



UNIVERSITY *of* CAMBRIDGE
International Examinations

SBA Tests

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When?

- When should we hold SBA assessments?
- What types of assessment will we use?
- What about mid-topic tests?



Weightings

- Do all 10 Assessment Objectives have the same amount of content in them?
- Are some Assessment Objectives easier than others?
- Should we weight the marks from some assessments so that they are worth more than others?

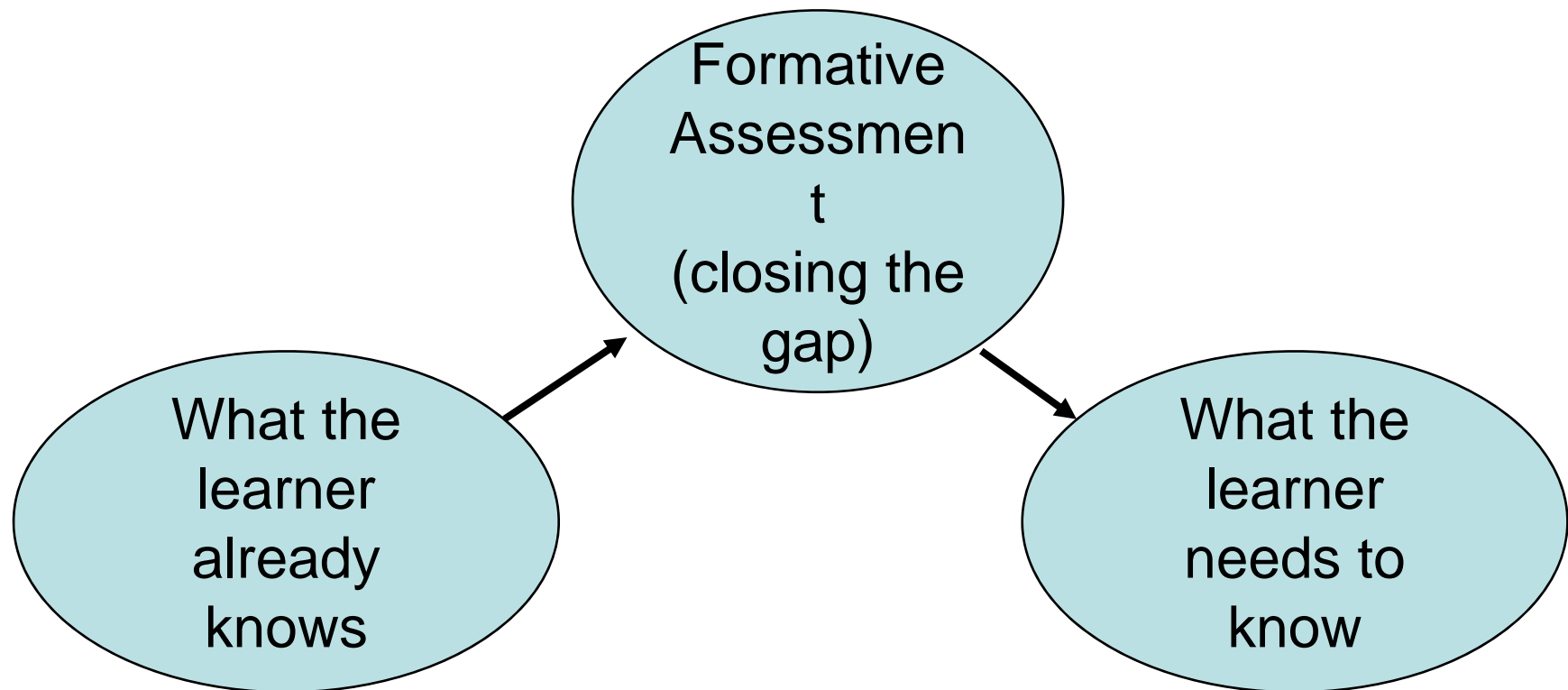


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Marking and Moderation



Feedback





What might formative assessment look like?

- Comment in a book to practise skill

You need to practise subtraction when you need to carry to the units.

Answer these questions

1. $832 - 618$

2. $784 - 356$



What might formative assessment look like?

- Candidates who already understand everything can be asked to show their method.

Write an explanation of how to work out the answer to this question.

$$4x + 12 = 2x$$



What might formative assessment look like?

- Statement of what the pupil can do and what they need to learn to do next

You can find the perimeter of a rectangle by adding up all the sides.

You need to be able to find the length of a side when you are given the perimeter and the length of the other sides



Formative Assessment

- You **don't** need to give formative comments on every piece of work that you mark
- You should have a way of showing pupils what they can do and what they need to work on next after a test
- The easiest way to do this is to use the sentences in the Level Descriptors



How can we feedback on individual tests?

- Use the Level Descriptors to tell pupils what they can do and what they need to do next
- If possible, record a grade given by the level descriptor.
- How can we decide what level to give?
- Record the parts of the level descriptors that pupils couldn't answer.



Traffic lights

	Statistics
Level 1	Construct frequency tables using tallies for small sets of data (less than 20). Represent data using pictographs for larger sets of data (about 50)
Level 2	read and interpret line graphs, bar graphs, histograms
Level 3	Identify the mode of data from small sets of data (less than 20) Construct line graphs, bar graphs and histograms. Read and interpret pie charts.
Level 4	Calculate the mean and median of data Construct pie charts
Level 5	Solve problems using mean, median and mode



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Formative feedback to students

- Formative closes the gap between what students know and what they need to know
- Give feedback on the level they achieved, and what they need to do to reach the next level
- Use the level descriptions from the Assessment Objectives for this
- Give them levels, not total marks as then they will consider the comments that go with them



Example of an SBA feedback form

SBA Student Feedback Form

SUBJECT: Mathematics

STUDENT NAME: A

Their performance was

Assessment Objective / Unit	Level
Statistics (unit 11)	Excellent
Measures (Unit 4)	Good
...	...
Overall	Good

To Improve:

Student A did well in statistics, but needs to practise drawing pie charts accurately, concentrating on calculating the size of the segments.

In Measures she needs to be able to apply her knowledge of converting measures when she solves word problems involving conversions of measures.



Identifying 2 year O-level Candidates

- How can we identify the 2 year O-level candidates?
- What skills might a 2 year O-level candidate show?
- How might these differ from a 3 year O-level candidate?