ASSESSMENT ACROSS THE CONTINUUM
Inquiry Cycle

1. Identify the problem with questions
2. Develop new questions
3. Design hypothesis
4. Investigate issue
5. Investigate
6. Discuss findings
7. Reflect on findings
8. Reflect on new findings
9. Are your findings appropriate to the unit
10. Relate to prior knowledge
11. Construct meaning
12. Evaluate/Apply
13. Plan
14. Wonder
15. Wonder
16. Wonder
17. Wonder

Inquiry based

Learning

Inquiry Cycle by Yukesha Makhan
1. SWVR ANALYSIS

On entering the room complete the Assessment analysis
2. TEAMS OF TEACHERS

Sit in mixed groups preferably with teachers from other programmes.
3. INTRODUCTION

• Purpose
• ‘Why’ and ‘how’ do we assess students?
• Types of assessments
• Interdisciplinary teaching and learning
• Action plan
• Final thoughts
• Questions
4. What is the purpose/aim of Assessment?

• In groups teachers document ‘What are the purpose/aim of Assessment’ on sticky notes and place them on the white board (RHS). The groups then reflect on the two most important aspects from the list and write this on the LHS of the board.

• Discussion in groups.
What is the purpose/aim of Assessment?

• Support learning by providing feedback
• Inform, enhance and improve teaching process
• Promote deep understanding of content
• Engage students in their own learning
• Support holistic nature of programme in the development of the whole student
5. How do we assess student progress?

• In groups discuss the fundamentals of why and how you assess student progress:

• Document this on chart paper provided.
# 6. Types of Assessment

## Formative
- During the teaching and learning process
- Involvement of students in their learning
- Feedback and guidance for improvement
- Identification of learning objectives to students
- Sharing of assessment criteria with students
- Reflection and self-assessment
- Promotion of peer-assessment

## Summative
- Occurs at the end of a unit, term, year, etc.
- Measures what students know and/or can do
- Involves making a referenced based judgement about student performance
- Provides generally a grade or numeric value.
Collecting evidence
Feedback to students
Analysis of evident
Adjustment of teaching
Teaching
Making a judgement
Recording

Child Centered Formative Approach

Summative Approach
7. Assessment Cycle

Teaching → Collecting evidence → Analysis of evidence → Making judgement → Grading → Reporting

Formative assessment:
- Adjusting teaching
- Feedback to students

Summative assessment:
- Reporting
Why should we align the curriculum for assessment purposes?

• Read page 6-9 on Curriculum alignment, articulation and formative development of the learner (Dr R Watermeyer).
8. Discussion

• Are assessments value added?
• How valid and reliable are assessments in your school?
• Is the design of assessments important?

‘To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so you better understand where you are now so that the steps you take are always in the right direction.’ S R Covey
9. Video

http://youtu.be/sysCrsdVkgM
Consider the following questions:

• ‘What do we assess in our schools?’
• ‘Is understanding by design (Wiggins and McTighe) essential in the planning process?’
• ‘Do we gear assessments to the ability ranges of students in our classes?’
# 10. Final and Interim Objectives

## C. Communication in mathematics

Mathematics provides a powerful and universal language. Students are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings—both orally and in writing.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 3</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>At the end of the first year,</td>
<td>At the end of the third year,</td>
<td>At the end of the course,</td>
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<td>students should be able to communicate mathematical ideas, reasoning</td>
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11. Assessment tasks

• Examples of assessment tasks
What is the purpose of Interdisciplinary learning for students?
Three key qualities of interdisciplinary learning:

✓ Purposeful

✓ Grounded in the disciplines and AOI

✓ Integrative
Types of interdisciplinary teaching

- Parallel/concurrent teaching
- Integrated subjects/fusion of curriculum
- Special events/activities

- Based on themes/concepts
- Using skills from different subjects

Connections between subjects
Connections to real-life issues
12. Action plan/next steps

• What do we need to do as a school to improve/strengthen assessment across the continuum?
Your final thoughts on assessment across the continuum:

1. One comment which changed your thinking of assessments
2. One question you have on assessments
3. One aspect which surprised you or something which you enjoyed.
Reflection

• Reflect on how your thoughts may have changed from when you entered the room and completed the SWVR analysis to now.
13. Questions & Summary

• Verbal feedback to the floor and final thoughts.