

Assessment

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What is assessment?

- ▶ edglossary.org
- ▶ "the term assessment in education refers to the wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of a student"

Please remember.....

- ▶ Assessment is a process.
- ▶ Its purpose should be to inform how much **progress** a pupil is making.
- ▶ Assessment should take many forms not just tests and exams. Such as.....??

Types of Assessment

- ▶ **Diagnostic:** Given at the beginning of the school year, or the beginning of a new unit of study, a diagnostic test attempts to quantify what students already know about a topic.
- ▶ **Formative:** Given throughout the learning process, formative assessments seek to determine how students are progressing through a certain learning goal.
- ▶ **Summative:** Given at the end of the year or unit, summative assessments assess a student's mastery of a topic after instruction.
- ▶ **Norm-referenced tests:** These tests measure students against a national "norm" or average in order to rank students against each other. The SATs,
- ▶ **Criterion-referenced tests:** These tests measure student performance against a standard or specific goal. Unit and chapter tests are usually criterion-referenced, as are the newly developed SBAC and PARCC Common Core tests.

Assessment should take place at every stage of the learning process and it should be frequent.

How often is frequent?

Assessment should be the most important part of teaching and learning and should always inform your planning.

Why?

So how do you assess?

What are the criteria to assess against?

....I can/can do statements

....National Curriculum age related expectations

....EYFS

Marking

Marking tasks

Literacy and Numeracy

So you've marked the work, what do you do next?

How do you assess the work when there are no levels to assess against?

Old system v New . Pros and cons?

Data

Collecting this needs to have a profound and positive impact on teaching and Learning and be part of a process NOT the end product.

Data needs to have an educational not accountability purpose. You **MUST** assess against the national curriculum

How do we analyse progress when there are no levels to measure this against?

Formal monitoring systems, O -Track

PUMA PIRA

Pupil Progress Meetings

A.P. P. Grids

Analysis activity

Commission on Assessment Without Levels

An independent group of education experts supporting schools to develop new approaches to assessment following the removal of levels.

The Commission on Assessment Without Levels met to:
identify and share best practice in assessment with schools across England
ensure schools have the information to choose effective assessment systems
highlight the work that is already being done in many schools
help to foster innovation and success in assessment practice more widely

The [statement of intended outputs \(PDF, 80.6KB, 2 pages\) explains what work the commission aimed to produce.](#)

The [terms of reference \(PDF, 84.1KB, 2 pages\) sets out the commission's responsibilities and ways of working.](#)

“Teachers will continue to track progress and provide regular information to parents. How they do so will be for them to decide. We will not prescribe a single system for ongoing assessment and reporting.”

“Schools will be free to design their approaches to assessment, to support pupil attainment and progression.”

The final report of the commission of Assessment Without Levels addressed not only the removal of levels but also some of the fundamental principles of assessment- including data-and how it should be linked to teaching and learning:

- In school formative assessment. There is NO intrinsic value in recording this. What matters most is that it is acted upon. What do systems such as O Track achieve?
- In school summative assessment. This is to evaluate pupils' learning and progress at the end of a period of teaching
- Nationally standardised summative assessments which will be used by the Government to hold school to account

SATs 2016!!

SATs 2016

There are no words.....

Could you do a Yr 6 SPAG paper?

Progress

- ▶ At the end of Key stage 1 each child (because they were part of the old levels and points system) will have points score for each subject.
- ▶ So Joe Bloggs may have scored the following in the KS1:
 - ▶ Maths: 15 (2b)
 - ▶ Reading: 17 (2a)
 - ▶ Writing: 13 (2c)
- ▶ At key stage 2 he would be expected to score the following in the SATS:
 - ▶ Maths: 102
 - ▶ Reading: 106
 - ▶ Writing: 97
- ▶ Joe actually scored:
 - ▶ Maths: 108 (+6)
 - ▶ Reading 105(-1)
 - ▶ Writing 103 (+6)
- ▶ So Joe made above expected progress in maths, below expected progress in reading and above expected progress in writing.
- ▶ Joe's progress scores are added to the other children's progress scores in the class and an average taken.
- ▶ If the average is above 0 the school makes better than expected progress with children in that subject.
- ▶ If the average is 0 the school makes expected progress with children in that subject.
- ▶ If the average is below 0 the school makes less than good progress with children in that subject.

Writing Progress

- ▶ The writing progress measure is cumbersome to say the least....
- ▶ Because writing at key stage 2 is not given a standardised score (because there is no test) it is extremely difficult to give it a numerical progress score as you can in reading and maths.
- ▶ The government in their infinite wisdom have said that if a child is working towards the expected standard they are given a standardised score of 91; if they are working at the expected standard they are given a standardised score of 103 and if they are working above the expected standard they are given a score of 113.
- ▶ Don't ask me where they have picked these scores from as I do not have a clue, and don't bother asking the DFE because neither do they.... I've tried.
- ▶ So a child does get a progress score but it is wildly inaccurate compared with reading and maths progress scores.

Attainment

- ▶ Attainment is how well the children have done despite where they started.
- ▶ In the tests if children score between 100 and 109 they are seen as attaining the expected standard.
- ▶ If they score below 100 they are seen as working towards the expected standard.
- ▶ If they scored 110+ they are seen as attaining at the higher standard (greater depth).
- ▶ In 2016 gaining 110+ was extremely tough.
- ▶ If you want to check how your school did go to this website#

<https://www.compare-school-performance.service.gov.uk>

Floor standards

- ▶ If a school does not meet at least one of the following statements it is below floor standards.....
- ▶ *At least 65% of children achieving the expected standard in reading, writing and maths.*
- ▶ *Achieves at least a -5 progress score in reading, a -5 score in maths and a -7 in writing.*

Info for Parents

How do we report progress when there are no numerical values any more?

What OFSTED look at.....

- ▶ Progress and attainment.
- ▶ How is a school's progress and attainment worked out?

OFSTED's View on Assessment

When OFSTED inspect schools, they assess both attainment and progress.

Although we can still accurately measure the attainment of children using the new system, showing progress within it is more challenging as some children may need a considerable amount of time to move from one judgement to the next. Furthermore, changes to the curriculum and to assessment procedures mean that we are currently trying to marry up two different versions of data from KS1 (Levels) - KS2) Many schools are finding this to be the case, which is why OFSTED have stated that: “Inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach”.

As data may be misleading at this point, OFSTED have stated that they will spend a great deal more time looking at children's books and talking to children to ensure that they can see evidence of children working towards their age related expectations.

Schools will be expected to have a curriculum and assessment framework that meets the following core principles:

- ongoing, teacher-led assessment is crucial to effective teaching;
- schools should have the freedom to decide how to teach their curriculum and
 - how to track pupils' progress;
- both summative teacher assessment and external testing are important;
- accountability must be fair and transparent;
- measures of both progress and attainment are important for understanding
 - school performance; and,
- a broad range of information about the school's performance should be
 - available to parents and the wider public.

Six Guiding Principles of Assessment

1. **Assessment is at the core of good teaching and learning.**
2. **Statutory assessment should be separated from ongoing assessment that happens in the classroom.**
3. **Data from statutory assessment will never tell you the whole story of school effectiveness.**
4. **The statutory assessment system should be accessible to pupils of all abilities and recognise their progress.**
5. **Progress should be valued over attainment in statutory assessment.**
6. **The number of statutory assessments in the primary phase should be minimised.**



A key step in good assessment is to understand what you want to achieve in your teaching. Once this is clear, you can define your next steps

If the learning journey has been well planned, its end will coincide with the destination envisaged at the beginning.....

assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey. You might think of it as stopping every so often to check the map.....

As the learning journey unfolds, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning....

Good assessment practice is an integral part of learning, and acting upon its outcomes can maximise learning. Just as a good teacher will try to make learning experiences engaging and purposeful, assessment should also be engaging and purposeful.....

General guidance:

Primary School Accountability technical guide (includes floor standards & detail on progress measures):
<https://www.gov.uk/government/publications/primary-school-accountability>

Rochford Review recommendations for pupils working below standard of tests:
<https://www.gov.uk/government/publications/rochford-review-interim-recommendations>

Report of Commission on Assessment without Levels (and other docs):
<https://www.gov.uk/government/groups/commission-on-assessment-without-levels>

Data Management Review Group report (reducing teacher workload):
<https://www.gov.uk/government/publications/reducing-teacher-workload-data-management-review-group-report>

School performance tables 2016: statement of intent (content of performance tables - see Annex A):
<https://www.gov.uk/government/publications/school-and-college-performance-tables-2016-statement-of-intent>

The National Curriculum Programmes of Study (Primary):
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Tests and teacher Assessment administration:

Teacher assessment frameworks, moderation guidance and ARAs for KS1 & KS2:
<https://www.gov.uk/government/collections/teacher-assessment-key-stage-1-and-key-stage-2>

Assessment & Reporting Arrangements for EYFS:
<https://www.gov.uk/guidance/2016-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

Test administration guidance for Key Stage 1:
<https://www.gov.uk/government/collections/key-stage-1-test-administration>

Test Administration guidance for Key Stage 2:
<https://www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests>

2016 Test frameworks for KS1 & KS2:
<https://www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks>

Data & Statistics

DfE Data checking exercise (for period 1st to 16th Sept 2016):
<https://tableschecking.education.gov.uk/>

New performance tables website:
<https://www.compare-school-performance.service.gov.uk/>

RAISEonline news - keep an eye on this particularly scheduled downtime (means new data coming):
<https://www.raiseonline.org/login.aspx?ReturnUrl=%2f>

DfE Statistics (main site):
<https://www.gov.uk/government/organisations/department-for-education/about/statistics>

Remember

Not everything that can be counted counts.

Not everything that counts can be counted.....