

'Promoting Assessment for Learning for Students with Learning Difficulties'

4th December 2012

Summary - What are the features of a good school assessment system?

How to use evidence to measure student progress

Practical examples of evidence

What evidence should be collected? When should it be collected? What should it be used for?

What is evidence?

HK Guidance on using the LPFs and making judgements about attainments for students with ID

What is AfL?

What progress can you expect students to make?

How can the teacher help the ID student to understand his/her own learning?

The Key Skills

What is needed for the teacher to make accurate judgements about student attainment?

Three linked aspects of Assessment

Teachers should.....

The LPFs

Cognitive Ability

- Use the LPFs with their school-based assessments and IEPs
- Develop a portfolio to demonstrate whole person development and achievements
- Identify students' learning needs and attainments which are not listed in the LPFs by other means
- Make LPF judgements once or twice a year
- Carry on with more detailed fine-grained day-to-day assessments
- Use professional judgement
- Moderate internally and externally
- Use assessment to impact on learning

3 LPFs in Chinese Language, Mathematics and Liberal Studies/Independent Living

I1 to I6 correspond to P1-P3

S1-S9 correspond to P Scales 4-8 and NC levels

Subject Specific are S1-S9 Each subject has 3-4 learning 'strands' or 'areas'

The LPFs are not designed for measuring finer increments of learning on a short-term basis

- I1 Get in touch
- I2 Begin to be aware
- I3 Respond in the usual manner
- I4 Begin to show initiatives
- I5 Start to communicate with intention
- I6 Begin conventional communication
- S2 Associate and Identify
- S3 Demonstrate
- S4 Describe, Distinguish
- S5 Apply
- S6 Explain
- S7 Summarise
- S8 Analyse
- S9 Deduce, Evaluate

AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

What evidence of achievement do you currently have in your school? How do you use it?

- Below expected?
- Meeting expectations?
- Exceeding expectations?

- ILF
- LPRs

AfL in action

- School-based assessments on generic skills
- LPF assessments
- Teacher knowledge

Day to day

wide range of day to day evidence in specific contexts which help define next steps

P Scale/LPF National Curriculum/S Levels

Periodic

this gives a summary view of the evidence and achievement of a student

Transitional

sharing information on achievement at transitional points - year to year, end of key stage

- Tools of the trade
- Moderation

WALT examples

Feature: Learning objectives made explicit and shared with students

Feature: Peer and self-assessment in use

Feature: student engaged in their learning and given immediate feedback

Feature: Broader view of progress across subject

Feature: Use of national standards (equivalent in HK = LPF)

Feature: Improvements in curriculum planning

Feature: Formal recognition of achievement

Feature: Reported to parents and next teacher

Feature: May included tests?