



UNIVERSITY *of* CAMBRIDGE
International Examinations

Brunei 2008

Assessment Workshops



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What are we trying to do as teachers?

*Teaching towards endpoint of O level English
Examination (summative assessment)*



What is the route towards this summative assessment?

- The Assessment Objectives



The syllabus for O Level

Assessment objectives

Paper 1

- Recount personal experience, views and feelings
- Use language to inform and explain
- Show an awareness of how spoken and written communication varies according to situation, purpose and audience
- Employ different forms of writing to suit a range of purposes
- Plan, organise and paragraph using appropriate punctuation
- Choose a vocabulary which is suited to its purpose and audience and use correct grammar and punctuation
- Write in standard English
- Spell accurately the words within the working vocabulary
- Write legibly and present finished work clearly and attractively



The syllabus for O Level

Assessment objectives

Paper 2 (in addition to the previous slide)

- *Read a variety of texts accurately and with confidence*
- *Select, retrieve, evaluate and combine information from written texts*
- *Appreciate the ways writers make use of language*



What else are we trying to do?

- Decide what skills and knowledge candidates have learned at particular points, including Lower Secondary
- Decide which candidates are best fit for ‘fast tracking’



What else should we know?

- The Assessment Objectives at the end of Lower Secondary
- To what extent students have achieved these Assessment Objectives



What else do we need to be aware of?

- The potential and need to help students identify their knowledge and skills at particular points
- With a view to helping them improve their knowledge and skills
- With a view to helping them build on existing knowledge and skills



Purpose of Summative Assessment at end of Lower Secondary

- To test to what extent candidates have achieved the Assessment Objectives
- To determine which candidates are able to ‘fast-track’ O Level English in 2 years



How can we help students to monitor their progress?

- Through formative assessment at various points, both formal and informal



Assessment for Learning

- Assessment for Learning (AfL) means using evidence and dialogue to identify where pupils are in their learning, where they need to go and how best to get there.
- In practice, this means clear evidence about how to drive up individual attainment; **clear feedback for and from pupils** so there is clarity on what they need to improve and how best they can do so; and a **clear link between student learning and lesson planning**.



Summative Assessment

- This is assessment of learning.
- It is often carried out by a teacher outside the classroom.
- It aims to state where a student is/what standard they have achieved.
- Conclusions are drawn and a judgement is made.



Formative assessment

- This is assessment for learning
- It takes place in the classroom, at any time.
- It aims to clarify what a student is currently understanding and achieving and how they can move closer to the learning goal.
- It is conducted by the learner, their peers and the teacher via interaction and mutual feedback.



Stages in delivering Assessment for Learning

1. Share learning objectives with students.
2. Explain the ‘success criteria’ by which successful learning will be measured.
3. Involve pupils in peer and self assessment.
4. Deliver quality feedback.



Identifying What We Need To Assess

Cambridge Checkpoint identifies the following headings:

- Reading
- Writing
- Usage



Reading

- Explicit meaning
- Implicit meaning
- Select and summarise
- Comment on character
- Usage of language



Writing

- Structure
- Style
- Audience
- Content



Usage

- Sentence structure
- Punctuation
- Vocabulary
- Spelling



Talk

- How are we going to assess talk?



Brunei Checkpoint Examination

- To what extent does the current Brunei Checkpoint examination test the Lower Secondary Assessment Objectives?



Key knowledge and skills for Brunei students

- What do we want students to have learned in Reading at the end of Lower Secondary?
- What do we want students to have learned in Writing at the end of Lower Secondary?
- What do we want students to have learned in Talk at the end of Lower Secondary?



Issues around ‘fast tracking’

- Students need to be convinced of the fairness of the system
- Parents need to be convinced of the fairness of the system
- Exams need to be objective



How do we ensure exam is objective?

- Year-on- year pattern in exam
- Objective mark scheme



Issues involved in item building

- National Assessment Bank
- Previously unseen topics in writing
- Previously unseen passages in reading



Creating Resources

- What resources do I already have?
- What other resources could I get?
- How can I use existing resources in other ways?
- How can my colleagues and I make best use of resources?



Creating Resources

- Fiction and non-fiction
- Textbooks
- Libraries / bookshops / bookshelves / home / school
- The Internet
- Newspapers
- Write your own