



Assessment for Learning

How can we explore the challenges of developing lifelong learners in terms of assessment?





Assessment for Learning

What are the characteristics of a lifelong learner?





Assessment for Learning

Inquirer: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

(IB Learner Profile)



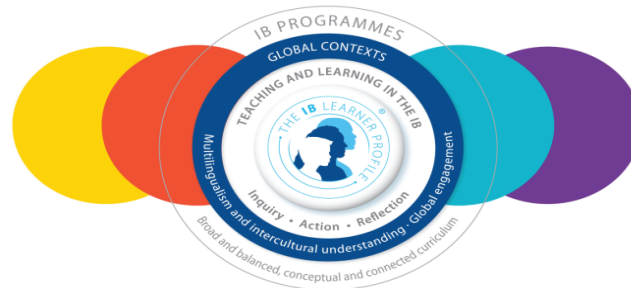
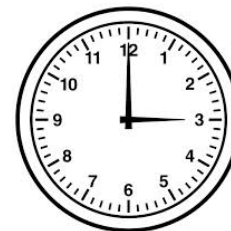
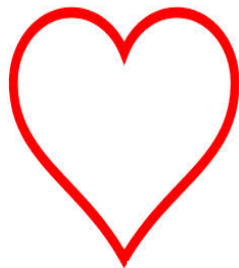


Assessment for Learning

Assessment for learning vs. Assessment of learning

Formative, process focused
Comments
Teacher & Student

Summative, product focus
Grades
Larger stakeholder group



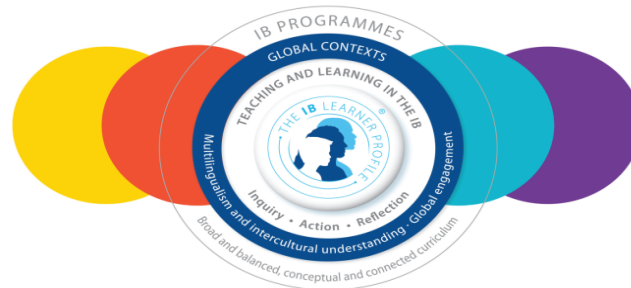
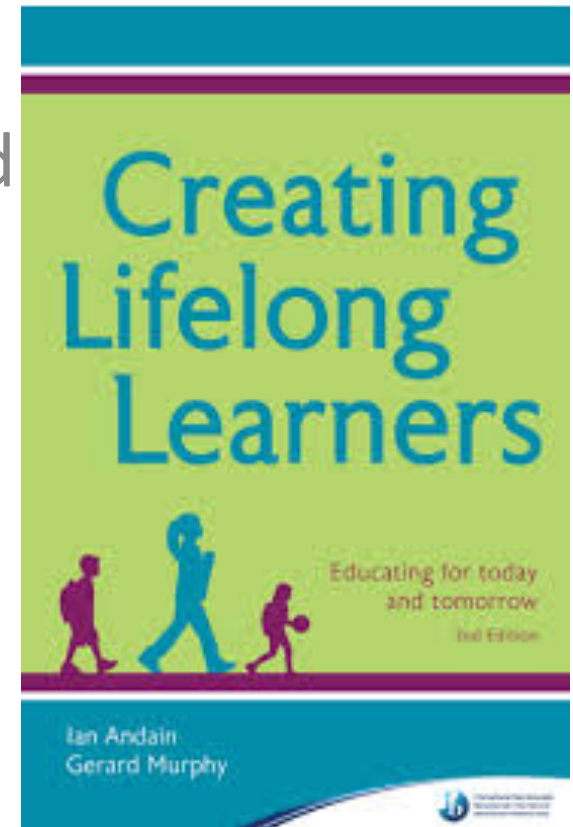


Assessment for Learning

The authors suggest we need to spend more time developing the skills needed to assess *for* learning.

Benefits:

- Increase in pupil motivation
- Capacity for more beneficial teacher feedback
- More student engagement with self and peer assessment
- The ability to set realistic and productive goals
- Regular monitoring of progress





Assessment for Learning

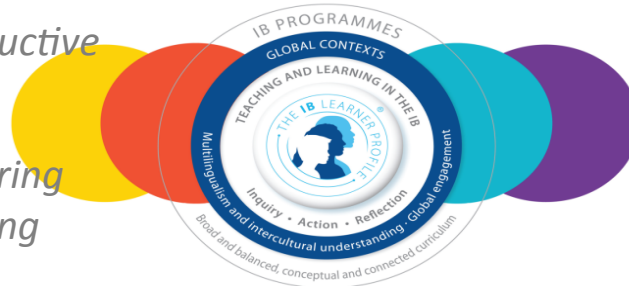
What Assessment for Learning is:

- A PART OF EFFECTIVE PLANNING
- FOCUSES ON HOW STUDENTS LEARN
- CENTRAL TO CLASSROOM PRACTICE
- A KEY PROFESSIONAL SKILL
- SENSITIVE AND CONSTRUCTIVE FEEDBACK

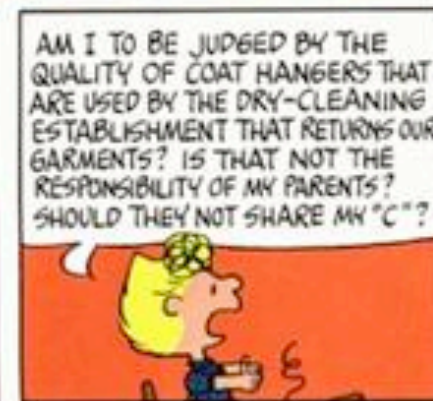
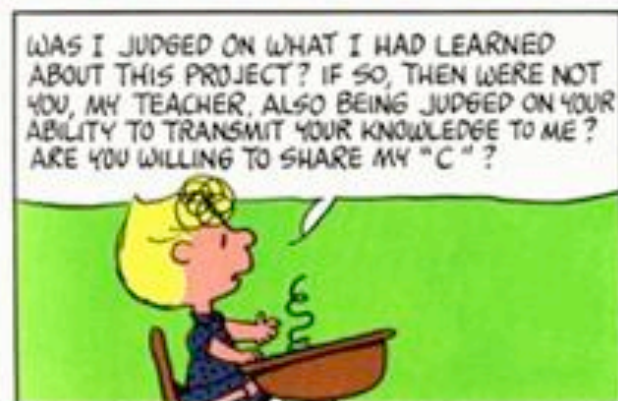
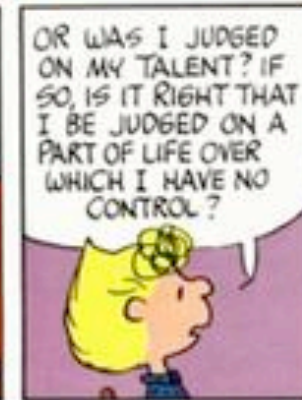
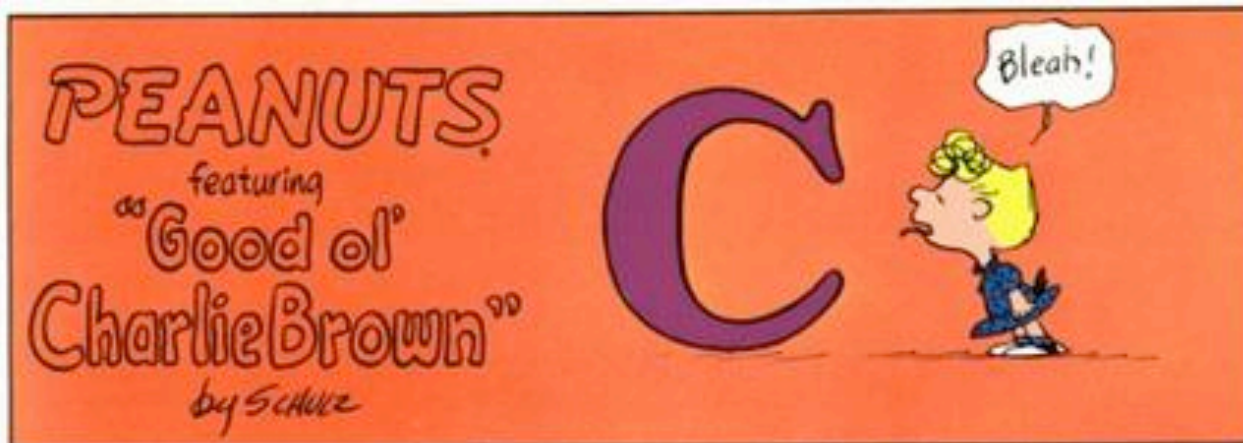
✓ *Avoid gratuitous praise, be constructive*

✓ *Focus on the work not the person*

✓ *Schools should not focus on nurturing self-esteem at the expense of learning*



(UK Qualifications and Curriculum Authority QCA, 2005)





Assessment for Learning

What Assessment for Learning Does

- FOCUSES ON HOW STUDENTS LEARN
- FOSTERS MOTIVATION
- PROMOTES UNDERSTANDING OF GOALS AND CRITERIA
- DEVELOPS THE CAPACITY FOR SELF ASSESSMENT
- RECOGNIZES ALL EDUCATIONAL ACHIEVEMENT



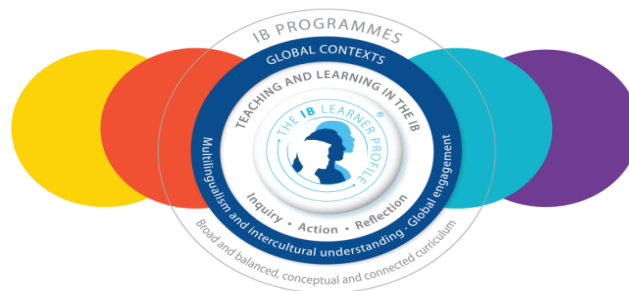
(UK Qualifications and Curriculum Authority QCA, 2005)



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Assessment for Learning

What does
this look
like in the
classroom?

- Student involvement in the learning process
 - Cooperative learning among students
 - Engaging students in reviewing the learning process
- Ensuring that the assessment process is fundamental to building motivation and confidence
- Using data as a tool for empowering teaching and learning





Assessment for Learning

What does
this look for
a school?

- Recognition of assessment as key professional skill
- Teachers engage in collaborative activity to be a professional learning community which informs classroom practice
- Continuous professional development
- A commitment to encouraging independent thinking (key element of IB learner profile)
- *Students are at the center*





Assessment for Learning

How do we get there?

- Be Reflective – Self Evaluation, School Assessment policy
- Share assessment stories, learn from others
(shameless plug: COME TO THE 2014 IBMA ACADEMY!!!)
- Use IB tools, sample assessments





Assessment for Learning

“The challenge of excellent teaching is to help students achieve genuine and sophisticated understanding that helps them function effectively and independently in an increasingly complex world.”

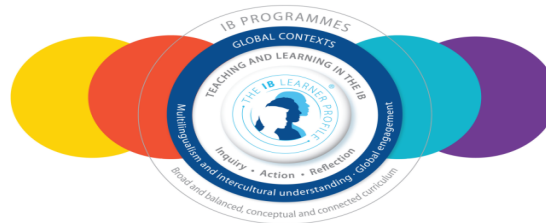
Towards a continuum of international education (IBO, 2008:13)





Assessment for Learning

1. A PART OF EFFECTIVE PLANNING
2. FOCUSES ON HOW STUDENTS LEARN
3. CENTRAL TO CLASSROOM PRACTICE
4. A KEY PROFESSIONAL SKILL
5. IS SENSITIVE AND CONSTRUCTIVE
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