



UNIVERSITY *of* CAMBRIDGE
International Examinations

Assessment workshops May 2008

What we want to achieve?

How should we set about it?

How will we know if we have been successful?



Key points to achieve

- Understanding what we are testing
- Understanding why we are testing it
- Understanding the options of how to test it
- Considering how to record the results
- Understanding what use to make of the tests



Format

- Going back to the principles of examining
- Considering criteria for assessing the success of examinations and tests
- Sharing ideas
- Working with others
- Challenging and being challenged with confidence



Format (cont.)

- Practical sessions
- Evaluating work
- Taking clear and achievable targets from the course
- Having a clear idea of what to do next, when and by whom
- Evaluating the course



1. Getting to know each other

- Here are 16 Russian words in transliteration
- Brat = Brother
- Syes'tra = Sister
- Ba'bushka = Grandmother
- Looblyoo = I love
- Looblit = he loves
- Ivan looblit Babush'koo = John loves grandmother
- Match looblit Ivan = Mother loves John
- Dyev'utkchka = young woman, girl
- Mal'chik = boy
- Gor'ad = city
- Kotchka chornaya = the cat is black
- Myet'ro= metro



This is some unfamiliar information

- I want you to **KNOW** it and I am going to test you.
- I want you to draw some **INFERENCES** about this information concerning the Russian language. I am going to test you
- I want to draw some conclusions about you by doing this test
- These conclusions will be about your learning ability and your understanding.



In pairs please consider

- 1. What you actually want the learners who have studied this information to learn



- 2. Now that we have established this, how would you test that the various things you want them to learn have actually been learnt?



After the test

- What has this test shown?



Possibilities

That those with weak marks have been idle or
are too unintelligent to learn?

That those with good marks are very able to
learn and very intelligent?

That seems rather basic.



- That some people are able to learn quick quickly?
- That some people are able to reason and draw some conclusions?
- That some people can learn better when asked to translate from their own language to another, but find it difficult to translate from their own language



What we learn depends on what we ask

- So what we ask depends on what we want to know and what we value.
- If we value the rapid acquisition of new content, then what we ask will reflect that.
- If we value the ability to reason and make theses and arguments, then what we ask will reflect that



What our students learn depends on what we ask.

- If we ask for translations from Russian to English, that is what they will learn
- If we ask for translation from English to Russian, then their ability to use language will be better
- If we ask for inferences to be made about grammar, then they will be developing different skills.



What balance should tests, then have in assessing different skills?

- Why is this an important decision?



Assessment has a major effect on the curriculum and learning and teaching

- In content
- In style
- In relations between the teachers and the students.



We can only test what we say we are going to test

- If we say we are going to test knowledge of 20 words of Russian vocabulary, we cannot say – but you should know more than that – surely you learnt the word for father!
- If we say we want the English word for Russian words, we cannot then ask what the Russian word for English words is.



- If we say we want 20 words learnt, we cannot then ask about whether Russian has an accusative case or feminine and masculine word endings.



Session (2) Defining key skills and linking them to assessment specifications

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Look at examples of Schemes of Work

- These are for Key Stage three English National Curriculum-based topics. Consider the skills involved.
- The aim is to isolate key skill areas in your subjects



Scheme of Work Yr 8 History

- Students will be aware of the current relevance of slavery/freedom and human rights and the links with this topic
- Students' knowledge and understanding of these issues will be reinforced.
- Students will be able to describe and communicate their own understanding of the key concepts



- Students will have knowledge of African society, be aware of its heterogeneous nature and the African perspective of relations with Europeans.
- Students will have some understanding of the relationship between Europe and Africa.
- Students will develop their skills in handling sources.



- Students will have an understanding of why the slave trade began, how it functioned and its role in the European/global economy
- Students will begin to develop empathy for the slave experience
- Students will be able to describe conditions on board slave ships.
- Students will develop their source skills
- Students will begin to differentiate between the moral arguments and the economic arguments about the slave trade.
- More able students will also understand why there are different interpretations of the justification of slavery.



- Students have used a wide range of sources to find out about plantation life and will be able to describe and explain how a plantation functioned and how the slaves were treated.
- Core/Ext. students will have considered different opinions on plantation life.
- Students understand the legal nature of slavery
- Students will become aware of the more positive aspects of black history in this period



- Students can empathise with the difficult decision faced by slaves of whether to rebel against their situation.
- Students have carried out independent research and communicated their findings to the rest of the class – peer teaching - developing their communication skills and their self-confidence.



- Students will develop their K&U of the global economic implications of the slaves trade
- Students will understand **how** the abolitionists fought against slavery.
- Students will understand the different arguments for and against the slave trade and be able to **explain why** different people opposed or supported slavery.
- Students will have further developed their communication skills and their self-confidence through debate.
- Students will understand the different views as to whether the slave trade should be allowed to continue to exist



- Most students will understand the 3 main interpretations of why the slave trade was abolished and will use this understanding in their assessment.
- Students will understand the different arguments for and against the slave trade and be able to explain why different people opposed or supported slavery.
- Students will see what progress they have made in their source handling skills through the topic assessment



- Take any two of these objectives and consider what exercises would test them apart from the ones in the scheme of work



Assessment

- Once the skills have been established, then the assessment criteria should link to them.
- Then there should be consideration of how to judge when these criteria have been reached.



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Title Text

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