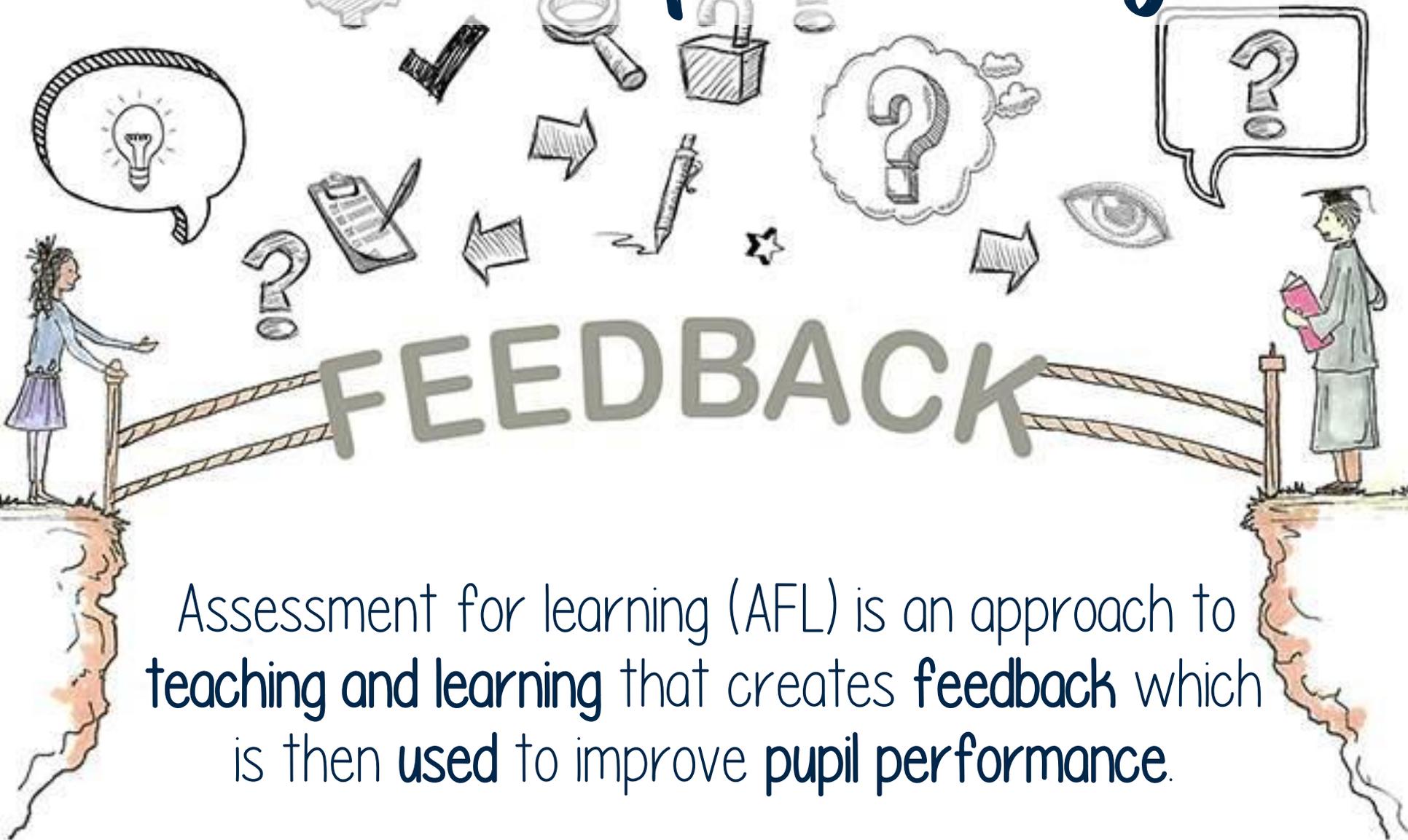


ACT FOR IMPACT



"With every mistake we must surely be learning" George Harrison

Assessment for Learning

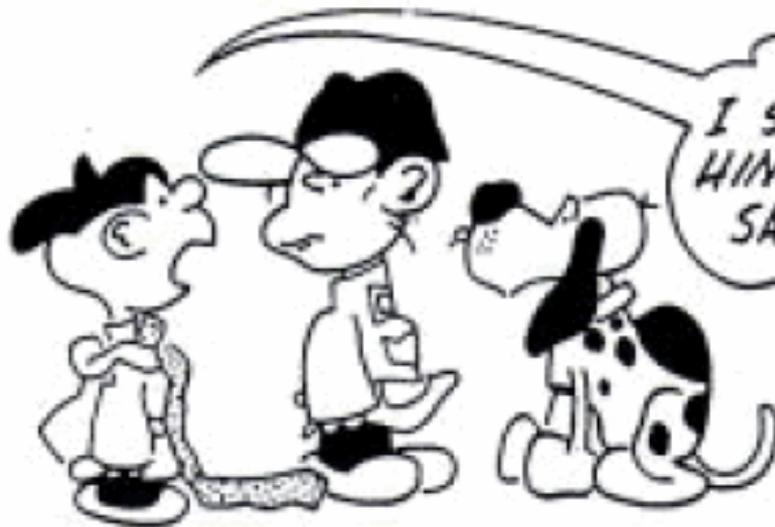


Assessment for learning (AFL) is an approach to **teaching and learning** that creates **feedback** which is then **used** to improve **pupil performance**.

I TAUGHT STRIPE
HOW TO
WHISTLE.

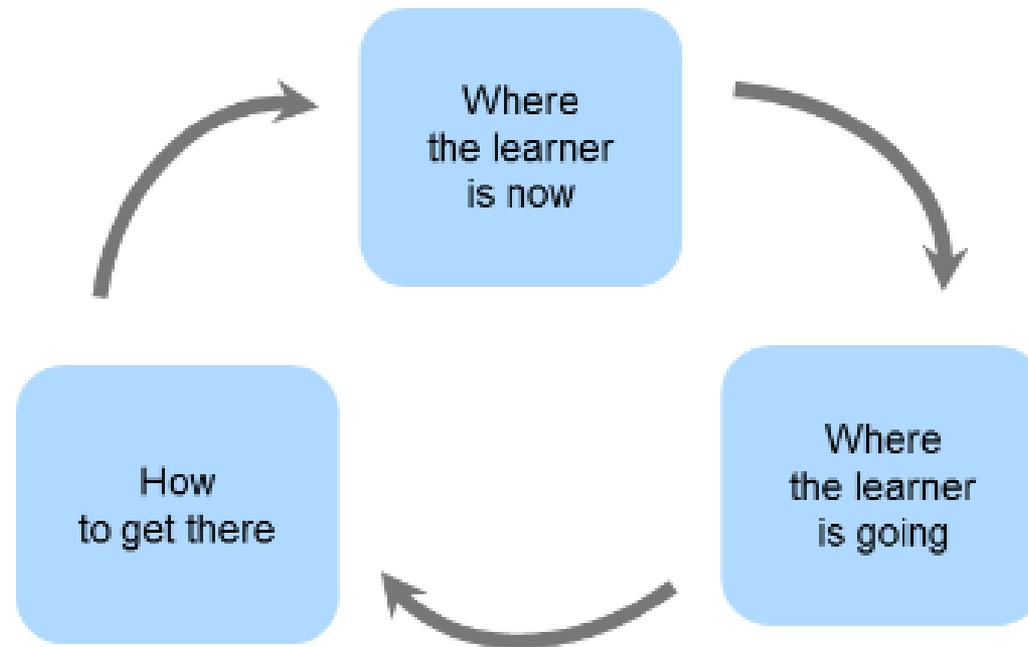


I DON'T HEAR
HIM WHISTLING!



I SAID I TAUGHT
HIM. I DIDN'T
SAY HE LEARNED IT.

Assessment for learning



It serves to **close the gap** between **current knowledge** and **desired** levels of knowledge

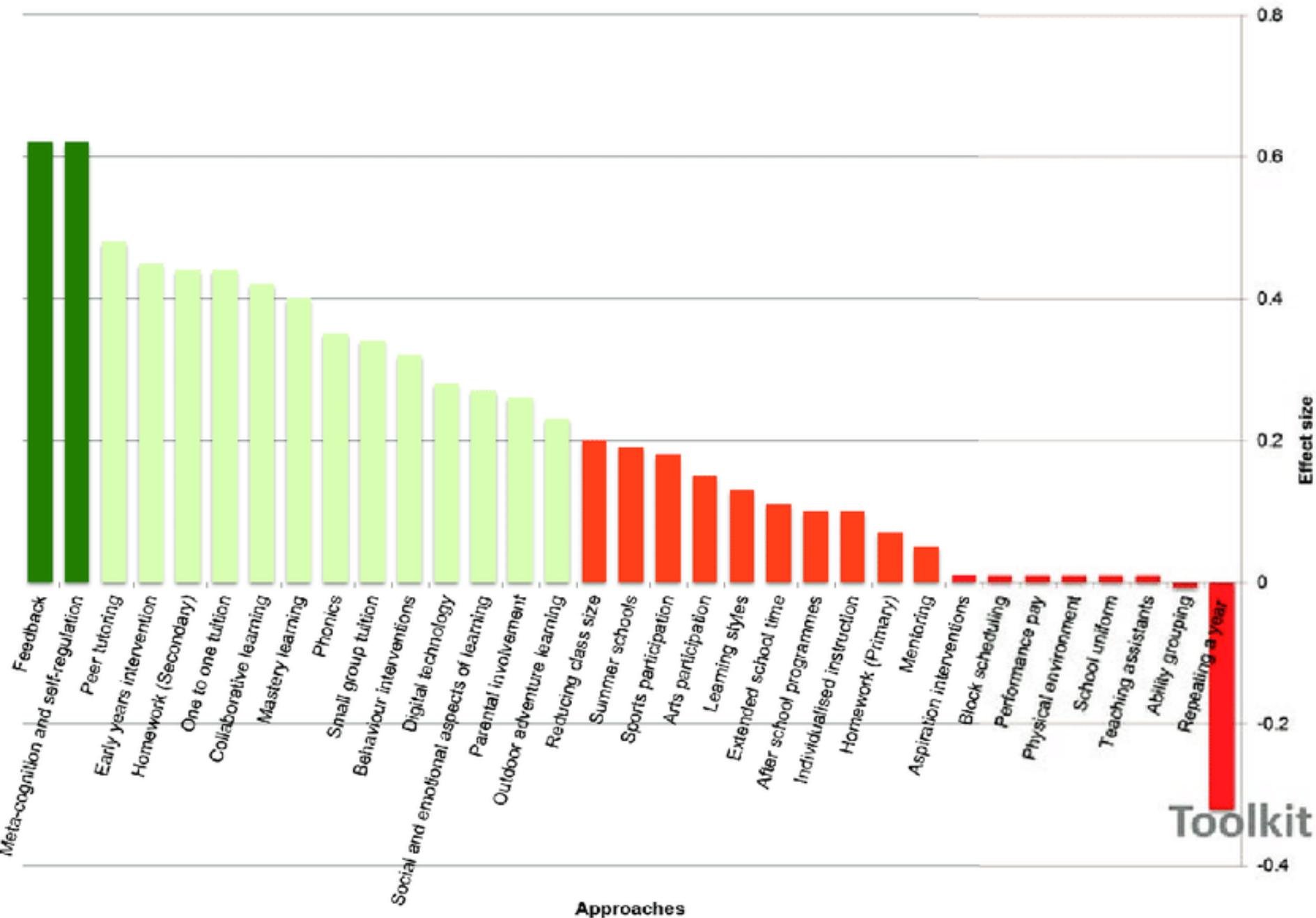
Diagnostic AfL...

AfL is more than just assessing a child, it creates a **loop** where both **learning & teaching** is **modified** as a result. (aiding pupil progress)

Justification...

Black and Wiliam argue that if teachers use formative assessments as part of their teaching, pupils can learn at approximately **double the rate**.

Average Effects



Toolkit

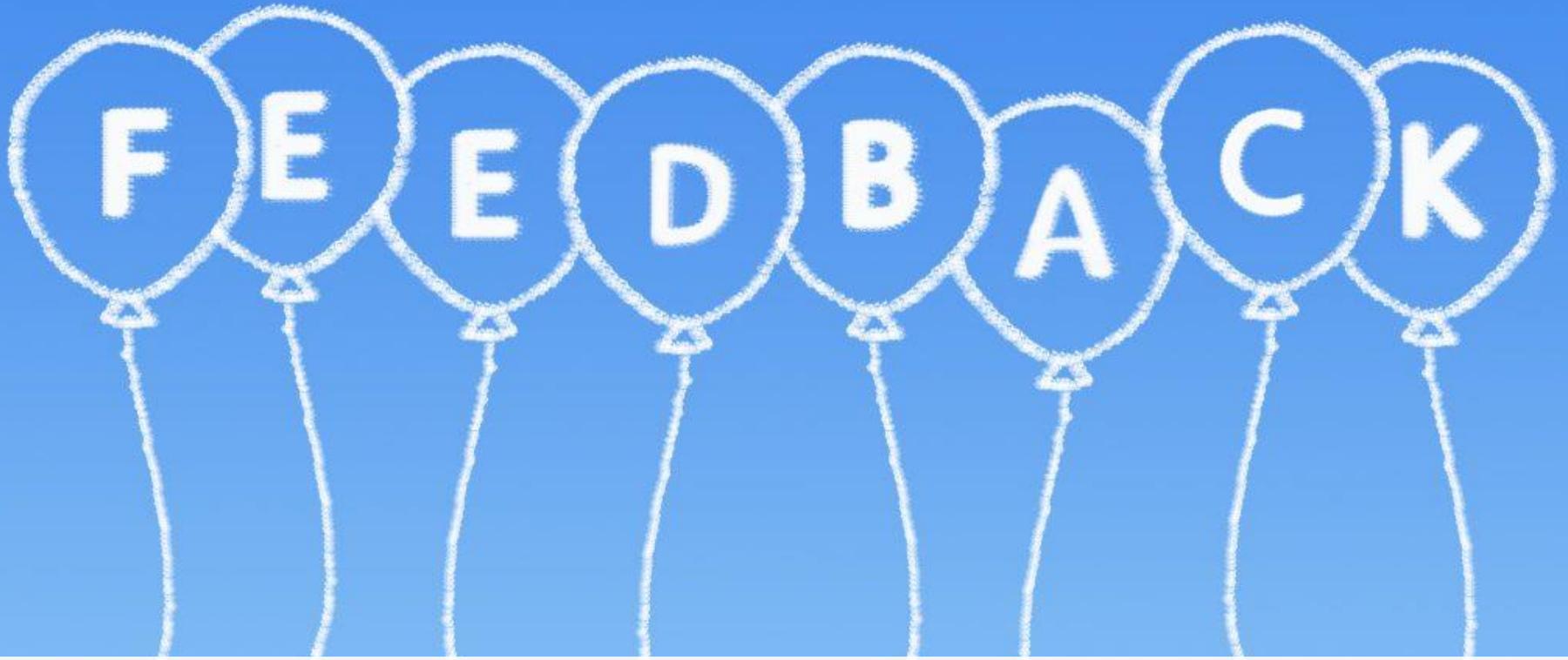
“They were no good onstage when they went there,
and they were very good when they came back”





“It was Hamburg that did it, that’s where we really developed. We never would have developed as much if we had stayed at home.”

“Purposeful practice
involves feedback” and
must be during
practice/learning so
there is still time to act
on it”



“AfL & feedback **redirects** or **refocuses** either the **teacher’s** or the **learner’s** actions to achieve a **goal**, by aligning **effort** and **activity** with an **outcome**”

“Helpful” feedback!

I remember talking to a middle school pupil who was looking at the feedback his teacher had given him on a science assignment. The teacher had written, “You need to be more systematic in planning your scientific inquiries.” I asked the pupil what that meant to him, and he said,

“I don’t know. If I knew how to be more systematic, I would have been more systematic the first time.”

“Helpful” feedback!

‘This kind of feedback is **accurate**—it is describing what needs to **happen**—but it is **not helpful** because the learner does not know how to **use the feedback** to **improve**.

It is rather like telling an unsuccessful comedian to be funnier—accurate, but not particularly helpful, advice.’

Effects of feedback

Recipients respond to feedback in four basic ways:	If feedback indicates that performance has <i>fallen short</i> of the goal, the recipient may:	If feedback indicates that performance has <i>exceeded</i> the goal, the recipient may:
By changing behavior	<i>Increase effort*</i>	Exert less effort
By modifying the goal	Reduce aspiration	<i>Increase aspiration*</i>
By abandoning the goal	Decide the goal is too hard	Decide the goal is too easy
By rejecting the feedback	Ignore the feedback	Ignore the feedback
* = Desirable outcome		

Self reflection for pupils

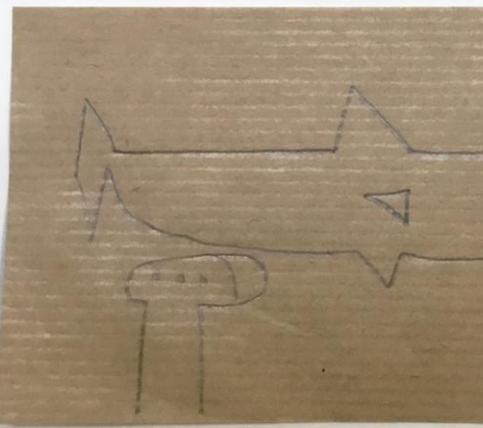
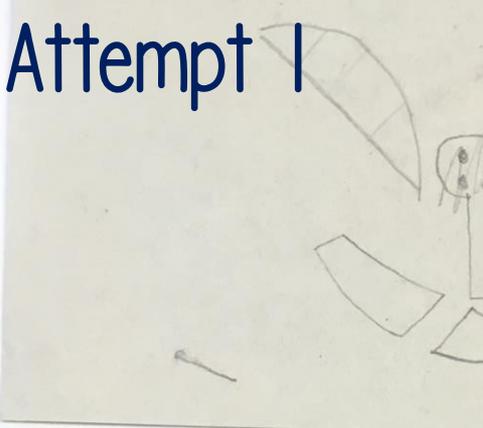
Help pupils develop as **independent, resilient learners** capable of **monitoring** and **regulating** their own learning



It is only when learners **actively engage** with the assessment criteria and the process of **evaluating performance** against these, that they are able to **use** the **feedback** in a way that leads to **improvement**

It's in how we teach
them to handle/use it

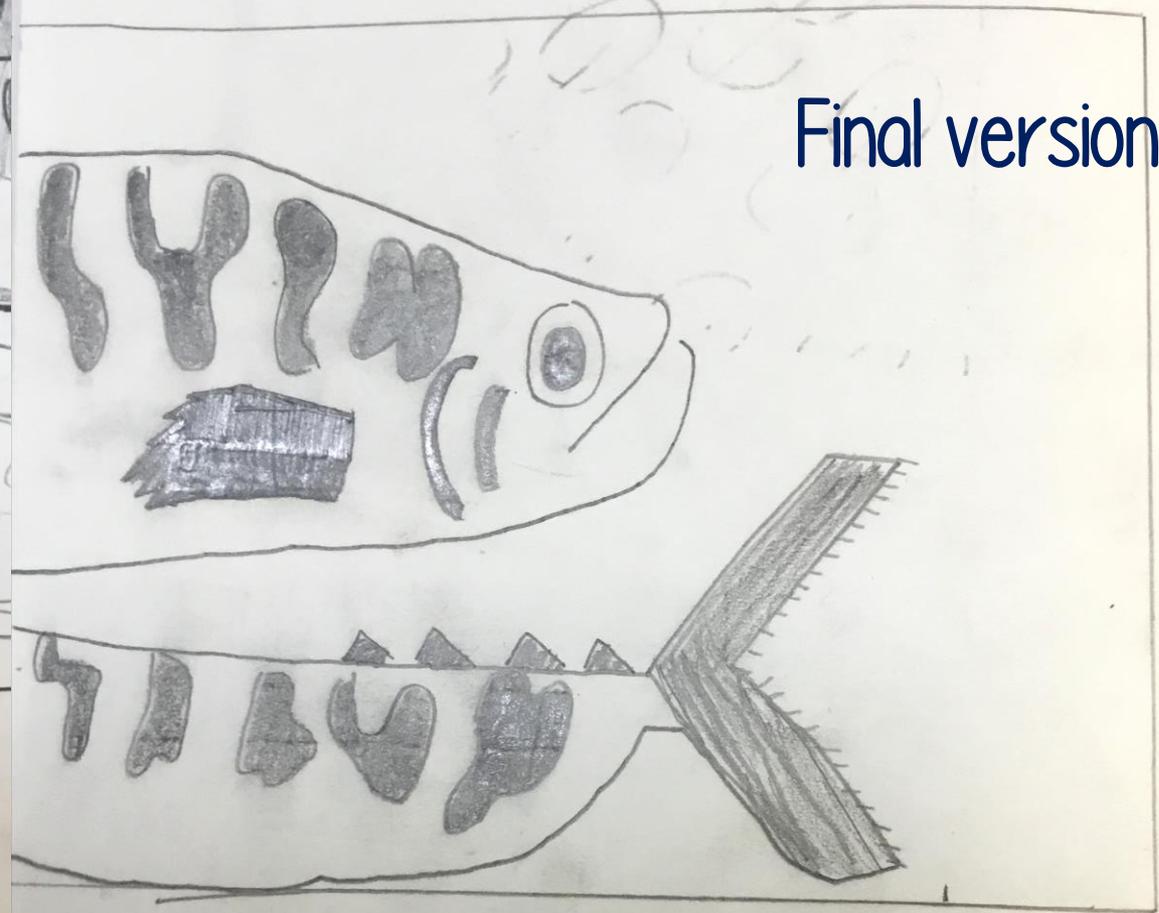
Attempt 1



The influence we can have as professionals...

My topic is number 4 = ^{to all times} proportion and correct details

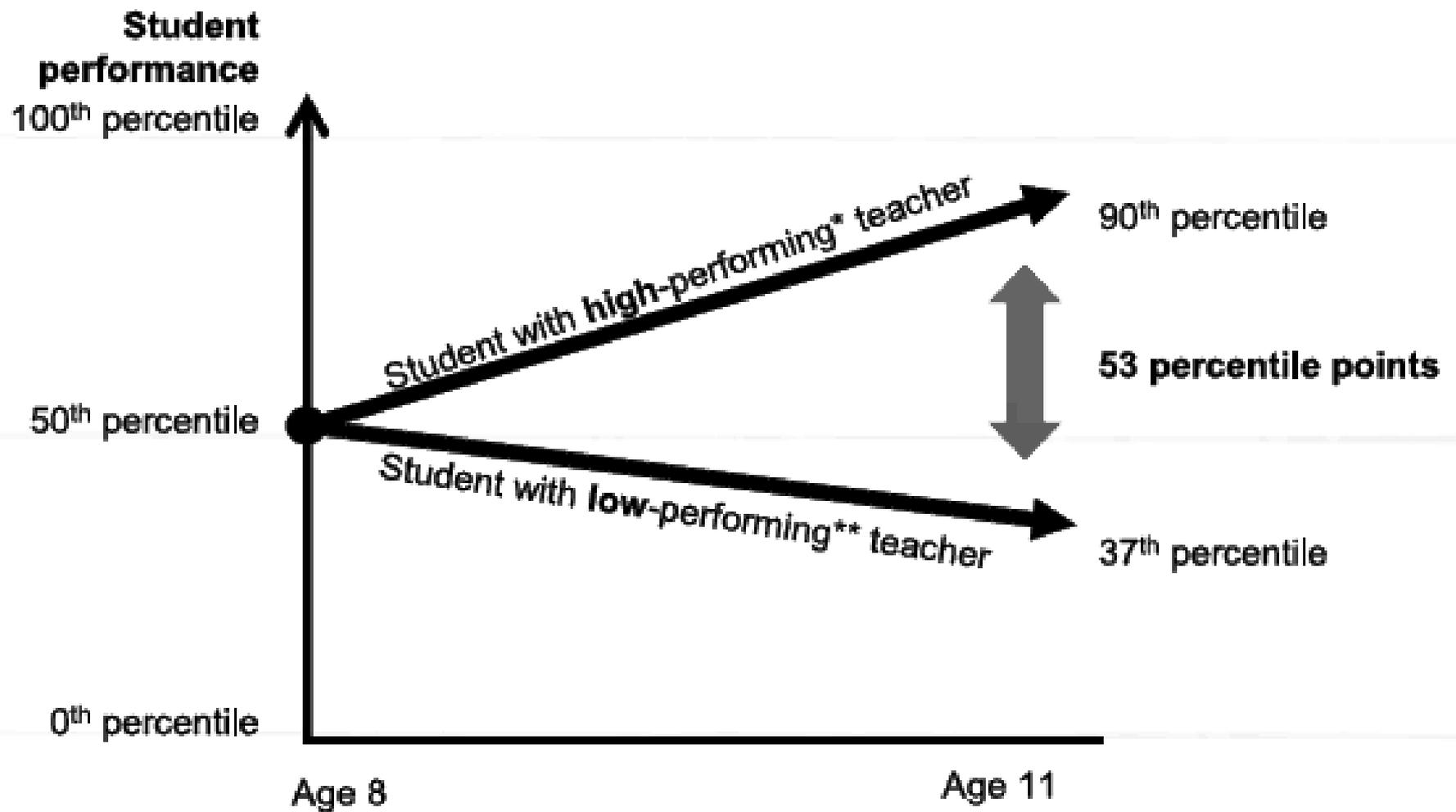
Final version 3



} and 4
}.4

My line drawing has improved because it's more in proportion

Exhibit 5: The effect of teacher quality



*Among the top 20% of teachers; **Among the bottom 20% of teachers
Analysis of test data from Tennessee showed that teacher quality effected student performance more than any other variable; on average, two students with average performance (50th percentile) would diverge by more than 50 percentile points over a three year period depending on the teacher they were assigned
Source: Sanders & Rivers Cumulative and Residual Effects on Future Student Academic Achievement, McKinsey

Gardeners not carpenters...



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