

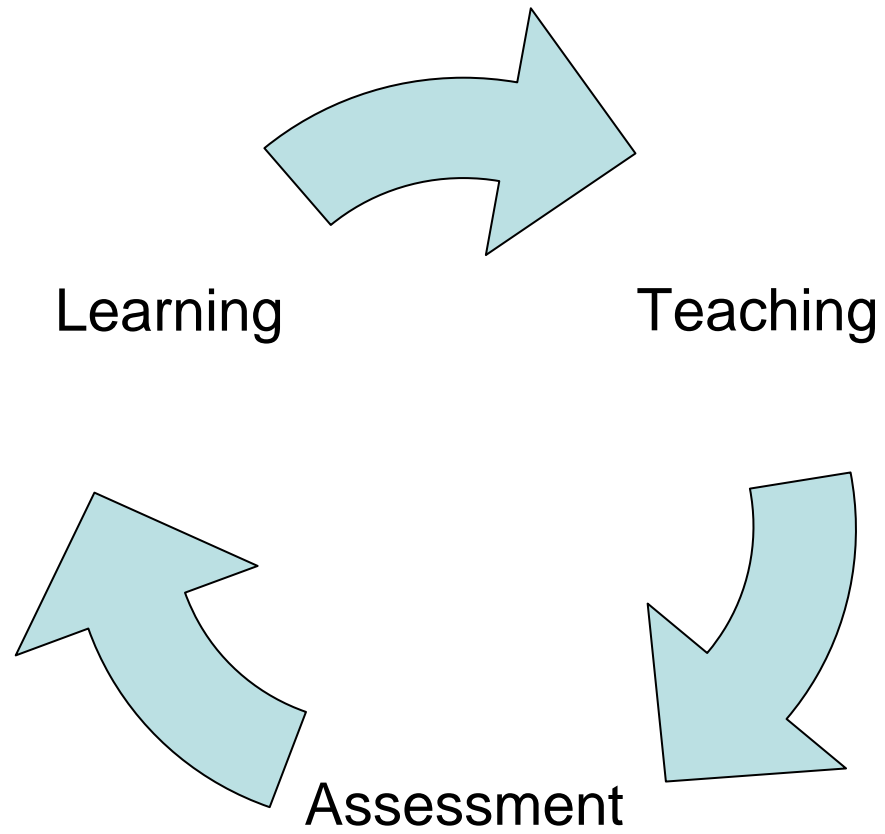


Why isn't assessment ***always*** for learning – and what can we do about it?

Liz McDowell

Northumbria University

CETL in Assessment for Learning





The Assessment Monster





The Assessment Monster

He's
behind
you!





What do we
want?

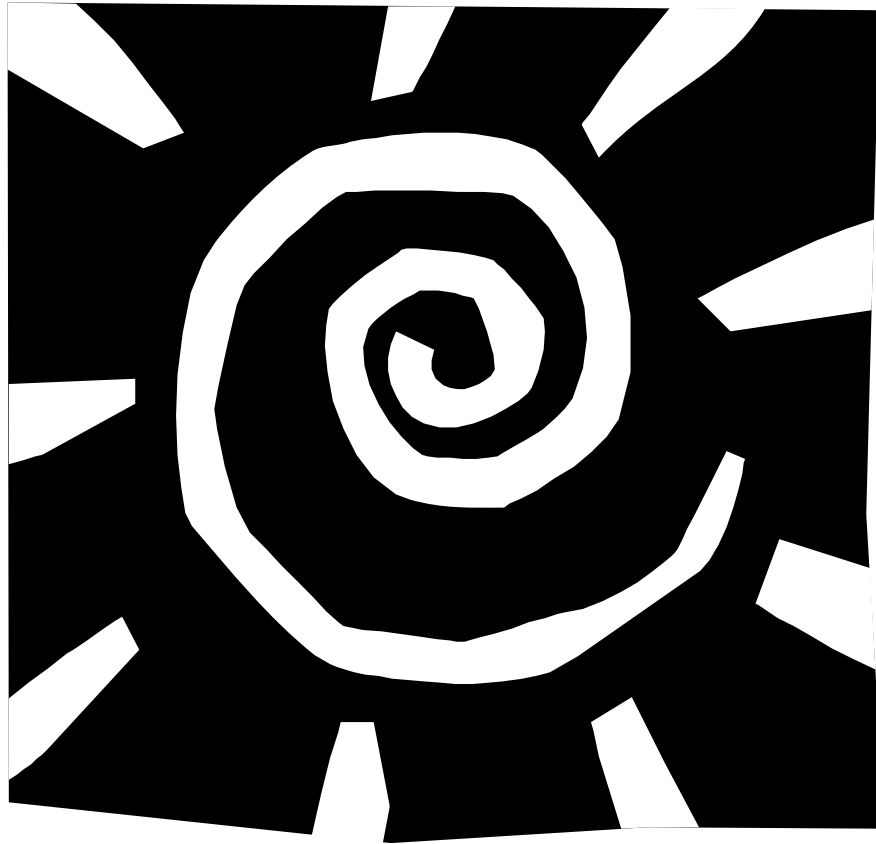


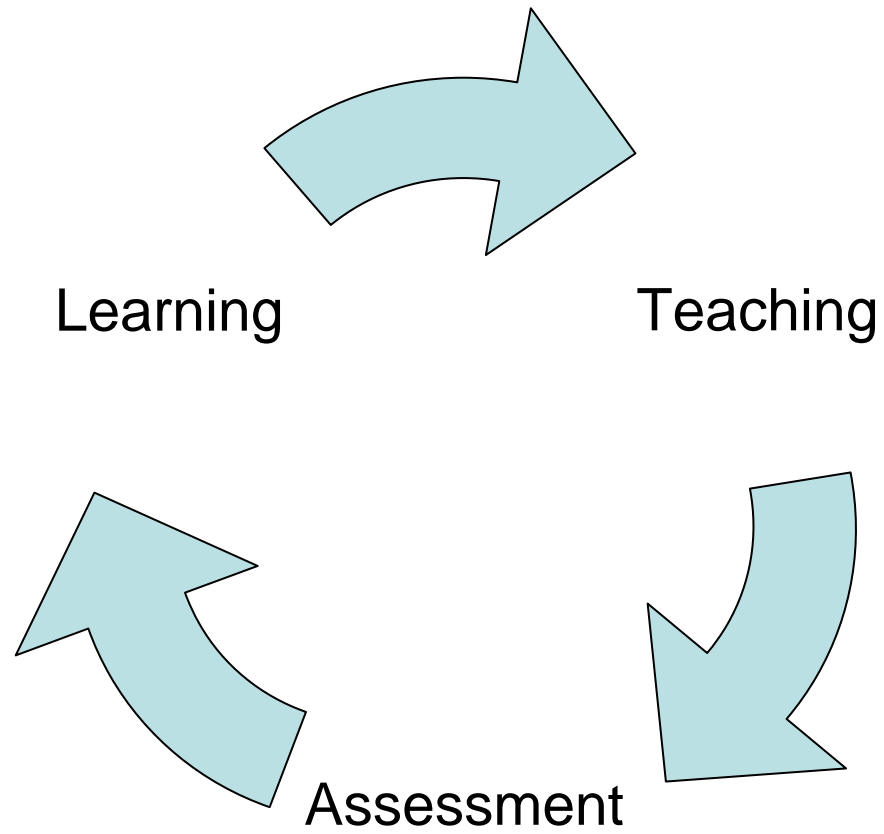




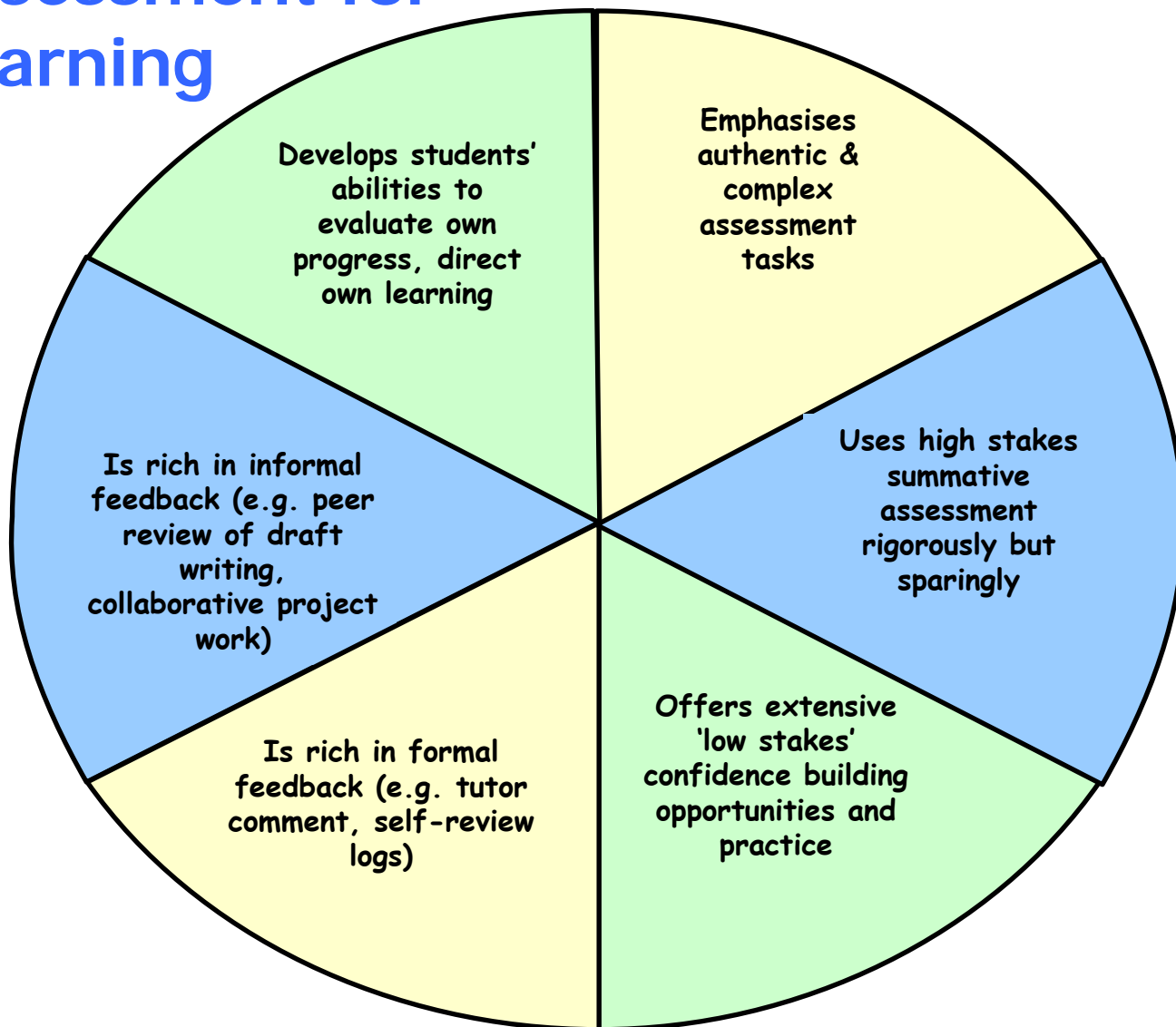


The best intentions





Assessment for Learning





What can we do ...

- Keep summative assessment in its place
- Formative assessment – feedback and feed-forward
- Background assessment
- Active student involvement
- Challenge assessment systems and practices



Re-engineering ...

“ ... a radical reconstruction of curricula since any increase in resources given to formative assessment will have to be paid for elsewhere”
(Yorke, 2003, p. 497)

“Substantial modification to the learning environment through changes to regular classroom practice involving turning the learning culture around”
(Sadler, quoted in Yorke, 2003)



Powerful learning environments

“ ... good tasks [that] afford plenty of opportunities for judgment and conversations about judgment”

Knight (2006) p 441



“This gives you much more chance to express your ideas. You can actually put more into your work and promote yourself into your work. [Also] you can certainly demonstrate how much more you know, and how you can interpret things”