

What should teachers know and understand about assessment?



CAMBRIDGE ASSESSMENT
NETWORK

What every teacher needs to know about assessment

Contemporary issues and challenges

Complexities of the English education and training system

Conflicting paradigms of assessment and examinations

Technological transformation of assessment

Pendulum swings in policy

Regulation

New qualifications forms

Typology of assessment items and processes

1. Objective response items
2. Multiple choice items
3. Short answer items
4. Extended response items
5. Coursework/controlled assessment and teacher assessment
6. Performance assessment
7. Evidence accumulation

Typology of assessment models

1 banked items

design – validation – pre-testing – banking (with meta data) –
administration – outcomes

2 awarding-based assessments

design – review – administration – outcomes – awarding - endorsement

3 performance-based assessment

specification of standards/objectives – identification or specification of
opportunities to collect evidence – judgment – moderation

What every teacher needs to know about assessment

A key proposition

Mounting professional defence of educationally sound practices in assessment

- coursework
- self-referencing
- mode III (teacher set, teacher marked, school moderated)
- elective alternatives

Using an evidence-based approach to identifying everything that a teacher needs to know about assessment

1 what

2 to what depth

3 why

4 how acquire and when

5 who pays

What every teacher needs to know about assessment

The key contemporary challenges



- 1 Designing in-course assessment, both formative and summative
- 2 Selecting public examinations and tests which are right for specific learners
- 3 Formative assessment
- 4 Supporting self assessment amongst learners
- 5 Devising institutional assessment policy
- 6 Helping partner organisations to contribute to and/or run assessment
- 7 Running public examinations and tests within schools and colleges
- 8 Knowing when to initiate enquiries and appeals
- 9 Explaining outcomes of examinations and tests to others
- 10 Detecting bias and explaining difference
- 11 Monitoring the impact of qualifications/assessment
- 12 Using outcomes of assessment in instructional improvement
- 13 Participating in the design of public examinations and tests
- 14 Making a critical contribution to the development of assessment arrangements

In England alone, at present:

Reformed A Levels and GCSEs

Introduction of functional skills tests

New work-related and general vocational qualifications

Uncertainty over testing at KS2 and KS3

Assessing Pupils' Progress

Piloting of Single Level Tests

Assessment for Learning Strategy

Proposed School Report Cards

Mary James, 2009

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Weekly outline



Introduction to Assessment

This six-week course is delivered entirely online and aims to equip you with a basic understanding of the principles of assessment. During the course you will consider and discuss examples from assessments that you have come across both within and outside formal education. If you have any technical difficulties with this course please post a message on the technical forum.

Your tutors for the course are [Ailwyn](#) and [Sheila](#) and we welcome you to the course.

Course Index

Week 1 Getting to know colleagues and Moodle.

Week 2 What is assessment?

Week 3 Types of assessment.







Half-Term Week.

Week 4 Principles of assessment- 1

Week 5 Principles of assessment- 2

Week 6 Assignment and conclusion of course.

Course Forums

-  [Administration Forum](#)
-  [Wiki to Show when we can have a chat session.](#)
-  [I have completed my tasks](#)
-  [Technical Forum](#)
-  [Social Forum](#)
-  [Unusual assessments](#)

Course Resources

-  [Course Glossary](#)
-  [General Chat Room](#)
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Online Users

(last 5 minutes)

 [Jill Grimshaw](#)

 [Asha Dijkstra](#) 

Messages

No messages waiting

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Definition of the Day

exemplar

In assessment, an exemplar is a model of work used to demonstrate the achievement of, or failure to achieve, the criteria or standard for success.

www.ltscotland.org.uk/assess/glossary/index.asp

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