





**Assessment Resource Pack**

*To be completed alongside viewing the accompanying video.*

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**Introduction**

This Resource Pack accompanies the Secondary NQT Assessment CPD Package video. It contains a range of tasks and reflective activities which have been designed to support NQTs to develop their practice with a particular focus on Standard 6 of the [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/913646/Early-Career_Framework.pdf): *Make accurate and productive use of assessment*.

As per the video, the activities in this Resource Pack have been structured around 5 key principles of effective assessment:

1. Assessment should support the formation of secure schema
2. Assessment should form an integral part of curriculum planning
3. Assessment should be in a form that provides the most useful information about students’ learning
4. Assessment should be responsive, purposeful and timely
5. Assessment should be reliable and produce outcomes that can be used to draw valid inferences about students’ learning.

This Resource Pack also contains some additional optional tasks/reflective activities and a reading list to broaden NQTs’ understanding of Standard 6 and support their own further independent study.

It is hoped that, upon viewing the video and completion of the Resource Pack, NQTs will be able to:

* Demonstrate understanding of the principles of effective assessment

* Consider the implications of assessment practices for teachers within the secondary classroom
* Reflect on their own teaching practice and apply their new learning.

**Activity 1: Assessment should support the formation of secure schema**

a) Read ‘[Cognitive load theory: Research that teachers really need to understand](https://www.cese.nsw.gov.au//images/stories/PDF/cognitive-load-theory-VR_AA3.pdf)’ and make notes about the findings and the implications of this research for teachers and their practice. You may wish to structure your notes around the following headings (taken from the research summary):

* What is cognitive load theory?
* How the human brain learns
* Types of cognitive load
* What does cognitive load theory mean for teaching practice?
* Recommendations for the classroom from cognitive load research

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b) Research Ebbinghaus’ ‘Forgetting Curve’ and recreate this for yourself in the box below:

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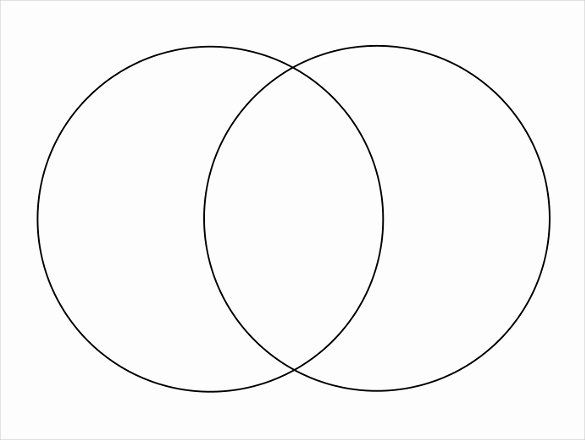
c) What are the implications of Ebbinghaus’ findings on teachers’ practice and, in particular, their design and use of assessment in the classroom?

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d) Read Prof. Rob Coe’s [EEF Blog ‘Assessing learning in the new academic year (Part 1 of 2)](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1/)’ which explores some of the reasons why teachers and schools use assessment (for their own purposes as well as for the benefit of students).

e) Drawing on the information shared in the presentation video, Prof. Rob Coe’s blog and your own teaching experience, complete the Venn diagram below to give an overview of the different ways in which assessment can be of benefit to students and to schools/teachers. Record any aspects which benefit both parties in the middle sector.

**Benefits of using assessment for...**



**Students Both Teachers/schools**

**Activity 2: Assessment should form an integral part of curriculum planning**

a) Read or listen to ‘[Backward Design: The Basics](https://www.cultofpedagogy.com/backward-design-basics/)’ from the Cult of Pedagogy which is available as both a printed article or a podcast. Reflect on the traditional lesson design vs. the backward design approaches, paying particular attention to the interplay of curriculum design and assessment.

i) How does the backward design approach differ to the traditional lesson design?

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How does the backward design approach support the development of secure schema?

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b) Designing a one-size-fits-all lesson assumes that every student is starting from the same point. The reality is that students enter our classrooms with varied skill sets and differing levels of prior knowledge. If teachers assess their students’ knowledge before diving into an explanation, lesson, or unit, it can help them to plan learning that is appropriate for the needs of their students.

Read [‘Assessing Prior Knowledge: What Do Your Students Already Know?’](https://catlintucker.com/2019/08/assessing-prior-knowledge/) and pay close attention to the 6 strategies Dr Tucker suggests for assessing prior knowledge.

i) Have you used any of these strategies or similar approaches in your own practice? Choose one example and make some notes below about what the outcome(s) of the assessment revealed about your students’ prior knowledge.

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ii) Look at a scheme of work that you will be teaching later this academic year. Which of the strategies Dr Tucker suggests could you incorporate into the early lessons to assess students’ prior knowledge?

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c) Identifying common misconceptions in curriculum content prior to beginning teaching can allow you to anticipate these and proactively plan ways of addressing them.

i) Look at a unit/scheme of work that you will be teaching for the first time later this year and identify any potential misconceptions. Make a bullet-pointed list of these in the box below. Your mentor will be able to support you to do this, if needed.

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ii) Next, choose one of these misconceptions and plan a lesson or task that re-teaches this correctly. Once you’ve delivered this, review students’ work to ensure that this misconception has been addressed successfully and plan opportunities to revisit this in future lessons, if not.

iii) As you deliver this unit/scheme of work, reflect on the list of misconceptions that you originally identified above. Were you accurate? Did you encounter any other misconceptions that you hadn’t anticipated? Make a record of these below for future teaching.

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iv) Now look at a range of student work for a unit/scheme of work you’re currently teaching. Are there any misconceptions present? If so, record these below.

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How will you address these misconceptions with your class over the remainder of this unit/scheme of work/ in the following one?

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Finally, how will you adapt your planning to ensure you address these misconceptions when you teach this unit/scheme of work again?

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**Activity 3: Assessment should be in a form that provides the most useful information about students’ learning**

a) Each type of assessment task has its advantages and disadvantages in terms of **ease of design, implementation,** and **marking,** and in its ability to measure different aspects of students’ knowledge or skills.

The table below shows 5 different assessment tasks that are commonly used in examinations. Consider the advantages and disadvantages of each assessment task in relation to the considerations in bold above and bullet-point your ideas below. An example has been done for you.

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| **Assessment task** | **Advantages** | **Disadvantages** |
| True/false | * easy to write * quick to assess and mark | * limited to testing knowledge rather than application or skill * students could guess correct answers |
| Multiple choice |  |  |
| Matching exercise |  |  |
| Short answer/completion exercise |  |  |
| Essay |  |  |

b) Now read pages 1-10 of ‘[Best practices for designing and grading exams](https://crlt.umich.edu/sites/default/files/resource_files/CRLT_no24.pdf)’, paying particular attention to the table on page 2. How accurate were your reflections on the advantages and disadvantages of different assessment tasks (items) based on your own experience in the classroom? Add any new learning to the table above in a different coloured pen.

c) Read page 3 of [SecEd ‘Formative assessment: Classroom strategies’ Best Practice Focus](https://webcontent.ssatuk.co.uk/wp-content/uploads/2020/05/01145908/SSAT-Formative-assessment-Five-classroom-strategies.pdf) and, thinking about a class you’re currently teaching, complete the table below with a list of the different types of assessment tasks you have set over the past term. An example has been done for you:

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| --- | --- |
| **Formative assessments** | **Summative assessments** |
| * *Low-stakes quiz on the characters and events of Chapter 1.* | * *Analytical essay on the presentation of George and Lennie in Chapter 1.* |

d) In this guide, Bromley notes that ‘“assessment for learning” only truly becomes formative when evidence of pupils’ learning is used to adapt teaching to better meet pupils’ needs’. Reflect on your list in the ‘Formative assessments’ column above. Which of these assessments (and their outcomes), if any, did you use to adapt your teaching to better meet the students’ needs? Choose one and explain the adaptations you made and the **impact** this had on students’ progress below:

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**Activity 4: Assessment should be purposeful and timely**

a) Review the long term plan for a unit/scheme of work you will be teaching to a class next half term. Focus particularly on the knowledge and skills that students will learn throughout the unit and look carefully at the formative assessments that have been devised and the timing of these. Choose one and consider the following questions:

i) Is the purpose (function) of the assessment clear? Can you define it below?

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ii) What will this assessment tell you about students’ learning?

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iv) Is the timing of the assessment suitable? If not, suggest an alternative.

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v) Understanding the assessment purpose also means being clear about what you will do as a result. Is there enough flexibility in the lesson time following the assessment to allow for adaptations to the curriculum, e.g. time to re-teach content, address misconceptions, time for students to respond to feedback etc?

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**Activity 5: Assessment should be reliable and produce outcomes that can be used to draw valid inferences about students’ learning.**

a) Read the EEF ‘[How bias subconsciously emerges in teacher assessment](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/improving-teacher-assessment/)’ guidance and answer the questions that follow:

i) What is meant by the ‘anchoring’ effect?

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ii) How does our unconscious bias present when we assess the work of a student we know well?

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iii) How does our unconscious bias present when we assess the work of an anonymous student?

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iv) Which groups of students is our unconscious bias typically exhibited against?

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v) What are the four considerations for teachers in order to improve the quality, reliability and validity of teacher assessments?

1.

2.

3.

4.

b) Speak to your mentor about the practices that are used in your subject area to reduce unconscious bias and ensure reliable teacher assessment. Record these in the boxes below along with any thoughts/observations you have about their impact. An example has been provided for you:

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| Training  *A colleague in the department who examines Paper 1 shared exemplar responses for each band of the criteria. This ensured staff were able to compare their own students’ responses with the exemplars and make more informed and accurate judgments.* |
| Standardisation |
| Moderation |
| Quality assurance/control |

c) When you next mark a student’s assessment and/or look at the progress data for a student in one of your classes, take a minute to consider the questions below. This task will support you to become more critical when drawing inferences about student learning.

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| When marking assessments, ask yourself: Would other markers agree with my judgements? How can I be sure? |
| When looking at pupil progress, ask yourself: Has this pupil really progressed or regressed, or is the difference in their scores within the margin of error for this kind of assessment? |

d) Read pages 10-11 of ‘[Best practices for designing and grading exams](https://crlt.umich.edu/sites/default/files/resource_files/CRLT_no24.pdf)’, and complete the table below showing the advantages and disadvantages of different approaches to grading.

|  |  |  |
| --- | --- | --- |
| **Approach to grading** | **Advantages** | **Disadvantages** |
| Norm-referenced |  |  |
| Criterion-referenced |  |  |

**Additional optional tasks/reflective activities to broaden your understanding of Standard 6: *Make accurate and productive use of assessment***

* Research the statutory assessment requirements of the externally-assessed qualifications delivered at your school, e.g. GCSEs, AS/A levels etc.
* Ask your mentor whether there are any examiners in the department/MAT who would be prepared to support you with any KS4 or KS5 summative assessment marking or provide some additional training for you.
* Undertake some joint curriculum and assessment planning with your mentor or another experienced colleague.
* Undertake some ‘blind’ marking of past exam scripts and compare the marks you award them with those issued by the exam board. Did you agree? If not, where were the differences in the marks awarded?
* Participate in standardisation and/or moderation of students’ work.
* Undertake some joint progress/attainment data entry with your mentor or another experienced colleague. Discuss the inferences you made about students’ learning and how the evidence base/tracking information from a range of assessments supports the judgments you have made.
* Observe your mentor or an experienced colleague delivering a lesson. Can you identify formative assessment in the lesson? What is the impact of this assessment on students’ learning? How does the teacher use this assessment to adapt their curriculum/delivery?
* Observe your mentor or an experienced colleague at a parents’ evening. What assessment data was useful for the teacher to have to hand and/or share with parents/carers?
* Speak to members of your department about strategies/approaches they use to ensure any assessment-related workload, e.g. marking, is manageable. Trial one/some of these with your classes.
* The table on the following page gives some common assessment pitfalls. Use your learning from the video, your wider reading and own teaching experience to complete the ‘Implications for teaching’ column with actions you could take to avoid each pitfall.

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| --- | --- |
| **Common assessment pitfalls** | **Implications for teaching** |
| The purpose of the assessment is unclear. |  |
| The assessment doesn’t match the learning objectives/assesses students on irrelevant learning. |  |
| Assessment takes place infrequently. |  |
| The assessment criteria is not shared with students. |  |
| The teacher does not take steps to reduce unconscious bias when assessing students’ work. |  |
| The teacher uses the outcome(s) from a single assessment to draw inferences about overall learning/progress. |  |
| Prior knowledge and/or misconceptions are not assessed prior to the start of a new topic. |  |

**Reading List**

Benyohai, M. (2020) [*Avoiding common assessment pitfalls*](https://earlycareer.chartered.college/avoiding-common-assessment-pitfalls/)Chartered College of Teaching

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