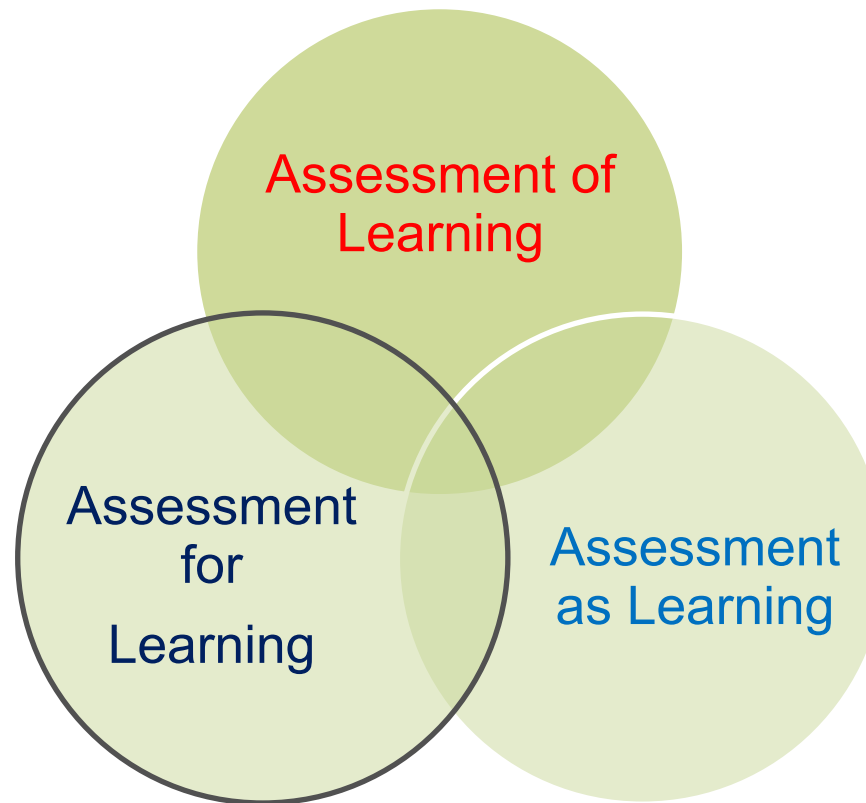
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Towards a common understanding of assessment



Brain Storm-Assessment



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Good assessment only takes place in exam halls



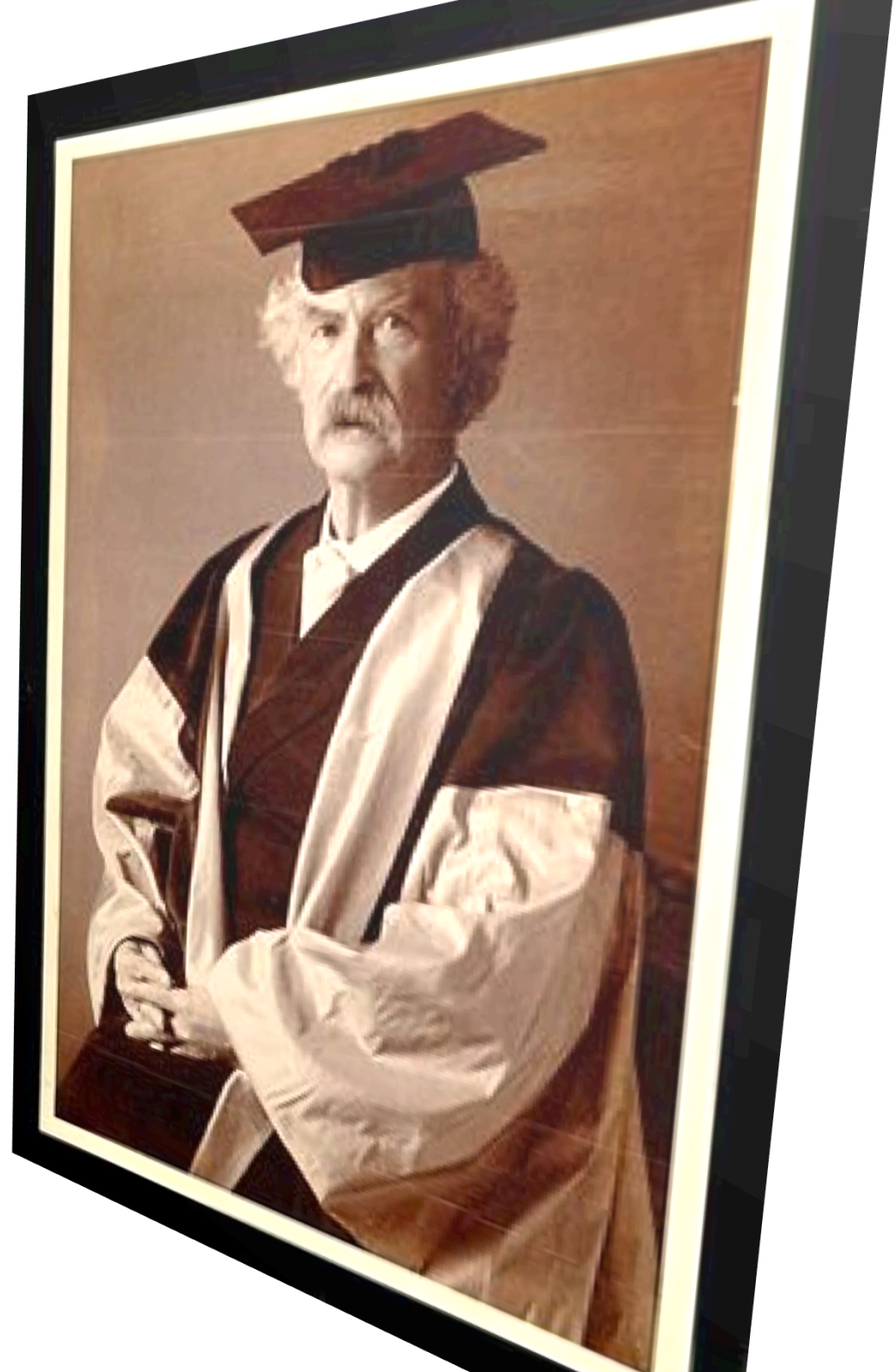
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Education
Scotland
Foghlam Alba

**“I have never
let my
schooling
interfere with
my education”**

Mark Twain



A student's success in an examination helps employers and others to assess his/her mental or general ability

Language 123 –Student Blog 2012

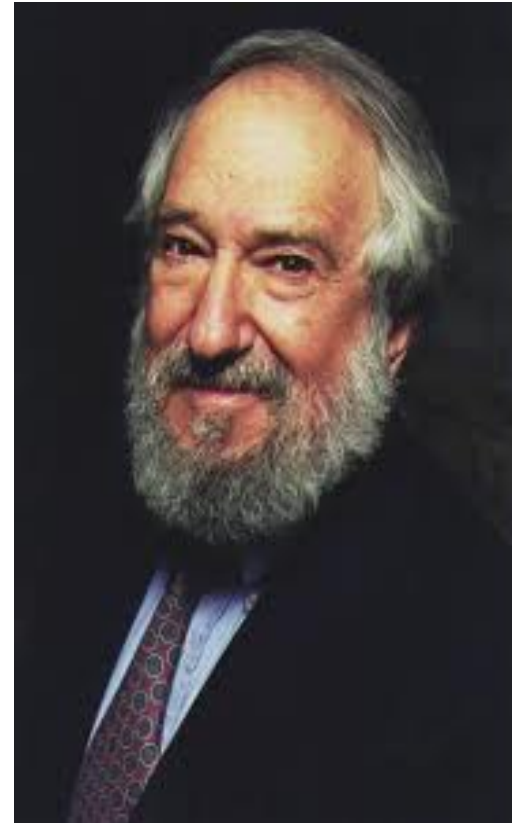
High flyer





**If I see you as you can be, I invite
you to be more than you are.**

We need to produce people who know how to act when they're faced with situations for which they were not specifically prepared. (Seymour Papert, 1998)



If you study to
remember, you will
forget, but....
If you study to
understand,
you will remember.

Unknown



Children are not shoes



Size A?



Size D?



Size 1 ?

Positive proof of global warming.



**18th
Century**

1900

1950

1970

1980

1990

2006

Where was the American Declaration of Independence signed?



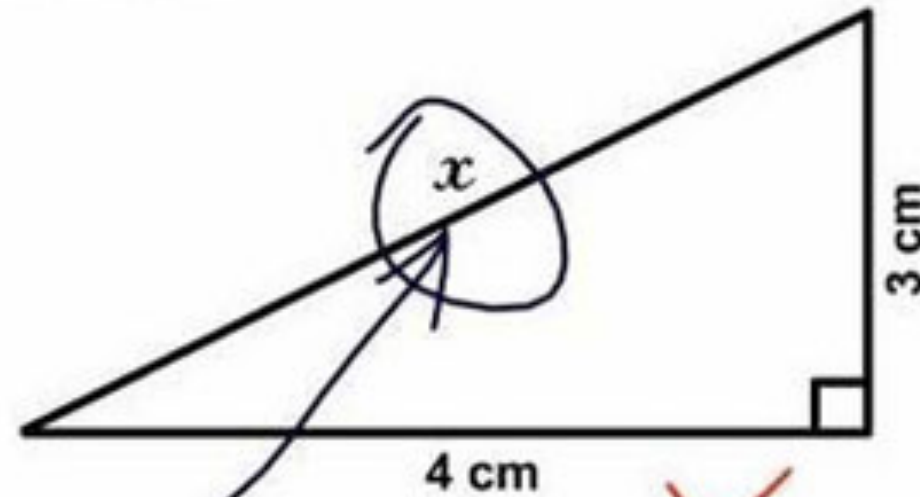
At the bottom.

$$\frac{1}{n} \sin x = ?$$

$$\cancel{\frac{1}{n}} \cancel{\sin} x =$$

$$six = 6$$

Find x .



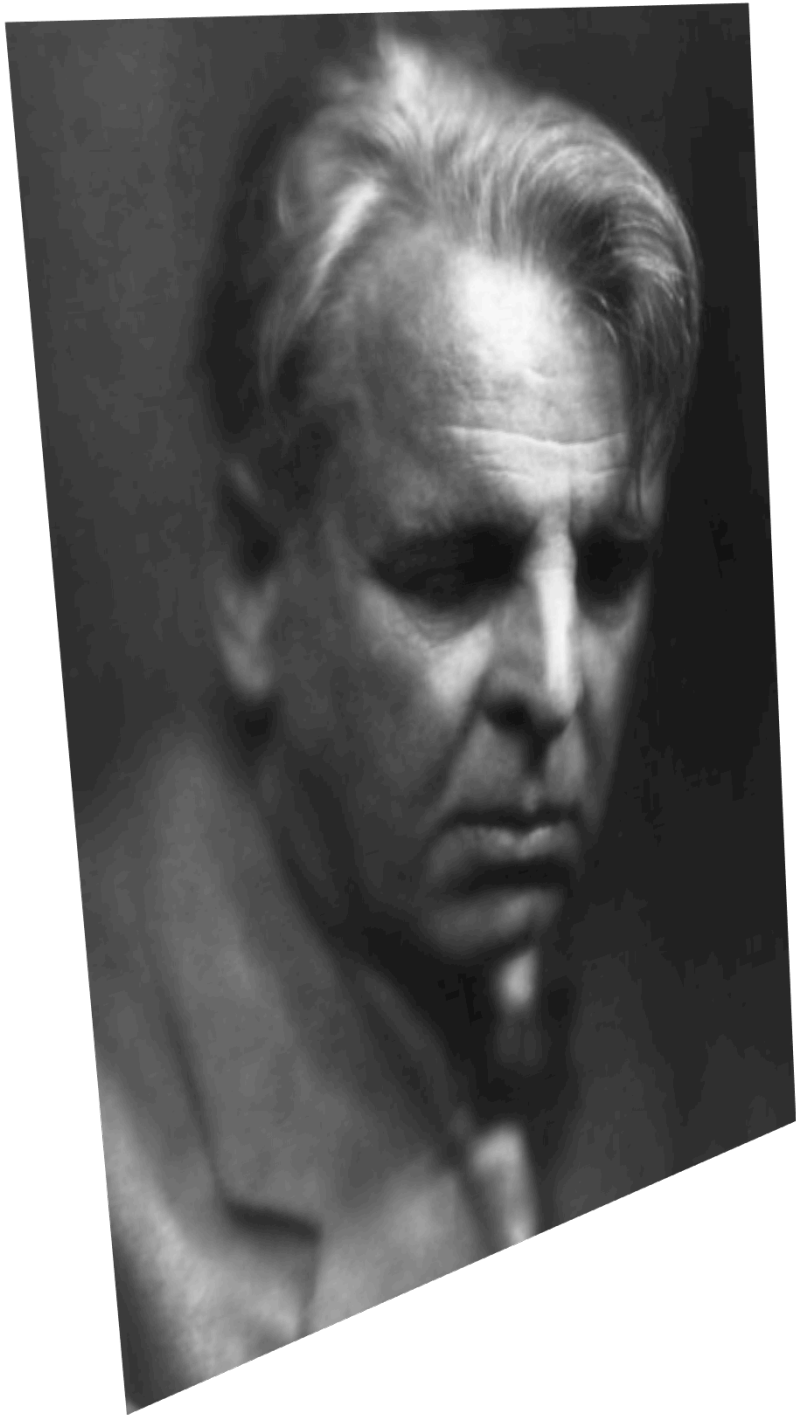
Here it is





Peter
Ustinov

**“This boy
shows great
originality
which must be
curbed at all
costs”**



**“Education
is not about
filling a pail
but the
lighting of a
fire”**

W B Yeats

*The way we
learn needs
thinking
about in new
and better ways*

Charleston Academy Pupil Voice



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Think and work collaboratively



There is only one 21st Century skill

The skills that you can learn when you're at school will be obsolete by the time you get into the workplace and need them, except for one skill.

The one really competitive skill is the skill of being able to learn.

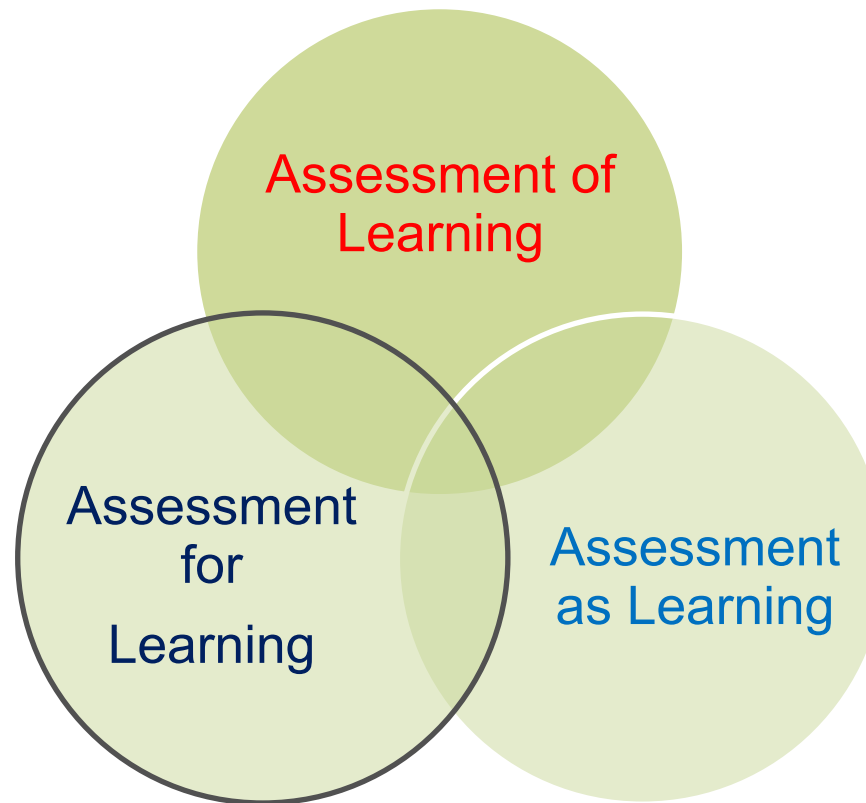


**Professor Dylan Wiliam
2012**

Assessment –The Big Picture



Another way of looking at assessment



- # International Trends in Assessment

Education systems placing increased focus on assessment for learning

Countries investing in the development of teachers' understanding of assessment procedures.

An interest in widening the scope of what is assessed.

A focus on less traditional range of assessment techniques- especially skill development.

An increased emphasis in describing learning outcomes in terms of standards achieved.

A merging of curriculum and assessment planning

Why change the way we assess learning?

To match Curriculum for Excellence

Skills needed for the future are going to be different

Our assessment is now measuring what pupils:

say

write

make

do

In Scotland, Assessment for Learning has been developed to :

- Integrate assessment into the learning process
- Motivate pupils
- Promote understanding of goals and criteria
- Help learners know how to improve
- Develop the capacity for self assessment
- Recognise a broad range of achievement
- Use tests as one of a range of assessment approaches – to improve learning.

The Big Issues in Assessment

How do we make our assessments valid and reliable?

How do we make sure our assessment process does not become a burden for teachers?

How do we ensure accountability issues do not have negative impact on learning in the classroom?

▪

And the research evidence ?

Elshout-Mohr (1994)

Brookhart (2004)

Allal & Lopez (2005)

Köller (2005)

Brookhart (2007)

Wiliam (2007)

Hattie & Timperley (2007)

Shute (2008)

Fuchs & Fuchs (1986)

Natriello (1987)

Crooks (1988)

Banger-Drowns, et al. (1991)

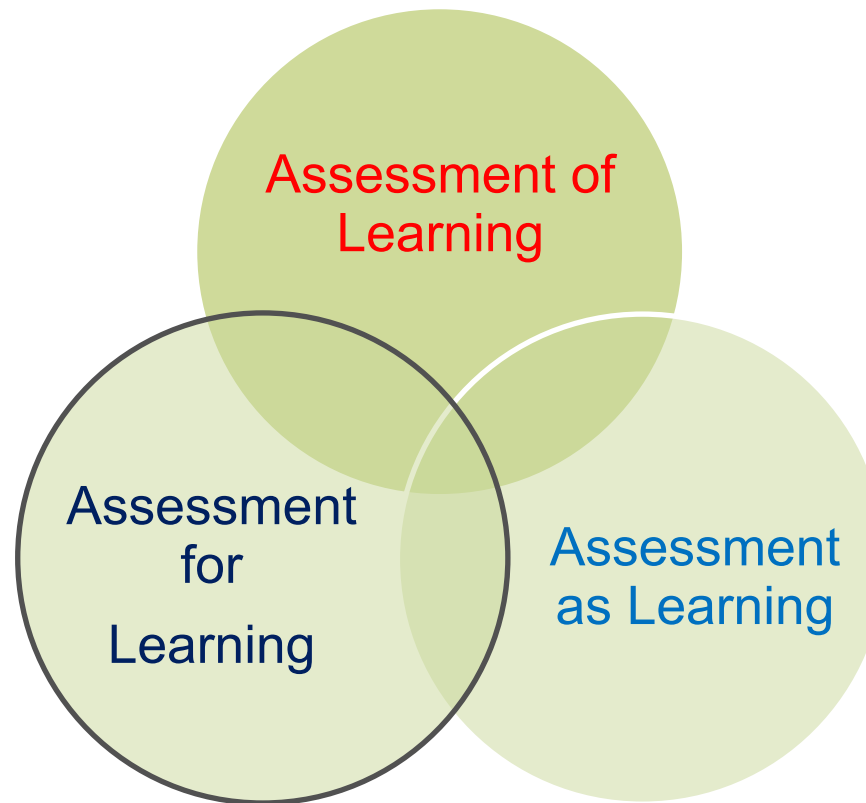
Kluger & DeNisi (1996)

Black & Wiliam (1998)

Nyquist (2003)

Dempster (1991, 1992)

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