Key Assessment Principles Jigsaw

Purpose:
To understand the Assessment Advice, major research principles and the assessment aspects of the Principles of Learning and Teaching (PoLT).

What you need:
- teacher Home Groups with 4-6 people per group (could be Level teams, discipline-based teams or other planning or teaching groups)
- two teacher Expert Teams (A and P) spread evenly across all the Home Groups.
  "Expert Team A" needs:
  - the UK Assessment Reform Group’s Assessment for Learning: 10 Principles (see page 4). The complete colour pdf file is available to download from: http://www.aaia.org.uk/assessment.htm
  "Expert Team P" needs:
  - the current version of the Principles of Learning and Teaching (PoLT) viewed at: http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp

Step 1:
- FORM Home Groups based on planning/teaching groupings - such as Level teams, discipline-based teams, or other working groups - so that each Home Group consists of 4-6 people. Perhaps cluster some specialists, or alternately form sub-groups of others (e.g. year 7 English teachers) to form working groups of 3-6.
- DISTRIBUT the Task Sheet for the Home Groups (see page 2) who COMPLETE the first dot point.

Step 2:
- FORM Expert Teams by either randomly dividing the Home Groups in half ("you’re A, you’re P," etc.) or allocating specific people to the two teams (A or P).
- ALLOCATE the readings to the two Expert Teams:
  Team A: The Department’s Assessment Advice and the UK Assessment Reform Group’s 10 Principles of Assessment For Learning.
  Team P: The Department’s Principles of Learning and Teaching (PoLT).
- DISTRIBUT the Task Sheets for the Expert Teams (see page 3) to COMPLETE.

Step 3:
- RE-FORM the Home Groups to complete the rest of their Task Sheet.
- Home Group leaders REPORT back to whole staff (or the Curriculum Committee).
# Task Sheet for Home Groups

## Key Assessment Principles

<table>
<thead>
<tr>
<th>Prior to Expert Teams meeting:</th>
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<tbody>
<tr>
<td>• Generate a list of principles upon which your assessment practices are currently based.</td>
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<tr>
<th>After Expert Teams have met:</th>
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<tr>
<td>• Provide time for both Expert Team A and Expert Team P participants to share their key principles with the whole group.</td>
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<tr>
<td>• Discuss the meanings of, and distinctions between assessment OF learning, assessment FOR learning, and assessment AS learning.</td>
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<tr>
<td>• Generate a set of agreed working guidelines for your assessment based on the key principles from the Assessment Advice, PoLT and the Assessment Reform Group's 10 Principles.</td>
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<tr>
<td>• Create a picture (visual or verbal) of what assessment OF, FOR and AS learning look like in your school.</td>
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<tr>
<td>• Share your pictures with other home groups, explaining images.</td>
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</tbody>
</table>
### Task Sheets for Expert Groups

#### Task Sheet for Expert Team A

**Assessment Advice and ARG - 10 Principles of Assessment for Learning**

- Form pairs within your Expert Team to work together on a computer connected to the web and visit the two websites:
  - b) Assessment Reform Group (ARG) 10 Principles: Assessment For Learning can be downloaded from: [http://www.aiaa.org.uk/assessment.htm](http://www.aiaa.org.uk/assessment.htm)

- Organise a summary of the most important points from the websites to be taken back to each Home Group.
- Each person from the group should be able to explain the distinctions between assessment OF learning, assessment FOR learning, and assessment AS learning to their own Home Group.

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#### Task Sheet for Expert Team P

**Assessment in the Principles of Learning and Teaching (PoLT).**

- Form pairs within the Expert Team to work together on a computer connected to the web and visit the PoLT website [http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp](http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp) (also visit the "PoLT Unpacked" site - you will see the link).
- Read and generate a joint list (half A4 page or less) of the relevant principles (and sub-sections) where assessment issues arise (not only Principle 5 and 5.1 etc).
- As a whole Expert Team Organise for the summary (half A4 page or less) to be taken back to each Home Group.
Assessment Reform Group (2002)

Assessment for Learning: 10 Principles. Research-Based Principles to Guide Classroom Practice

The complete full colour ARG 10 Principles is available for downloading at:
http://www.aaia.org.uk/assessment.htm

“Assessment for Learning 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” (Assessment Reform Group 2002, p. 2).

- Assessment for learning should be part of effective planning for teaching and learning.
- Assessment for learning should focus on how students learn.
- Assessment for learning should be recognised as central to classroom practice.
- Assessment for learning should be regarded as a key professional skill for teachers.
- Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.
- Assessment should take account of the importance of learner motivation.
- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Learners should receive constructive guidance about how to improve.
- Assessment for learning develops learners’ capacity for self-assessment so that they can become reflective and self-managing.
- Assessment for learning should recognise the full range of achievements of all learners.

Note:
The complete full colour pdf version gives a more detailed description under each “umbrella” principle – and also a shorthand version of each principle.