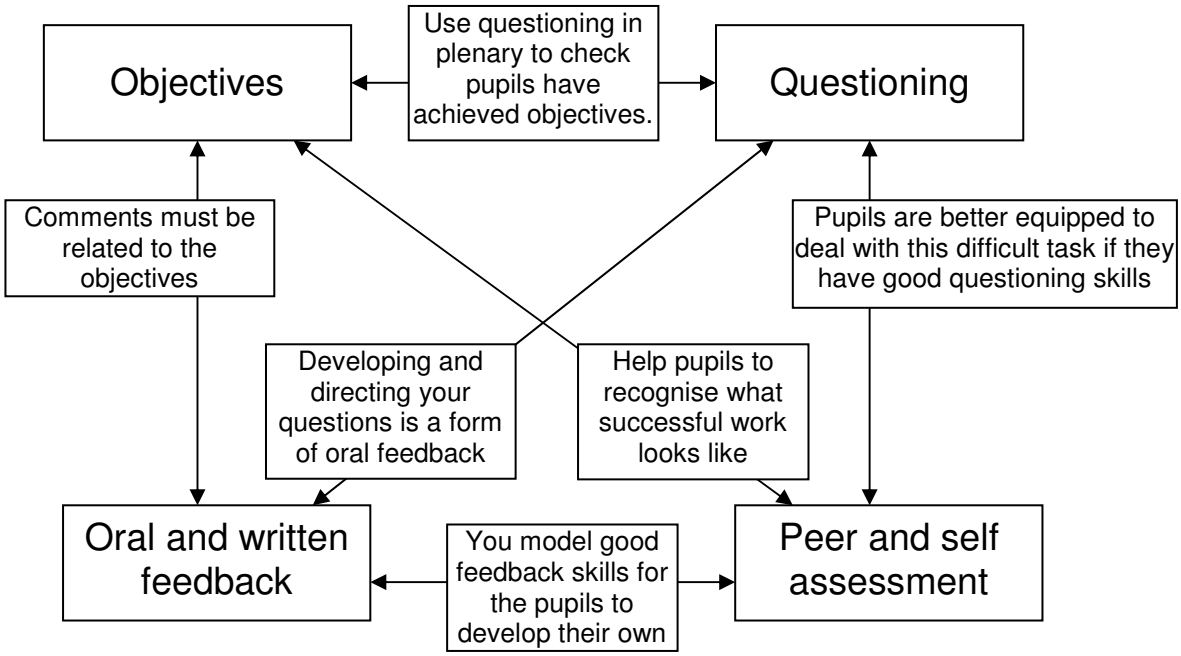
Assessment for Learning

Using information from assessment to improve learning

In a nutshell:

Objectives
Questioning
The four elements of Assessment for Learning
Oral & Written Feedback
Self and Peer Assessment



Inside the black box: raising standards through classroom assessment
Paul Black & Dylan Williams (1998)
This short and easy to read pamphlet gives you everything you need to know about assessment for learning.
It was followed by *Assessment for Learning: beyond the black box* which is available free online at http://k1.ioe.ac.uk/tlrp/arg/publications.html

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Pedagogy and Practice: Teaching and Learning in Secondary Schools Ref: DfES 0423-2004 G

Assessment **of** learning is also known as **summative** assessment
Assessment **for** learning is also known as **formative** assessment

Objectives

- Share learning objectives with pupils at the beginning of the lesson
- Use language that pupils can understand
- Use the objectives as the basis for questioning and feedback during plenaries
- Check how far objectives have been met in order to plan future lessons
- Use objectives to create success criteria
- Show pupils' work that has met success criteria
- Model what successful work should look like

Questioning

- More effort has to be spent in framing questions that are worth asking
- Increase wait time to several seconds
- Ask questions that help pupils to reflect on their thinking and learning process
- Plan sequences of questioning to develop pupils' thinking

Oral & Written Feedback

- Oral feedback is as important as written
- Ensure feedback is constructive and positive
- Comments should identify what the pupils has done well, what needs to be done to improve and how to do it
- Feedback needs to identify the next steps
- Feedback should be focused on the learning objectives

Self & peer assessment

- Give pupils clear opportunities to talk about what they have learned, what they found difficult
- Encourage pupils to work/discuss together, focusing on how to improve
- Ask pupils to explain the steps in their thinking (how did you get that answer?)
- Give pupils time to reflect on their learning
- Work with pupils to identify the next steps in learning
- The way you assess should be so transparent that pupils should be able to do it
- Pupils need to be taught the habits and skills of collaboration in peer assessment

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