



UNIVERSITY *of* CAMBRIDGE
International Examinations

What do we need to consider when developing Student Progress Assessments?

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What is assessment for?

- To measure national progress
- To measure a school's performance
- To measure an individual's attainment
- **To facilitate better learning and teaching**

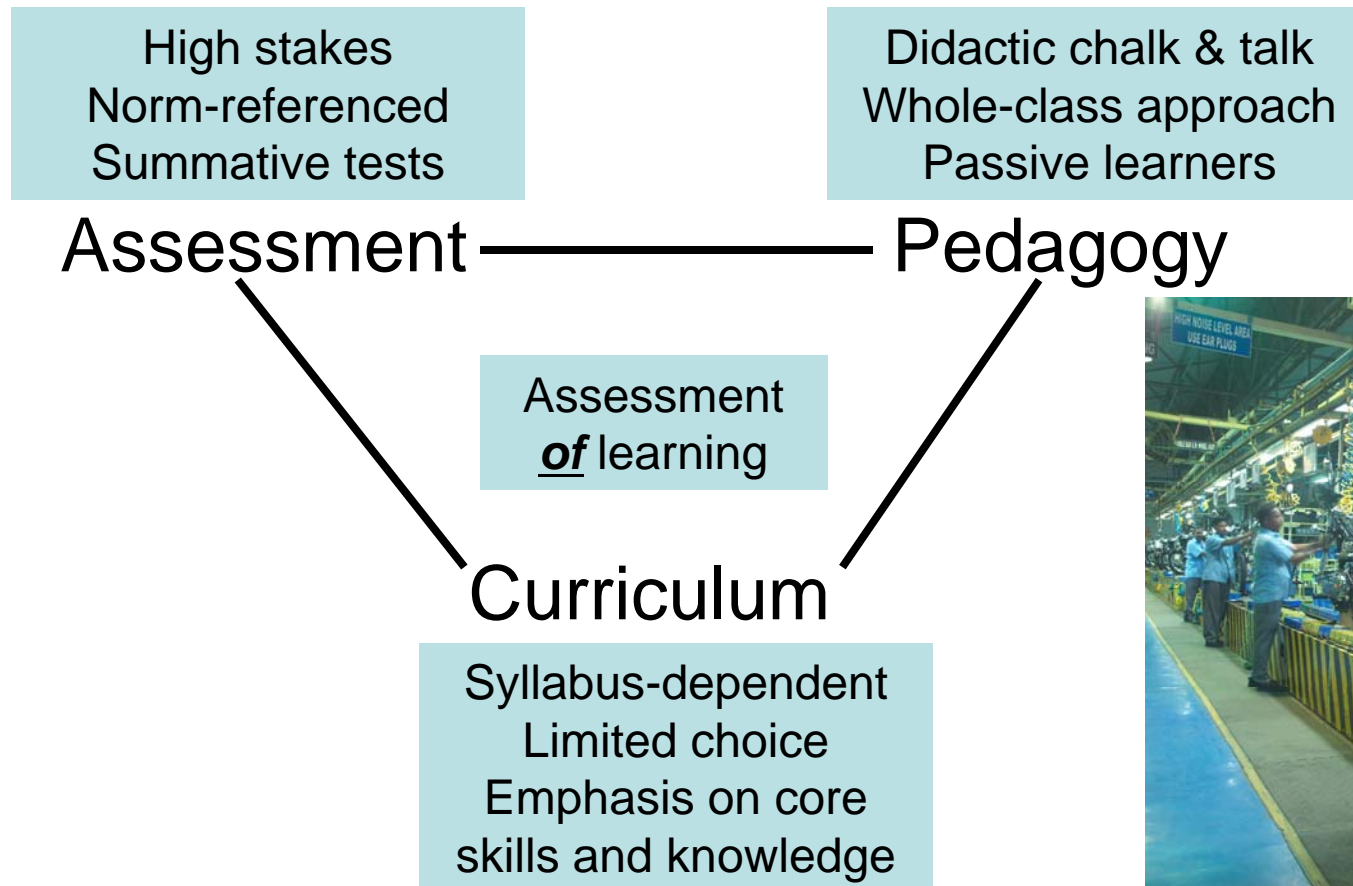


What is assessment for?

- To measure national progress
- To measure a school's performance
- To measure an individual's attainment
 - Summative assessment
 - Assessment of learning
 - External assessment
- To facilitate better learning and teaching
 - Formative assessment
 - Assessment for learning
 - School-based assessments

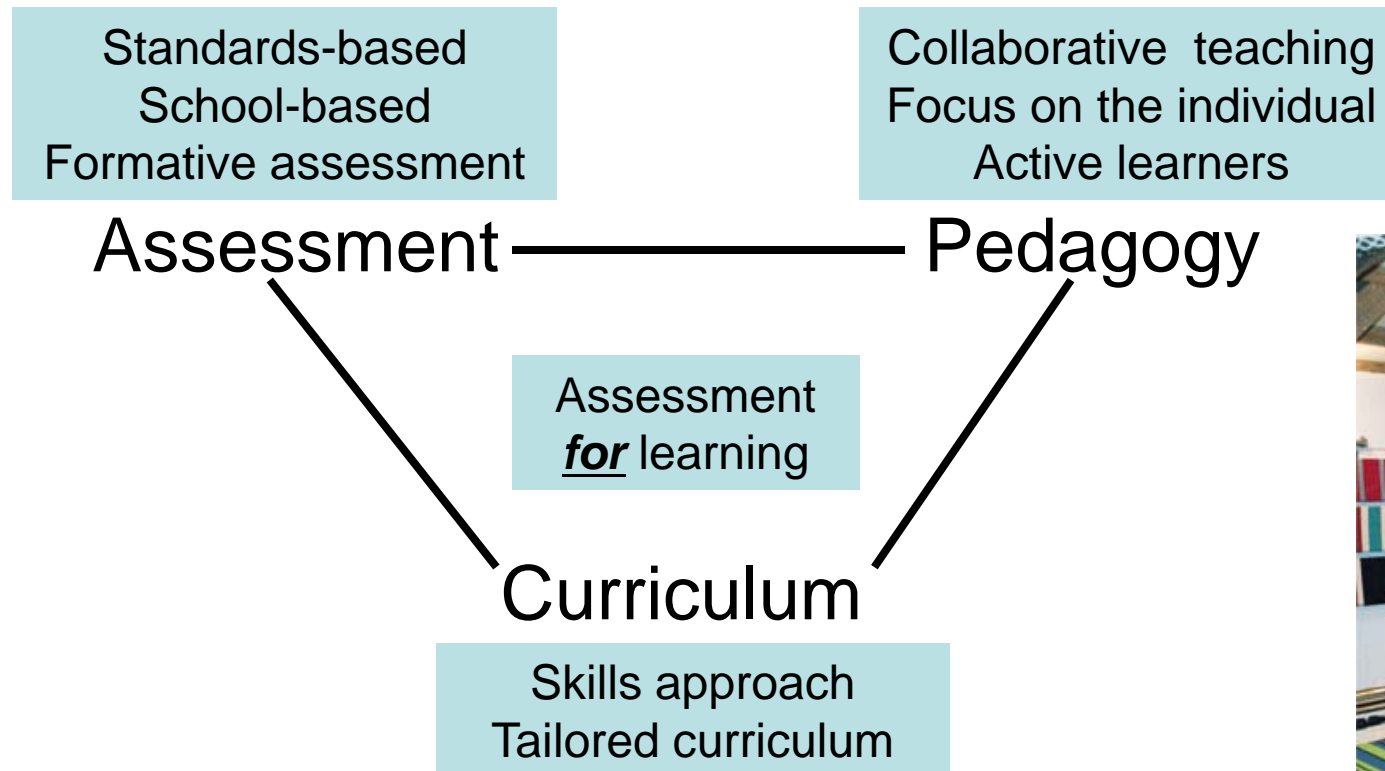


Out-moded educational design



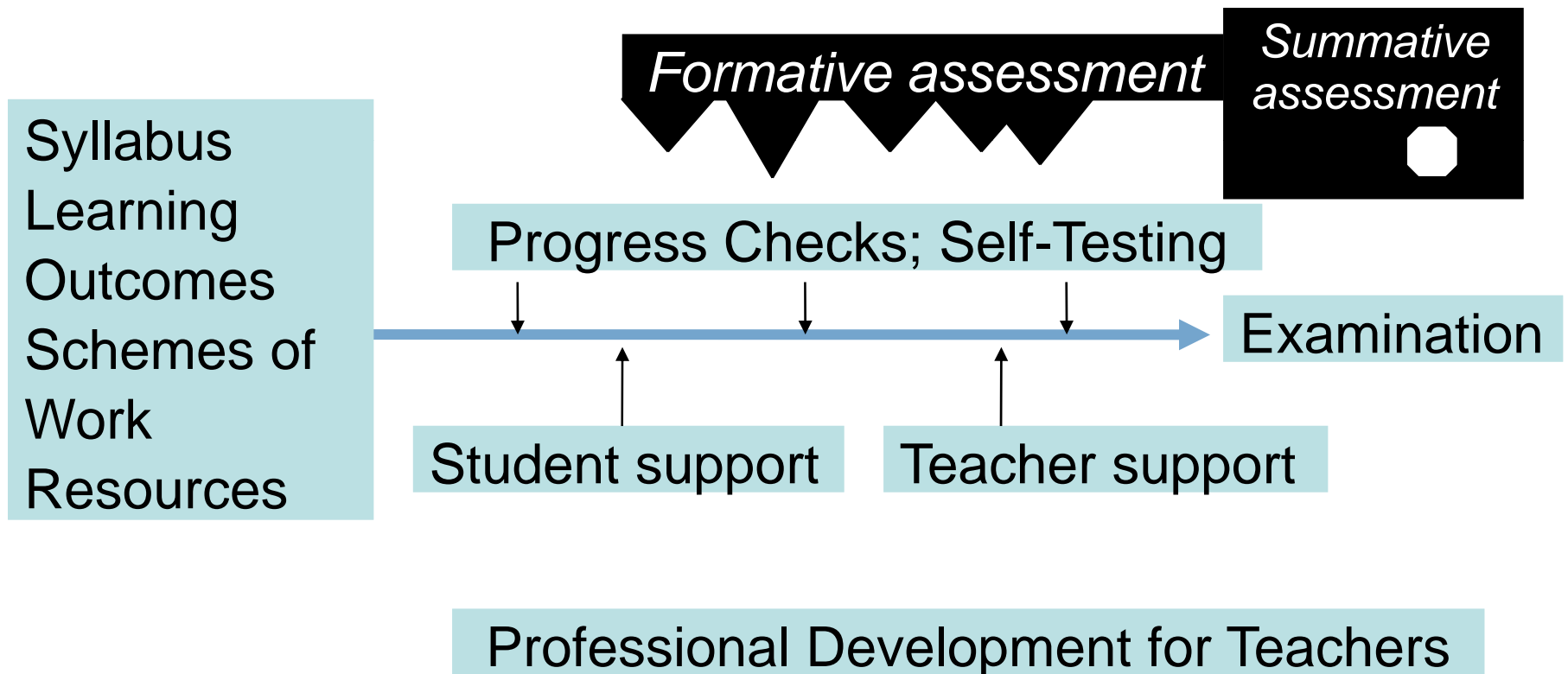


Current thinking in educational design





Curriculum Framework





Formative Assessment

- also commonly referred to as Assessment **for** Learning (or educative assessment).
- Assessment is considered ‘formative’ when the feedback from learning activities is actually used to adapt the teaching to meet the needs (Black and William).



The Department for Education and Skills in the UK states this in a nice and clear way:

*“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.”



What is Formative Assessment?

- Informal/low stakes
- Classroom based
- Student focussed
- Can include group work, peer review, homework etc.
- Feedback is VITAL
- Focussed on feedback NOT marks or grades
- Formative assessment should not be used for summative purposes



When and how often?

- From the very start – useful to benchmark students prior learning/level/misconceptions
- Should be regular/continuous
- Must feedback into learning
- Should be immediate



How is Summative Assessment used for improving learning?

Summative assessment can have more than one use

- Tracking student progression
- Informing decisions about choices
- Monitoring and evaluation of teaching strategies
- Reporting – to students, parents, school leadership



So what is SPA?

- Student Progress Assessments
- A series of assessments to monitor student progression in Brunei
- Accurate and useful information on student performance



Why is SPA important?

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn



Over the next few days you need to keep some key questions in your mind!

- What are you testing?
- Why are you testing it?
- How do you want to test it?

- You will deal in depth with these questions in this afternoon's subject session: Defining key skills and assessment specifications



What do YOU need to consider when designing SPA?

- Is the assessment going to be absolute or relative?
- Is it going to be standards based or IRT based?
- What will work in the classroom!



If you want to follow an IRT based approach...

- Is there the infrastructure to have large item banks/pre-testing/data capture?
- Is the support and software available?
- Who's going to administer it?



If you want to follow a standards/levels based approach...

- Clear and easily understood standards and descriptors must exist or be developed.
- Are the standards going to follow years?
- Or performance eg expected, above expected, below expected, Level 1,2..6?
- NB this should be the same across all subjects to allow parents etc to easily understand the outcomes



How is it going to be moderated?

- Pre-tested items?
- Centrally set tests/tasks?
- School based tests?
 - Cluster moderation?
 - Central moderation?
 - Statistical moderation?
 - Un-moderated?



When you design your specifications and assessments...

- Are you encouraging good teaching practice?
- Are you covering a wide range of assessment objectives?
- Are the assessment styles you are using appropriate to the subject?