
***School-based Assessment:
Using formative assessment to
improve learning for ALL learners***

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**Tshwane University
of Technology**

We empower people

Challenge: Improving Classroom Assessment

1. Low levels of assessment knowledge and skills (Mkhwanazi, 2013; Vandeyar & Killian, 2007)
2. ALL Quintile categories (Kanjee & Croft, 2012; Kanjee & Mthembu, 2015)
3. Discourse of testing, recording, reporting scores - None to very limited feedback (Kanjee & Sayed, 2013, Kanjee, in press)
4. Teachers demonstrate higher knowledge of summative assessment (Kanjee & Mthembu, 2015)

Exemplar - typical marking approach

Handwritten mathematical work on lined paper. The work includes several addition problems and a date. A red note at the top right says "Use a ruler - Please!". A red 'X' is drawn over the final result of the last addition problem, which is 44158X. A red note next to it says "Careless work!".

668⁸1
489
6202 ✓

99
~~5003~~
698
4305 ✓

79130
3. ~~80417~~
6959
73458 ✓

24 February

'14689
+ '7'6'48
+ 20419
+ 6091
44158X X Careless work!

23/2

Use a ruler
Please

PULL UP YOUR
SOCKS?

X Careless
work



PRIMARY Purpose of assessment

**to gather evidence
about learning**

Definition - Summative Assessment

- Assessment conducted at the end of a programme, course or period to evaluate learner performance
- Usually involved formal process
- Marks recorded
- Use for progression and certification

Definition - Formative Assessment

- Evidence about learner achievement that is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction (Black & Wiliam, 2009)
- Evidence obtained DURING the lesson
- Not for marks
- Use to support learners improve learning

Value of Formative Assessment

1. IMPROVING PEDAGOGY is the key to improving learning for ALL - EQUITY and QUALITY
2. Key to improving pedagogy is using assessment for learning approaches
3. Classroom assessment - has the greatest impact on: (i) learning and (ii) learner performance
4. Area of neglect in SA context

“OUR” understanding of AfL

1. Formative Assessment -

- using assessment DURING the teaching and learning process to address learning gaps and/or improve learning

2. Formative use of summative assessments

- i.e. using summative results formatively
- Using test results to give feedback that address learner gaps

Formative Assessment Strategies

1. Identify “learning” from the curriculum
2. Clarifying and sharing learning intentions, and success criteria with the learners
3. Managing effective classroom discussions, tasks, and activities that elicit evidence of learning.
4. Providing feedback that moves learners forward
5. Activating learners as learning resources for each other - Peer Assessment
6. Activating learners as owners of their own learning - Self assessment

(Heritage, 2010; Wiliam & Thompson, 2007)

FORMATIVE ASSESSMENT (AfL)

- Five key strategies to conceptualise formative assessment (Leahy, Lyon, Thompson & Wiliam, 2005).

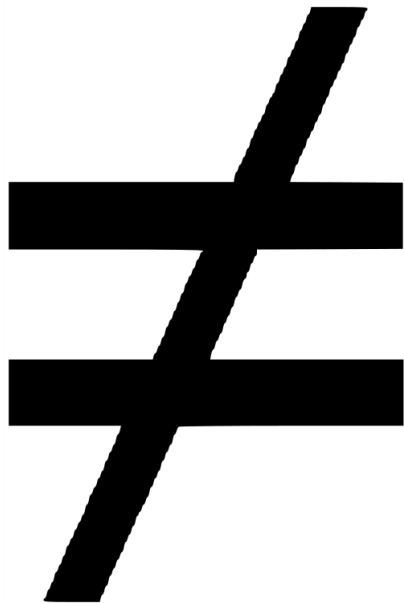
	Where the learner is going	Where the learner is now	How to get there
Teacher	Clarifying, sharing and understanding learning intentions and success criteria	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Understanding Formative Assessment

- Formative Assessment - a process/approach
- Integrated in teaching and learning process
 - Lesson planning
 - Lesson preparation
 - Lesson presentation
 - Lesson review and evaluation
 - Lesson revision and improvement
- Requires subject content knowledge
- **Begins when teacher plans and prepares lesson - NOT in the lesson**



Formative Assessment ...

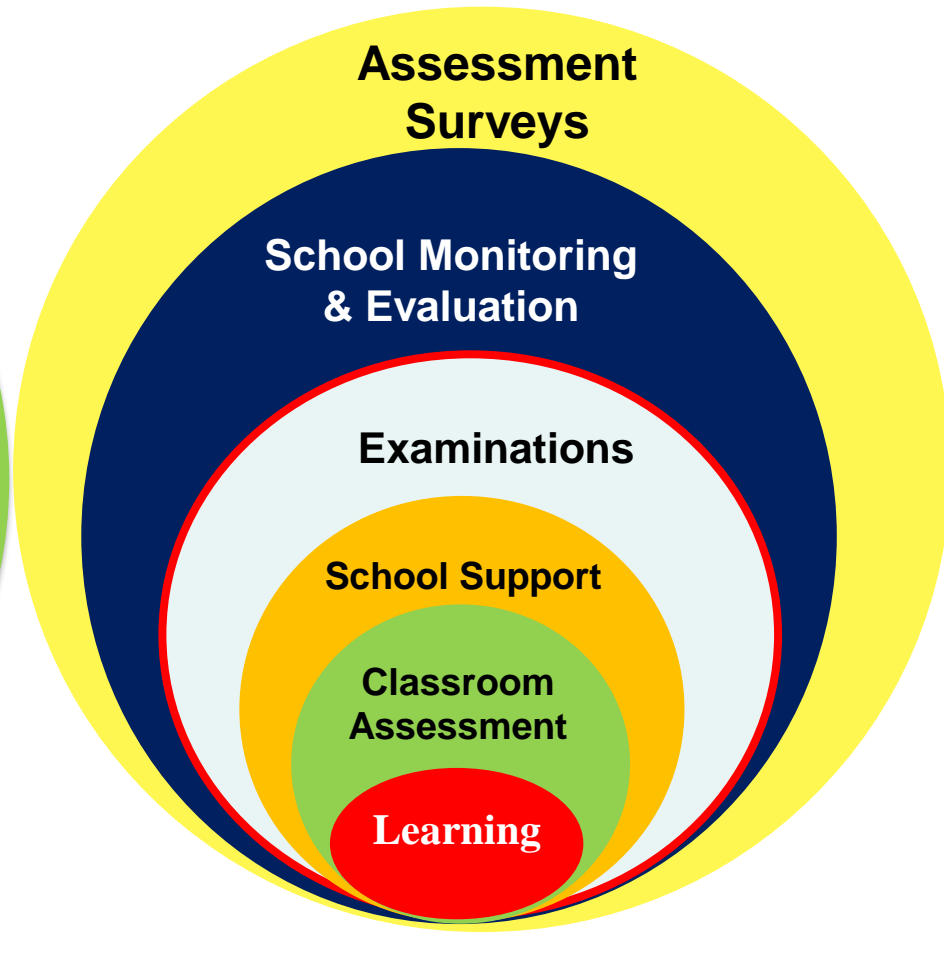
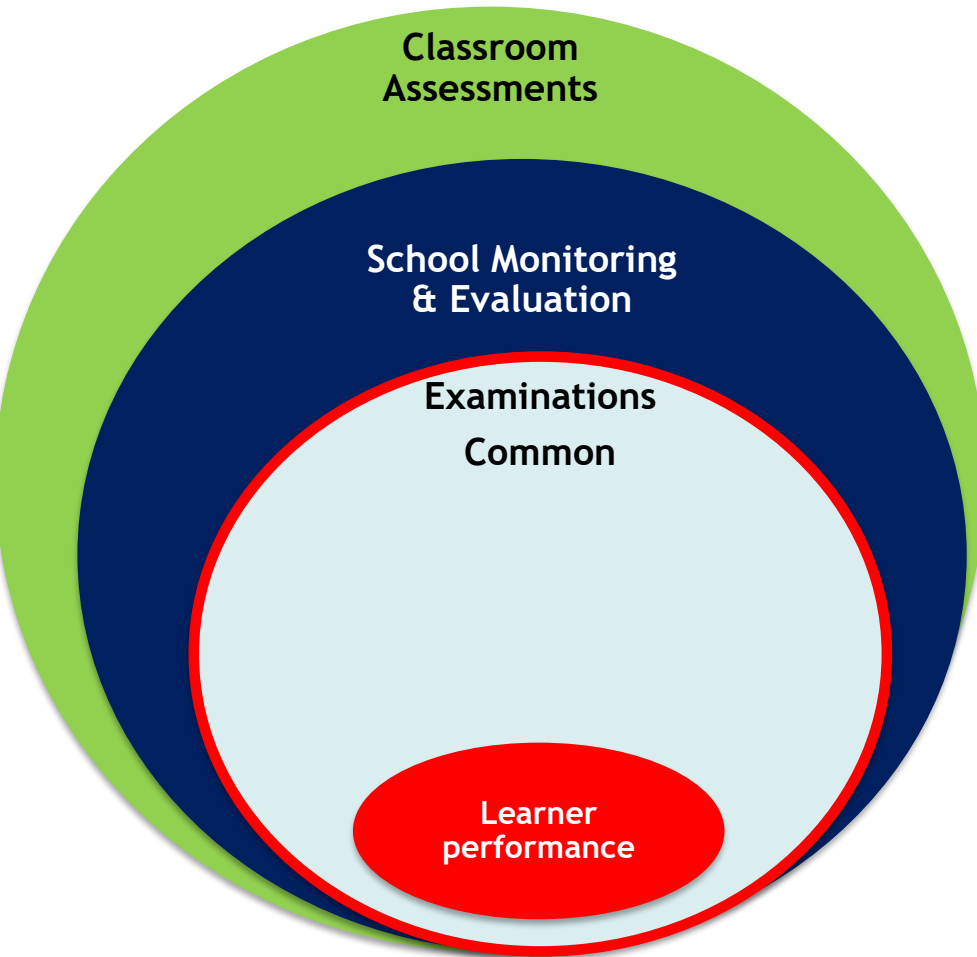


- **A test or instrument**
- **More frequent use of tests**
- **A score**
- **A one-time event**
- **Something that happens at the end of a period of learning**
- **Something only teachers do**

(Heritage, 2010)

CURRENT system

REVISED system



**From TESTING and ACCOUNTABILITY
To SUPORT for LEARNING and TEACHING**

Questions ?
Suggestions !
Comments !



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