

Principles of effective assessment

1. Purpose

a) Whether we can trust the accuracy of the judgements

2. Reliability

b) Any judgements should be accurate and perceived to be fair for all

3. Validity

c) Whether the assessment meets its need

4. Fairness

d) How well the assessment meets its purpose and measures what it's supposed to do



Reflect: Match the principles to their definitions.

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1. Purpose

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Peer and self-assessment

Facilitator Name

 @TeachFirst  @teachfirstuk

Seminar norms

Throughout the seminar, please:



Be present



Be proactive



Critique with kindness



Seminar objectives

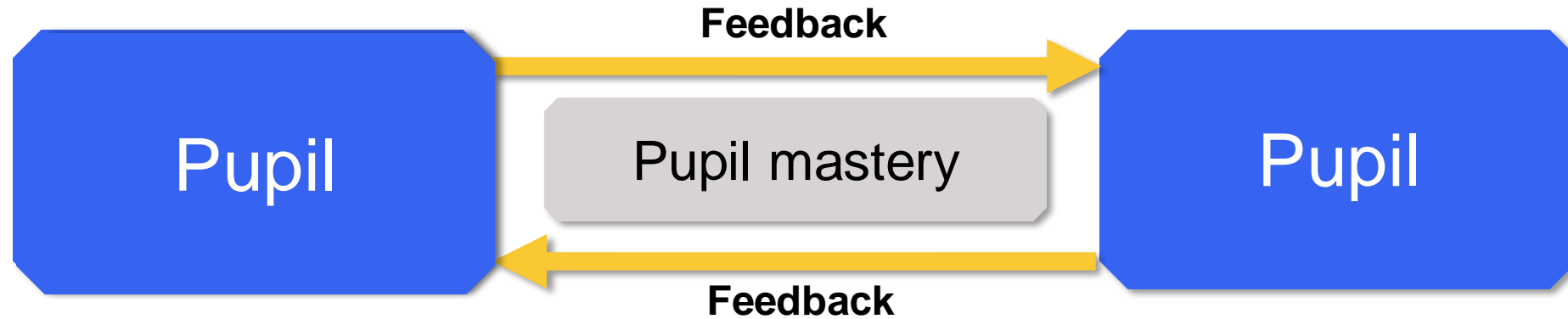
By the end of this seminar, you will:

- understand how to use peer and self-assessment effectively and purposefully
- know how to avoid the pitfalls of peer and self-assessment
- understand how to sequence and scaffold approaches for effective peer and self-assessment
- critique the design and use of an assessment

Related ECF statements

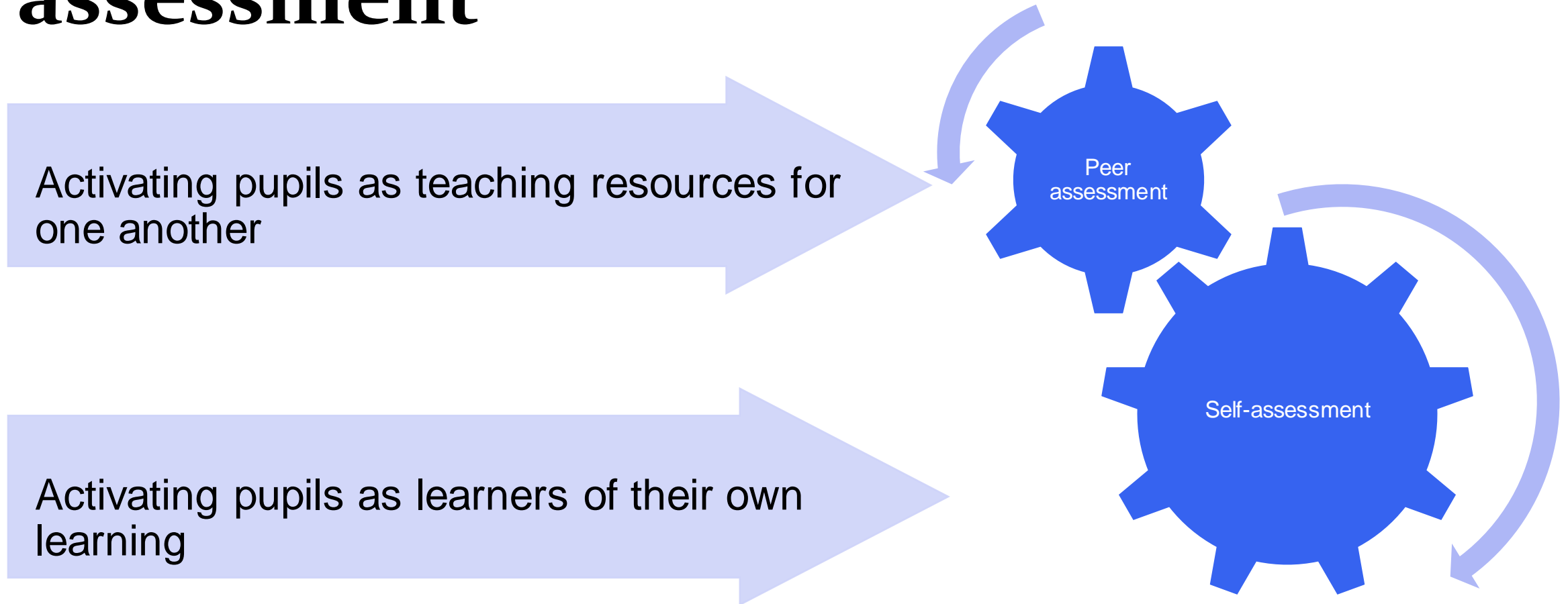
Learn that...	Learn how to...
Assessment (TS6 – Making accurate and productive use of assessment)	
<p>6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</p> <p>6.6 Over time, feedback should support pupils to monitor and regulate their own learning.</p>	<p>Avoid common assessment pitfalls, by:</p> <ul style="list-style-type: none"> • Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). <p>Provide high quality feedback by:</p> <ul style="list-style-type: none"> • Scaffolding self-assessment by sharing model work with pupils, highlighting key details. • Thinking carefully about how to ensure feedback is specific and helpful when using peer or self-assessment.

Feedback: a recipe for future action

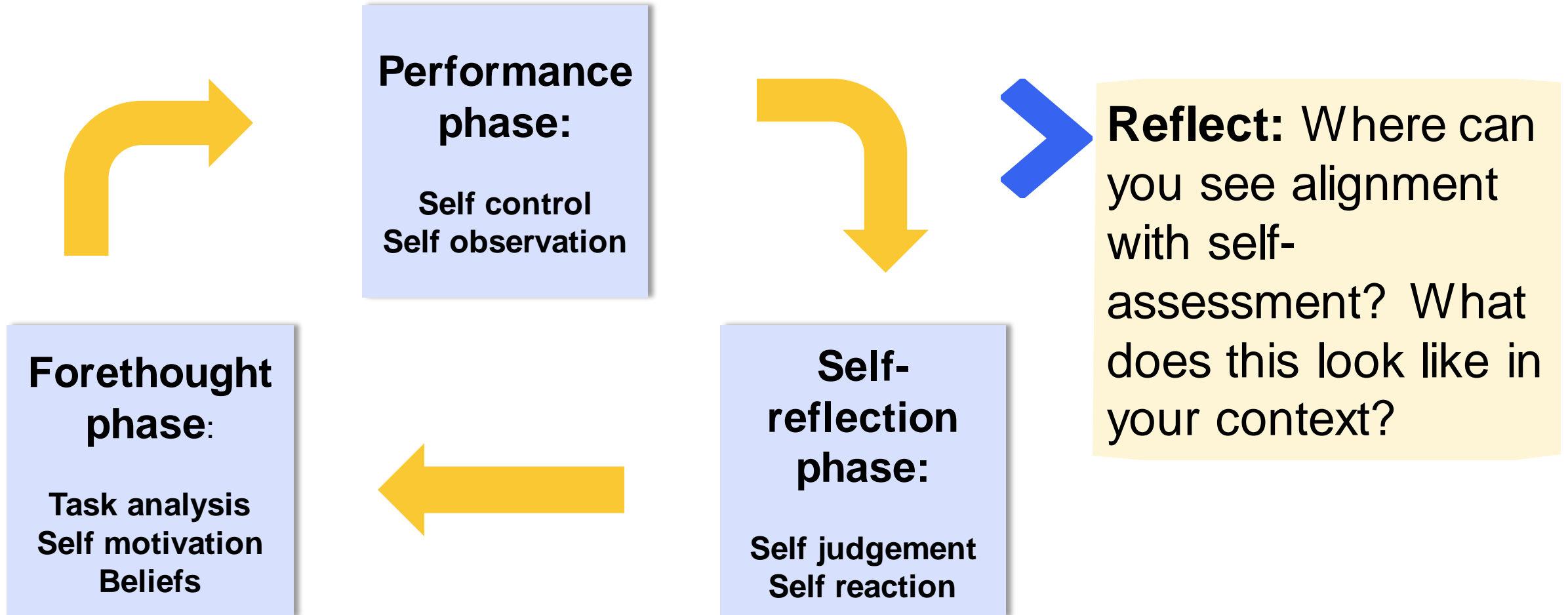


Discuss: Share a time this week when you have planned for pupils to give feedback to one another. Did it result in future action? Why? Why not?

The purpose of peer and self-assessment



Self-assessment and self-regulation



The drivers of effective peer and self-assessment



Reflect: Why use peer and self-assessment rather than another form of feedback?

Threats

a) Lack of subject and domain knowledge

d) No time given for pupils to make corrections or respond to feedback

g) Lack of consistencies across the school

b) Lack of skill set to carry assessment out

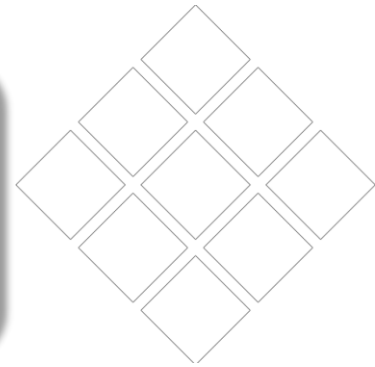
e) Pupils motivated to award themselves and friends higher marks

h) Pupils excessively or insufficiently challenged

c) Feedback does not drive learning forward

f) Pupils' anxiety around sharing mistakes

i) Systems not age or stage appropriate



Feedback does not drive learning forward.

Purpose: Whether the assessment meets its needs.

Lack of skill set to carry out assessment.

Reliability: Whether we can trust the accuracy of the judgements.

Pupils excessively or insufficiently challenged.

Validity: How well the assessment meets its purpose and measures what it is supposed to.

Pupils motivated to award themselves and friends higher marks.

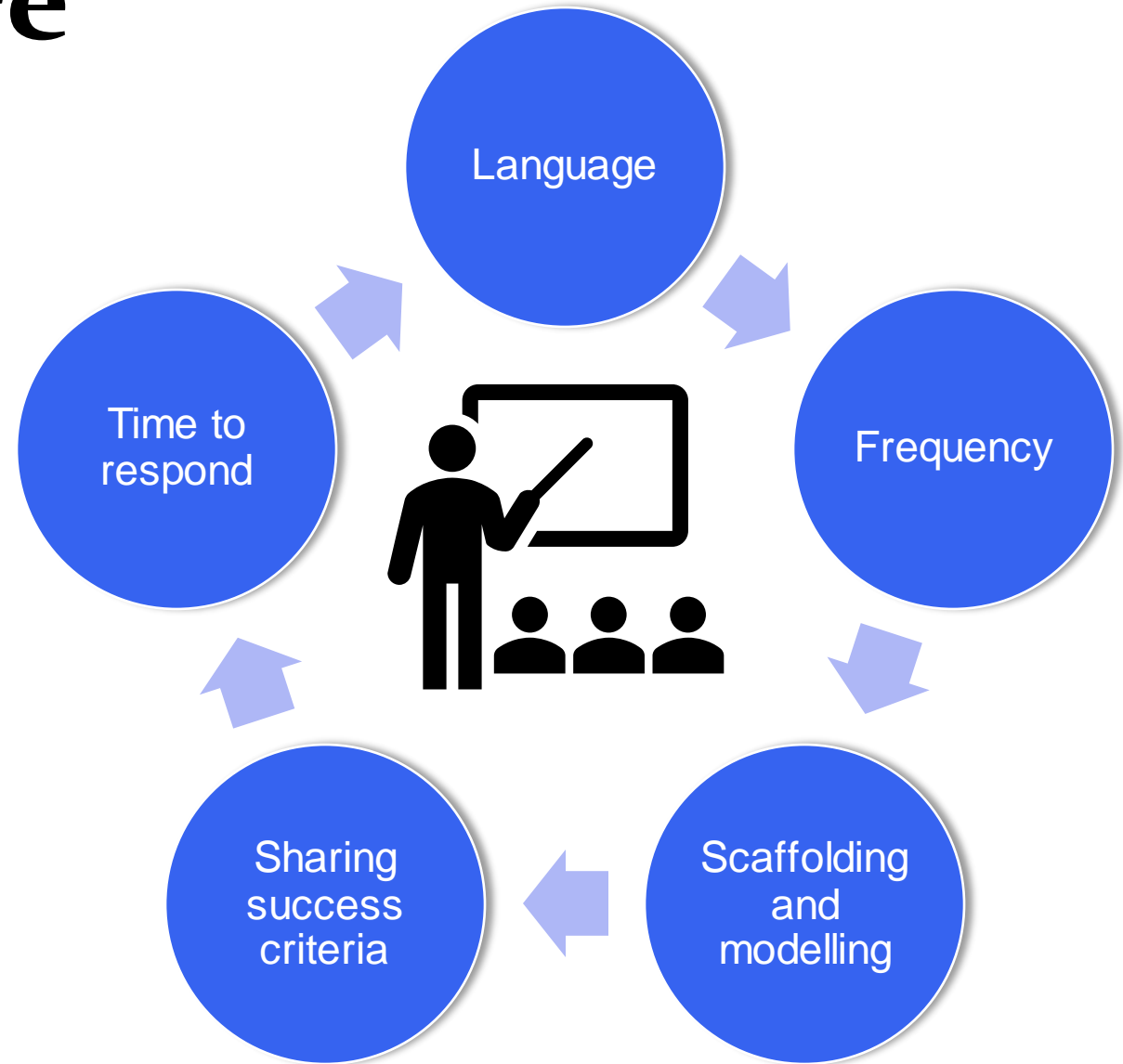
Fairness: Any judgements should be accurate and perceived to be fair for all.

Discuss: How could the principles mitigate the threats?

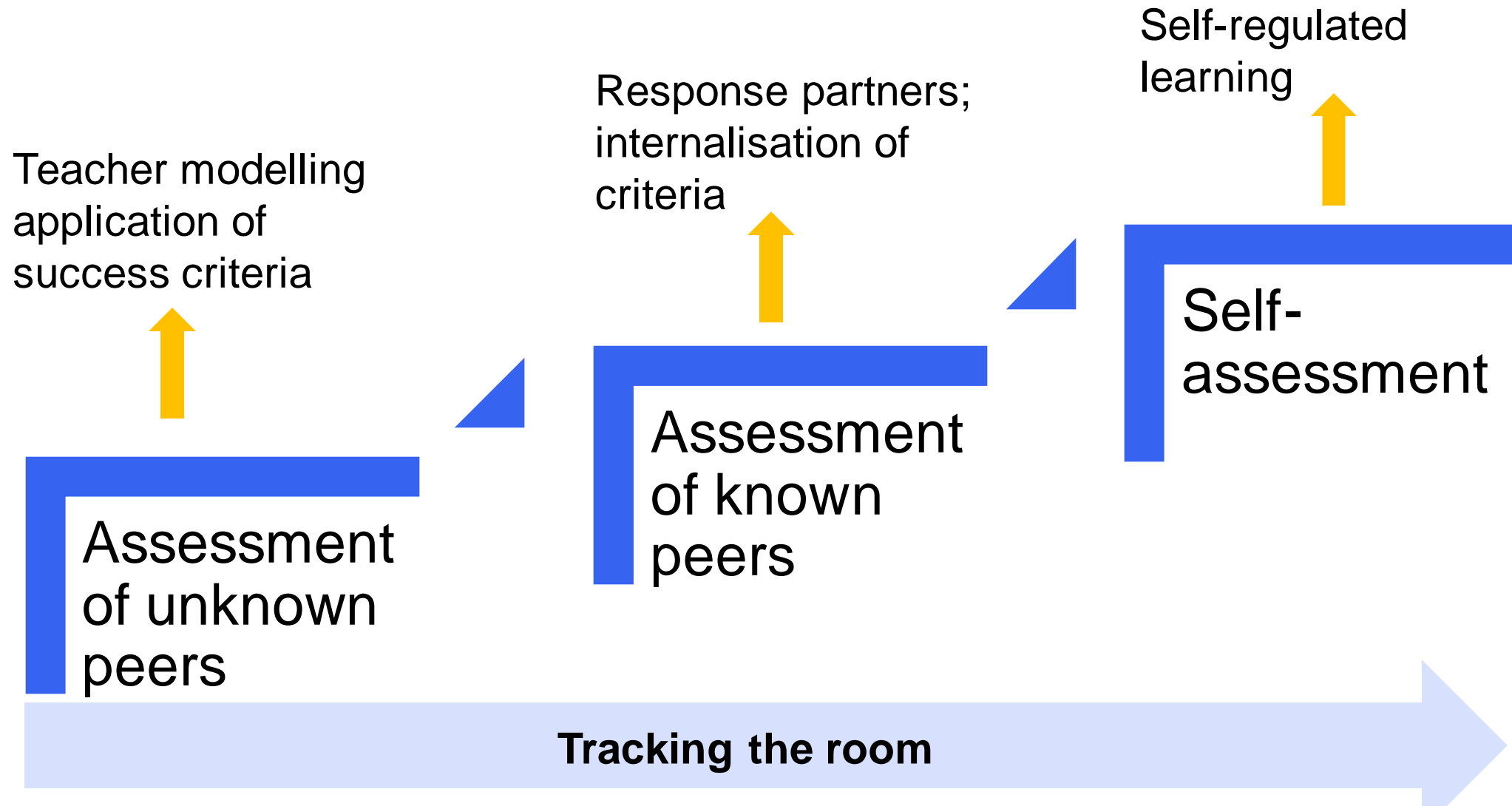
Classroom culture



Reflect: In what ways does your classroom culture effectively support peer and self-assessment?















Building pupils' ability to self-assess





Rubrics

How?

- pupils as end users
- co-creation
- retrieval

				Score (out of 3)
Coloured in completely				
Colour in the lines				
Draw a background				
Draw with detail				
Total (12)				

Holistic rubric

Number	Description	
1	There is information missing from the diagram and it appears incomplete. The presentation is unclear and/or untidy.	
2	The information on the diagram is labelled correctly but with some spelling mistakes. The presentation of the diagram is good but is not entirely clear in places such as accurate labels.	
3	The information on the diagram is labelled correctly with no spelling mistakes. The presentation of the diagram is to a high standard with clear labelling including an underlined title.	

Analytical rubric



Criteria	1	2	3
I have given my diagram a clear title.	Unclear and/or untidy.	Clear title.	Clear, underlined title.
I have labelled the sun, the Earth and the atmosphere.	Labels are in incorrect places.	Labels are correct.	Labels are correct and clear.
I have listed the three main greenhouse gases.	List is incomplete or missing.	List is correct but has spelling mistakes or is unclear.	Water vapour, carbon dioxide and methane are listed and spelt correctly.
I have labelled three sources of greenhouse gases.	Labels are in incorrect places or missing.	Labels are not clear e.g. <i>driving cars</i> .	Labels are all correct: 1. Burning fossil fuels for heat 2. Burning fossil fuels for transport 3. Farming and deforestation

Structured dialogue



At the end of a 'plan, do, review' session in a reception class, children have been drawn together to review their child-initiated learning. A child who has been involved in construction play for an extended period has been invited to 'review' their work. The class teacher is using emoticons to support the child's self assessment.

Teacher: How successful do you think you were in your learning today Jared?

Jared: Good. *Points to the smiley face.*

Teacher: That's really good to hear Jared. Well done!



Discuss: How effective is this approach in enabling a pupil to self assess their progress? What needs to happen?



At the end of a 'plan, do, review' session in a reception class, children have been drawn together to review their child-initiated learning. A child who has been involved in construction play for an extended period has been invited to 'review' their work. The class teacher is using emoticons to support the child's self-assessment.

Teacher: How successful do you think you were in your learning today Jared?

Jared: Good. *Points to the smiley face.*

Teacher: How do you know this?

Jared: Because I placed all the blocks together and they stayed up and it's a really tall tower! It's my best one!

Teacher: How did you manage to build your tower so tall?

Jared: I made sure the bottom was wide and then it can take the rest of the blocks.

Teacher: What did you find tricky?

Jared: I didn't know how tall to make it.

Teacher: So what did you do?

Jared: I asked Maja and she helped me. She said to do it with 20 blocks! And she helped me be very careful to put them higher.

Teacher: It looks incredible! Shall we keep it safe for plan, do, review tomorrow? What will you do next to make it even better?



Discuss: What has changed and how does this influence the effectiveness of the self-assessment?

Analytical rubric



Criteria	Y	N
I have an introduction which states my opinion.		
I have 3 paragraphs which each state a reason for my opinion.		
I have a conclusion which restates my opinion.		
I have used persuasive words and phrases.		

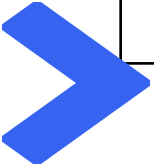


Discuss: How effective is this approach in enabling a pupil to self assess their progress? What needs to happen?

Analytical rubric



Criteria	1	2	3
I have an introduction which states my opinion.	Opinion is not stated or is confusing.	Opinion stated.	Opinion is clearly stated and grabs readers' attention.
I have 3 paragraphs which each state a reason for my opinion.	Paragraphs not used or used incorrectly.	Each paragraph states a reason for opinion.	Each paragraph includes reason for opinion, supported by an explanation or example.
I have a conclusion which restates my opinion.	No conclusion, or opinion not restated.	Conclusion re-states opinion.	Conclusion clearly re-states opinion and leaves reader with something to think about.
I have used persuasive words and phrases.	Persuasive words or phrases not used or used incorrectly.	Some persuasive words or phrases are used.	Persuasive words/phrases such as 'must' 'should' 'it's imperative that' are used.



Discuss: What has changed and how does this influence the effectiveness of the self-assessment?

Model, instruct and monitor

Model

- Use examples and non-examples against success criteria or rubric.
- Model using a success criteria or rubric.
- Use 'think aloud' whilst reviewing models and examples.

Instruct

- Ensure clarity and consistency in rubrics and success criteria.
- Scaffold pupil responses during feedback.
- Build familiarity in the routine of self- and peer assessment.

Monitor

- Give opportunity and time for pupils to act on feedback.
- Plan to see explicit evidence of effective feedback.
- Track the room.
- Be explicit where progress is happening.

Application to practice

a) Lack of subject and domain knowledge

d) No time given for pupils to make corrections or respond to feedback

g) Lack of consistencies across the school

b) Lack of skill set to carry assessment out

e) Pupils motivated to award themselves and friends higher marks.

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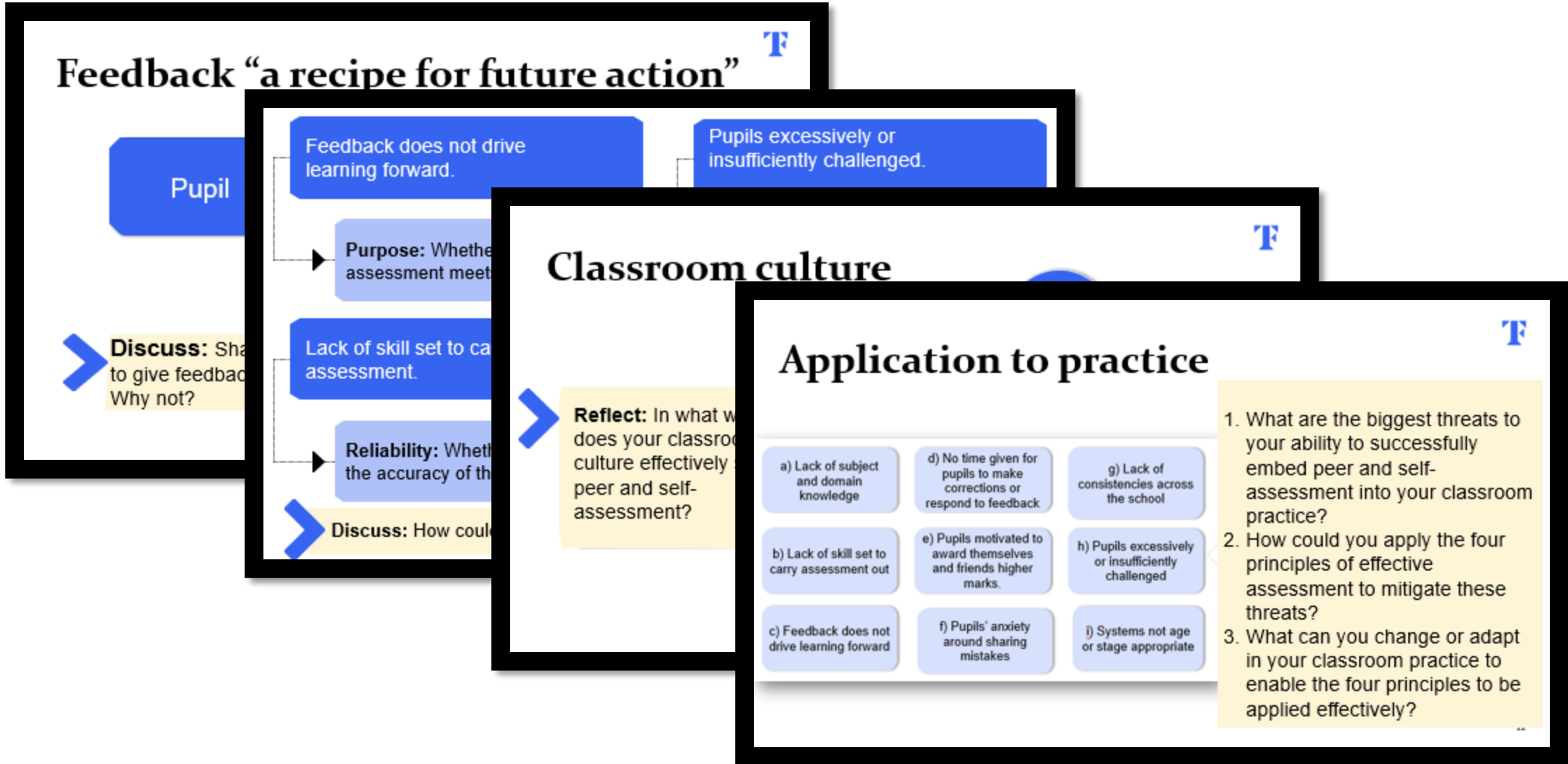
c) Feedback does not drive learning forward

f) Pupils' anxiety around sharing mistakes

i) Systems not age or stage appropriate

1. What are the biggest threats to your ability to successfully embed peer and self-assessment into your classroom practice?
2. How could you apply the four principles of effective assessment to mitigate these threats?
3. What can you change or adapt in your classroom practice to enable the four principles to be applied effectively?

Summary





Thank you.

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