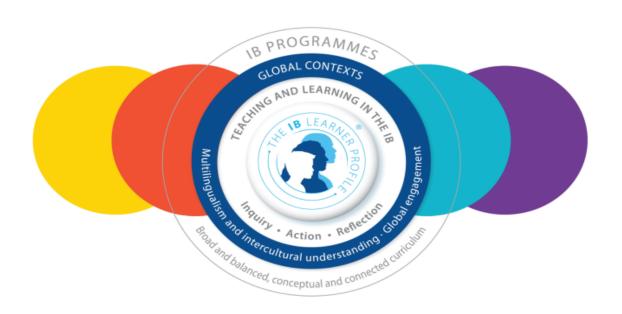


How can we explore the challenges of developing lifelong learners in terms of assessment?





## What are the characteristics of a lifelong learner?





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 vs. Assessment of learning

Formative, process focused

Comments

Teacher & Student

Summative, product focus

Grades

Larger stakeholder group







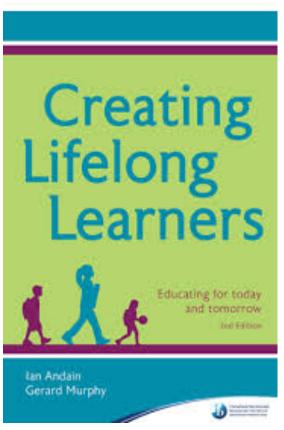


The authors suggest we need to spend more time developing the skills needed to assess *for* learning.

#### **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



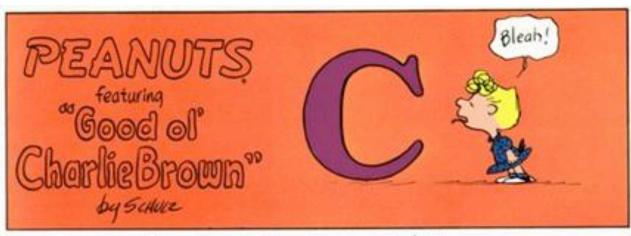




What Assessment for Learning is:

- 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







A"C"? I GOT A "C" ON MY COAT-HANGER SCULPTURE?



HOW COULD ANYONE GET A "C" IN COAT-HANGER SCULPTURE?



WAS I JUDGED ON THE PIECE OF SCULPTURE ITSELF? IF SO, IS IT NOT TRUE THAT TIME ALONE CAN JUDGE A WORK OF ART ?



OR WAS I JUDGED ON MY TALENT? IF 50, IS IT RIGHT THAT I BE JUDGED ON A PART OF LIFE OVER WHICH I HAVE NO CONTROL ?



IF I WAS JUDGED ON MY EFFORT, THEN I WAS JUDGED UNFAIRLY, FOR I TRIED AS HARD AS I COULD!



WAS I JUDGED ON WHAT I HAD LEARNED ABOUT THIS PROJECT? IF SO, THEN WERE NOT YOU, MY TEACHER, ALSO BEING JUDGED ON YOUR ABILITY TO TRANSMIT YOUR KNOWLEDGE TO ME? ARE YOU WILLING TO SHARE MY "C"



PERHAPS I WAS BEING JUDGED ON THE QUALITY OF THE COAT HANGER ITSELF OUT OF WHICH MY CREATION WAS MADE ... NOW, IS THIS ALSO NOT UNFAIR ?



AM I TO BE JUDGED BY THE QUALITY OF COAT HANGERS THAT ARE USED BY THE DRY-CLEANING ESTABLISHMENT THAT RETURNS OUR GARMENTS? IS THAT NOT THE RESPONSIBILITY OF MY PARENTS? SHOULD THEY NOT SHARE MY "C"







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





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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





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





# 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





"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)





- 1. A PART OF EFFECTIVE PLANNING
- 2. FOCUSES ON HOW STUDENTS LEARN
- 3. CENTRAL TO CLASSROOM PRACTICE
- 4. A KEY PROFESSIONAL SKILL
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- 6. FOCUSES ON HOW STUDENTS LEARN
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