



UNIVERSITY *of* CAMBRIDGE
International Examinations

What do we want to record and how often?

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Once you've decided what to assess it should be easy to decide what to record.

- Remember
 - Data has to be comparable over time so agree a format
 - Data has to be meaningful
 - Data has to be comprehensive
 - Data needs to be at an individual learner level
 - Data needs to be easily understood



Remember workload!

Teaching was the hardest work I had ever done, and it remains the hardest work I have done to date.

Ann Richards

SPA should make a teacher's (and learner's) life better not harder!



Task 1:

- Discuss with your immediate neighbours what information you would like to have recorded to help you measure each learner's progression in your class
- You have **10 minutes**, make a note of your conclusions for the workshops over the coming days



Task 2:

- Discuss what your school principle would like to see recorded – and if it doesn't agree with what you've just been discussing why? How can you reconcile the two?
- You have **10 minutes**, make a note of your conclusions for the workshops over the coming days



Task 3:

- Discuss what parents would like to see recorded – and if it doesn't agree with what you've just been discussing why? How can you reconcile **all** three? Can you?
- You have **10 minutes**, make a note of your conclusions for the workshops over the coming days



Feedback from tasks:

- Did you all agree what a teacher needs?
- Did it agree with what parents and principals want to see?
- What's most important?
- Can you keep everybody happy?
- What compromises do you need to make?
- Can you make them and still make SPA useful?



Some additional thoughts to keep in mind:

- What do is already recorded in the classroom?
 - Home work
 - Class tests
 - Anything else?
- Should SPA replicate or replace these?



And also...

- How many skills are you going to record?
- Are you going to use the same scale for each skill?
- Should each skill have the same weighting?
- How are you going to combine the skills to give an overall progression score for the subject?



How often?

- How many tasks can you set?
- How much learning time do you want to lose to assessment? Think of the cost/benefit balance
- Realistically - how often do you need to check students' progression?
- Minimum - once a term? Maximum – daily? weekly? monthly? end of topic?



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Think of the teachers!