

# Next step

Assessment For Learning



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## Setting The GPS

October 13



You are here!



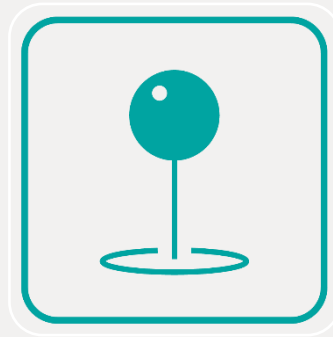
### Setting the GPS

**13 October 2020**  
Principles and essentials of Assessment for learning (AFL)



### Choosing your way

**15 October 2020**  
Assessment for Learning: Techniques and instruments



### Finding your way

**20 October 2020**  
Main differences between multilevel and level-based exams. Criteria to consider for selection



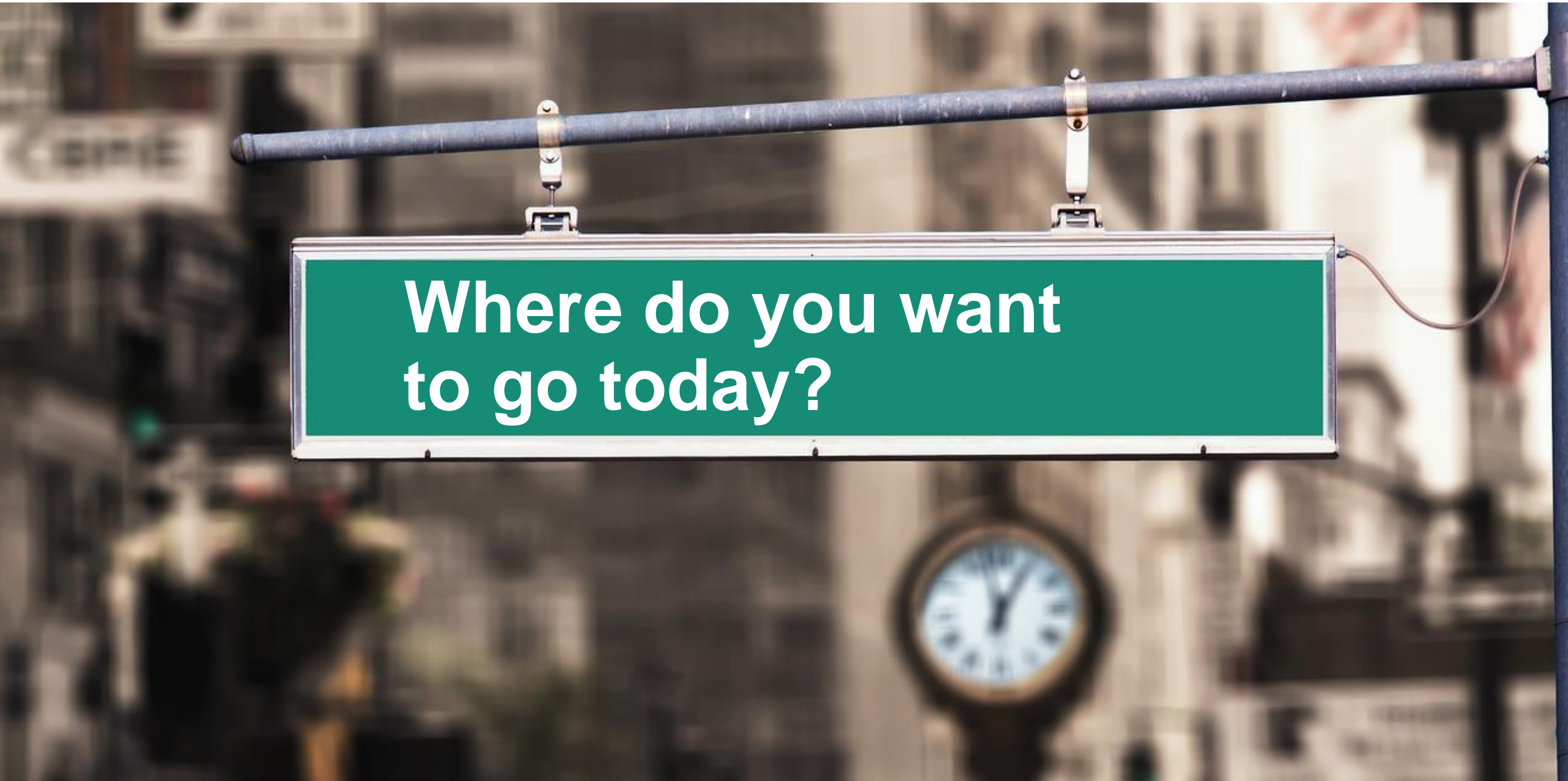
### Enjoying the journey

**22 October 2020**  
Standards in assessment and how to build confidence towards summative assessment



### Packing your essentials

**27 October 2020**  
Practical resources and tools for you, whether you are teaching your classes online or face-to-face



**Where do you want  
to go today?**

What do you think of when you hear these words?

Assessment

Journey



# Assessment Journey



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## Ursula K. Le Guin

"It's good to have an end to journey toward;  
but it is the journey that matters, in the end"

## Elements of our journey have changed...

“I have improvised a ‘studio’ in my house and my daughter videos me with a mobile phone.”

“Many signals point to the continued use of digital tools for remote and hybrid learning into the fall and beyond.”

**“Parents get anxious. But it’s interesting to see how they’re getting closer to their kids’ education now.”**



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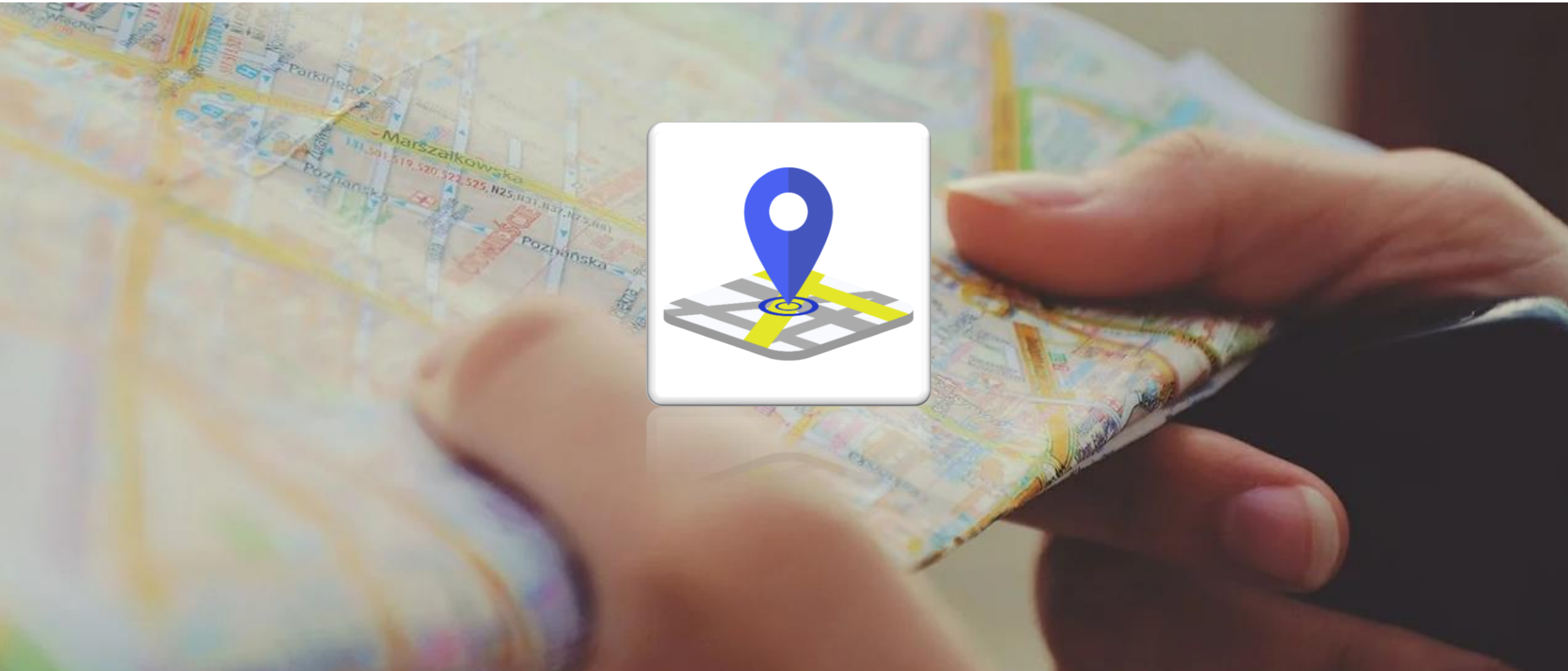
# But its fundamentals remain

## Setting the GPS

- Assessment for Learning (AfL)
- Principles
- Purposes



# Assessment for Learning (AfL)

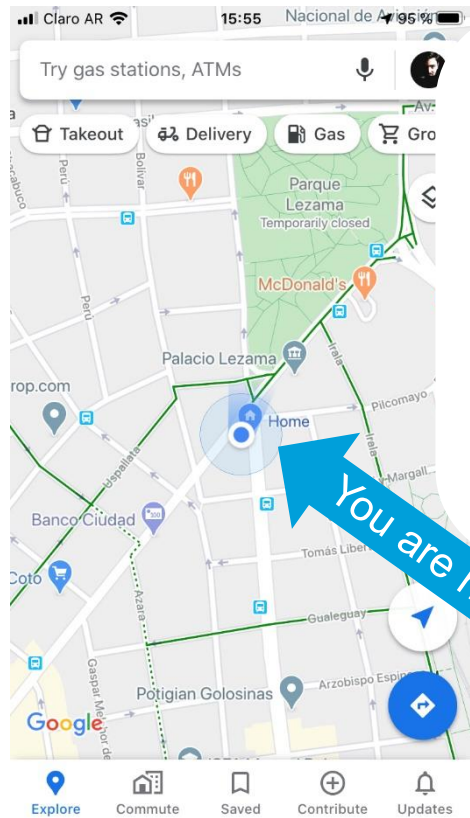




# Understanding your GPS

# Good assessment is a GPS

The three classic functions of assessment

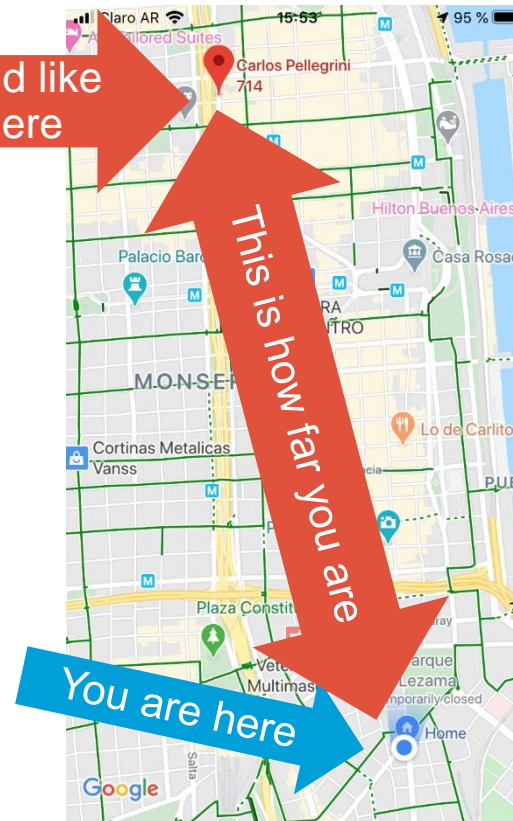


**Diagnostic  
assessment**

tells me where I am

You are here

You would like  
to be here

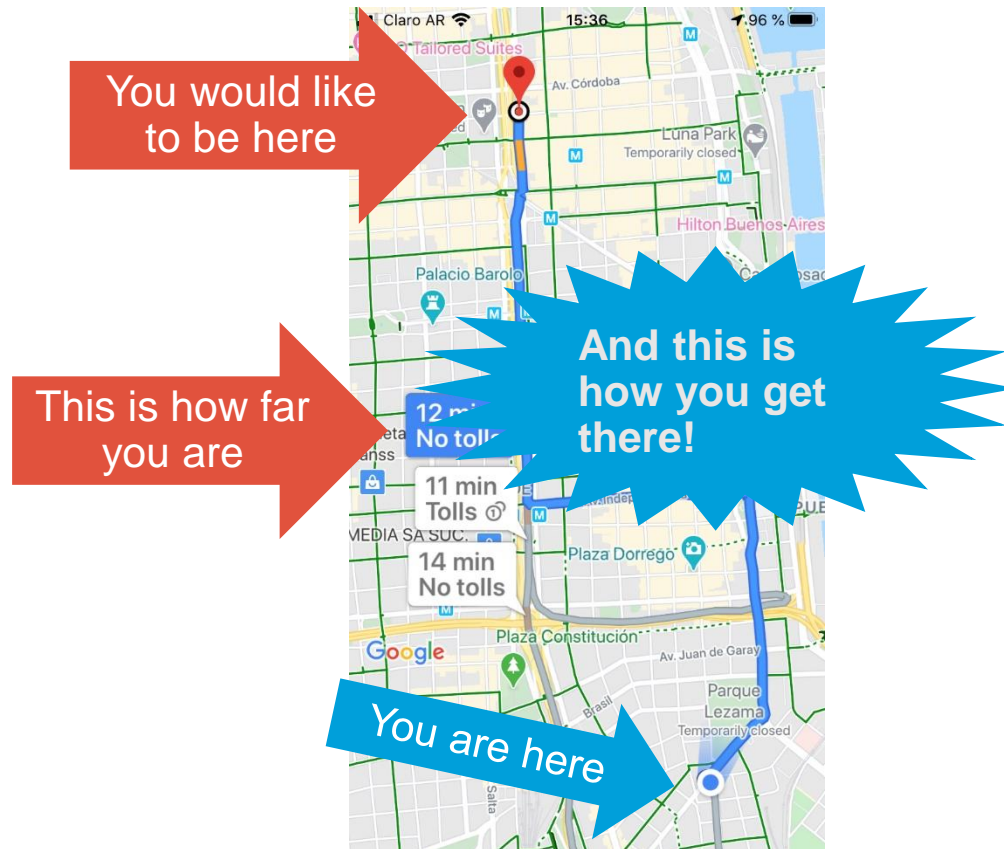


**Summative  
assessment**

tells me where I am  
in relation to my  
learning objectives

# Good assessment is a GPS

The three classic functions of assessment



## Formative assessment / Assessment for Learning

tells me where I am  
in relation to my learning objectives  
and what I need to do to reach them

# Functions of assessment

The traditional distinction

**Formative**

**Summative**



Ongoing assessment  
Guides what happens next  
A kind of **purpose**



At the end of a period of study  
Evaluates what has happened before  
A kind of **judgement**

# Learning Oriented Assessment

Two orientations of assessment **with one common goal**



“assessment becomes ‘formative assessment’ when the evidence is **actually used to adapt the teaching work to meet the needs.**”

*Inside the Black Box* (Black & William, 1998)



# The Principles of AfL

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# The five principles to improve learning through assessment

Assessment Reform Group (UK, 1999)

Learners  
receive effective  
feedback

Learners are  
actively involved  
in their learning  
and assessment

Teaching  
adjusts on the  
results of the  
assessment

Acknowledge  
the impact on  
motivation and  
self-esteem

Learners assess  
themselves and  
understand how  
to improve

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# Effective feedback

It is...

- ... a conversation
- ... meaningful
- ... specific
- ... timely
- ... future-focused
- ... focussed on the process, not the person

Learners receive  
effective  
feedback

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## Involve learners

- They know how and on what they are assessed
- They participate in the process
- They reflect on the outcomes

Learners are  
actively involved  
in their learning  
and assessment

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# Adjust teaching

Good teaching is...

- ... responsive
- ... a loop
- ... based on a broad evidence base

Teaching  
adjusts on the  
results of the  
assessment

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## Impact on motivation and self-esteem

- Reinforce positive mindsets:  
*you have failed = areas of improvement?*
- Reinforce positive identities:  
*you have failed = you are a failure?*

Acknowledge  
the impact on  
motivation and  
self-esteem

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## Foster feedback

- Good feedback is actionable
- Self- and peer-assessment foster knowledge
- Self- and peer-assessment foster motivation
- Self- and peer-assessment foster autonomy

Learners assess  
themselves and  
understand how  
to improve



**How are we travelling?**

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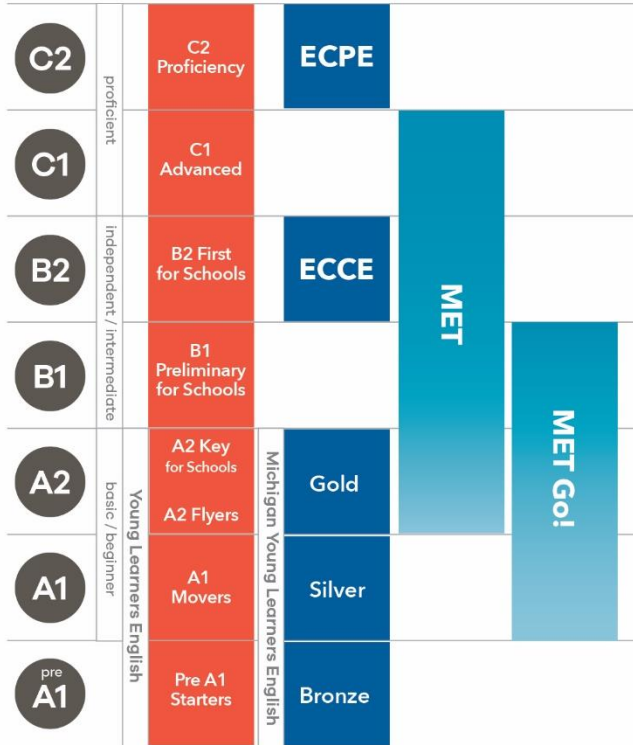
# Which is best?

A car or a helicopter?

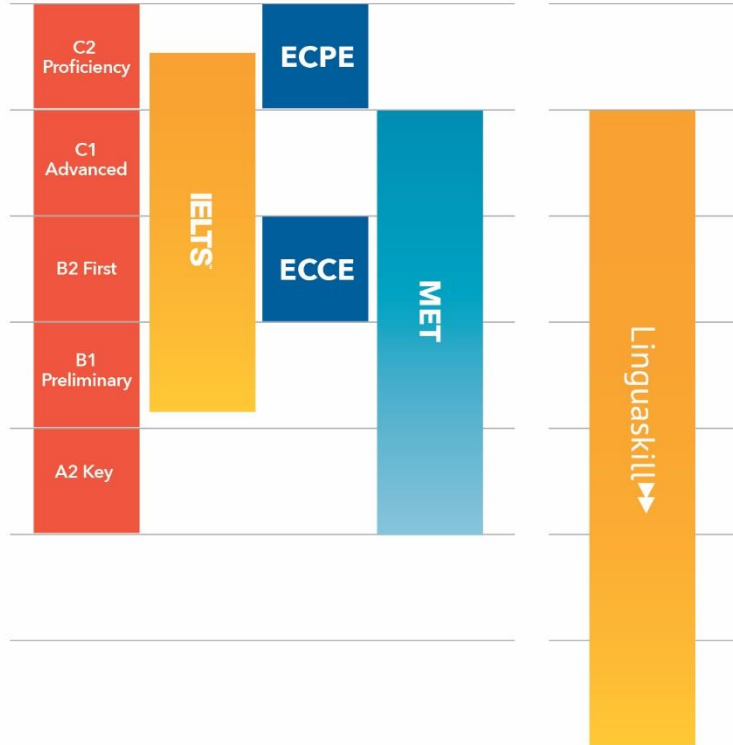


# Which is best?

## Secure Certificate Exams for Schools



## Secure Certificate Exams for Higher Education



# Considered decisions

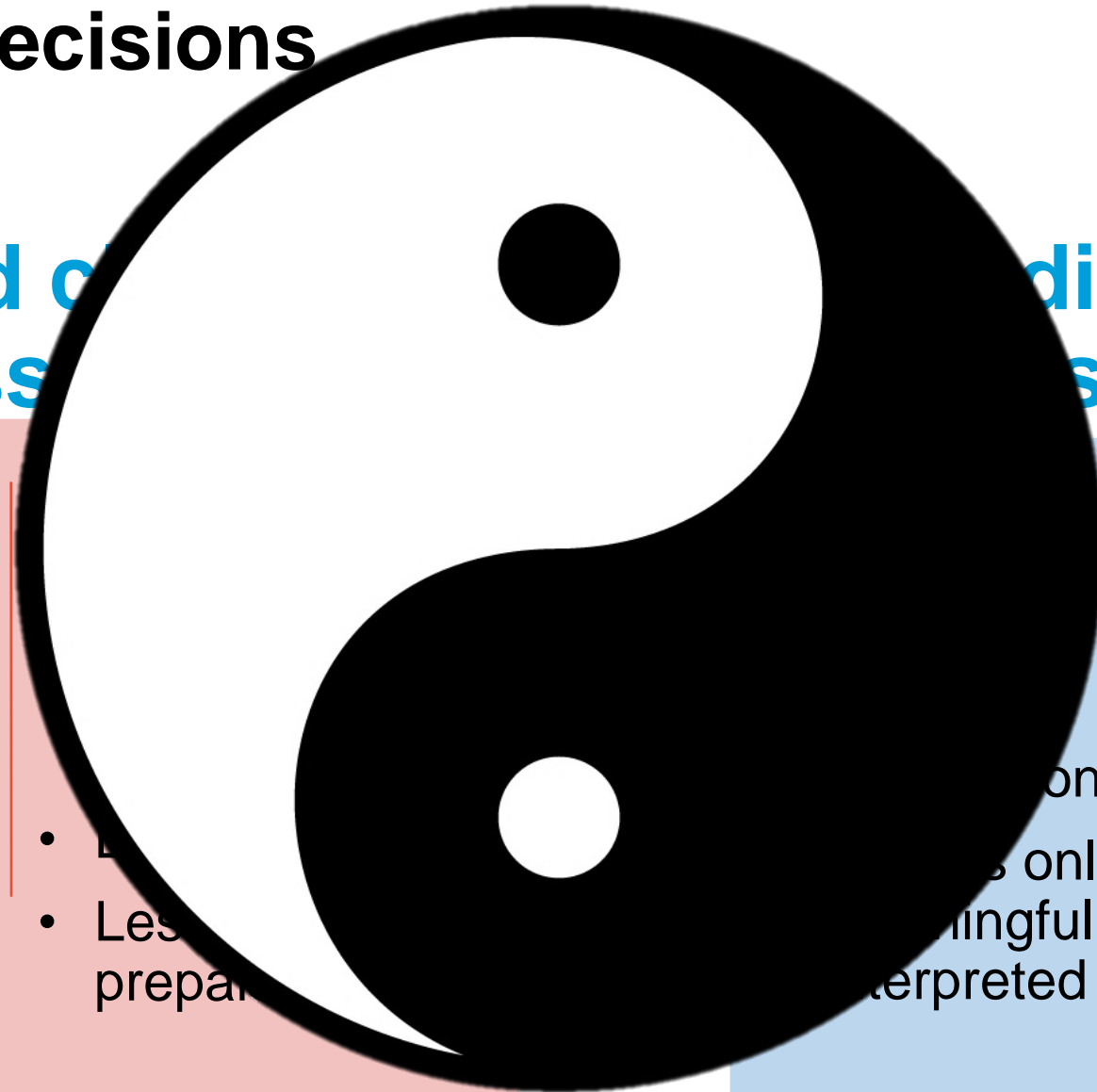
## Teacher-led classroom assessment

- Validity
- Reliability and bias
- Recognition
- Assessment workload
- Assessment literacy

- Less preparation

## Standardised summative assessment

- Solid reliability
- Comparability of results
- Recognition
- Clear definition of levels of achievement



What is the best way to find out?

How is this going to feed back into learning?

What do I want/need to know?

How confident do I need to be?



So, what's your path and how will  
you take it?





Coming up next:



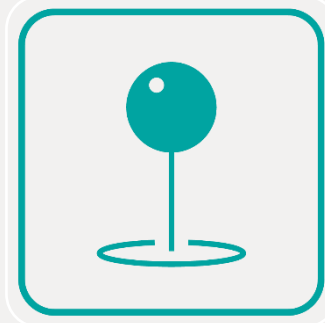
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whether you are  
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# Thank you!

[cambridgeenglish.org/latinamerica/](https://cambridgeenglish.org/latinamerica/)

[cambridgeenglish.org/br/](https://cambridgeenglish.org/br/)

[michiganassessment.org/](https://michiganassessment.org/)

