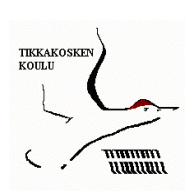


***Perspectives on
Assessment and Evaluation
Dialogue and Mentoring***

Session 6 Lecture 5



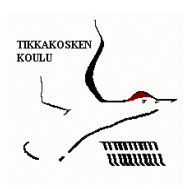
UNIVERSITY OF JYVÄSKYLÄ



STUDYING

- ❖ **when school starts, framework is discussed with students**
 - course in school culture
 - historical, time and theoretical framework
 - framework for various subjects
- ❖ **when a course starts, framework is discussed with students**
 - objectives, methods, final assessment
 - objectives, methods, course assessment
- ❖ **focus on growing up and learning to learn, not on substance**
- ❖ **focus on transforming thinking from concrete to abstract**
- ❖ **student the subject, teacher a mentor**
- ❖ **self-pacing, streaming, remedial teaching, special education**
- ❖ **self-evaluation, process control methods**





ASSESSMENT

- ❖ **assessment is based on objectives, not on comparison**
 - personal objectives due to personal processes during studies
 - national objectives at the final phase due to national standardization (equity and justness)

- ❖ **assessment on learning/studying skills emphasized**
 - written and spoken process feed-back from teachers
 - self-evaluation, process control methods

- ❖ **assessment and progress made visible**
 - course based assessment in school reports
 - school reports show history of personal progress
 - yearly parental evaluation discussions





EVALUATION

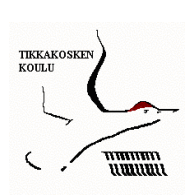
- ❖ **systematic and continuous discussion at school**
 - among, between and with students, teachers and parents
 - tacit knowledge and qualitative evaluation essential
 - every three years a larger questionnaire-formed survey

- ❖ **national, regional and municipality evaluation**
 - mostly result or statistical data evaluation





A RANDOM CASE



A three year course-based descriptive scope on Swedish

Grade 7: Course 1 and 2

- School framework described, subject framework described (eg. objectives at final stage, principles in learning process, principles of assessment) course framework described (objectives, learning process, building course mark). Things learnt. Summative factor analysis assessment used as formative assessment to guide process.

Grade 8: Course 3 and 4

- As in course 1 and 2 plus: All previously learnt recalled and brushed up. Streaming transforms itself more and more into individual curricula as students progress at their personal pace.

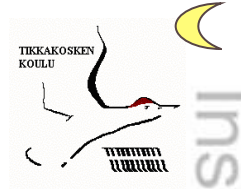
Grade 9: Course 5 and 6

- As in courses 3 and 4 plus: course framework negotiated (objectives, learning process, building course mark). All previously learnt recalled and brushed up. Not so much new things any more, but actually working (enjoying oneself) with the things one has learnt. Streaming continues, but final assessment and one's own strengths and weaknesses more clearly shown in comparison to final assessment criteria. Final mark according to national criteria.





A RANDOM CASE



Written instructions on how to study a unit are given to each student and glued in the notebook. Objectives and learning strategies are explained separately and to some students personally. An overall time plan is made and evaluated while studying; adjustments are made if necessary.

KOM MED 2, Course 4 : Unit 6, Instructions

Textbook

- Listen to p. 44-47 on cd 44-47. Teacher controls your translation and pronunciation.
- After having done this go to workbook and do items 1-3.
- Learn p.45 expression elaborations by heart. Exercise asking for the way and guiding with the help of the map on p. 46 – 47. Then go to workbook and do item 4.

Workbook

- Do exercises on p. 70 - 72 at least 1AB ja 4, teacher controls ex. 4.
- Read p. 73 grammar. Explain the basic idea to teacher. Do at least exercises 5, 6AB and 7AB and/or 8AB. There controls 7B and 8B.
- Teacher teaches p. 76 grammar. Do exercises 10, 11AB (in the notebook) and 12.
- Teacher controls 11AB. Go to textbook item 2.
- Do exercises 13 ja 14 in the notebook, teacher controls 14.
- Extra: Teacher recommends exercises 15AB, 16 and 21.

Wordtest

Do wordtest (10 Sw->Fi + 10 Fi -> Sw) s. 115 – 116, only enhanced words.

Note! Also Textelaborering and idékarta.





A RANDOM CASE

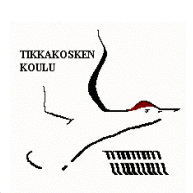
Students may keep a timetable at the end of their notebooks,
for example

<u>Date</u>	<u>At school</u>	<u>At home</u>
Den sjunde februari	U16: listen p.44-47, translation	Finish translation
Den åttonde februari pronunciation	U16: teacher controlled translation	Practise
Etc.	Pronunciation	Do 1AB





A RANDOM CASE



Self-evaluation is done and feed-back is given as part of the test, building a course mark is made visible. An example:

Self-evaluation

- How do You Yourself think You have managed doing the course? At school, at home, notebook work, workbook, wordtests, schemes, summative tests? Attitude, quality, time control, concentration? Did you learn?

Student feed-back

- How do You think the teacher managed the course? Planning, determining of workload, realization, teaching, support?

Your result

test 1	___ / 60 -> ___	35%
test 2	___ / 72 -> ___	35%
small tests	___ / 120 -> ___	30%
average	_____	-> coursemark _____

Teacher's feed-back

Parental feed-back

Parent's signature





A RANDOM CASE



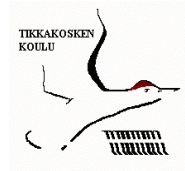
Soft formative assessment:

The core of a student's studying is learning to learn by planning, doing and evaluating oneself one's learning with the help of the teacher's instructions. The core of a student's assessment is tacit knowledge discussions between the student and the teacher and between the students. Normally in each learning unit every student has the opportunity to check his understanding, pronunciation and oral communication skills with the teacher.

Hard formative assessment:

A course in Swedish frequently includes many small word-, grammar- or situation task tests and at least one major written test. The results are usually interpreted with the students and explained to the students through various factors to serve formative purposes in developing learning skills in the various factors.





A RANDOM CASE: A Test Summary

Test	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6		
Student	LC	Comm.	Culture	Comp.	RC	Words & Structures	Total	Mark 4 - 10
A	18,5	10	10	18,75	18,5	16	91,75	9,00
B	16,25	6,5	7,5	14,25	6,5	9,75	60,75	6,75
C	18	9,25	9	15,5	17,25	13,25	82,25	8,00
D	12,25	5,5	7	6,75	6	5,5	43	5,75
E	18	9,5	9,5	18,25	16,25	15,25	86,75	8,75
Average	15,6	7,6	7,97	15,02	12,58	10,72	69,48	7,37
Maximum	20	10	10	20	20	20	100	10





A RANDOM CASE: A Course Summary

Student	Tests	Test1	Test2	Average	Course mark + Note!
A	10	9,25	9	9,42	10 Performance proof!
B	7,5	6	6,75	6,75	7
C	8,25	8	8	8,08	8
D	5,25	5,5	5,75	5,5	6
E	8	7,5	8,75	8,08	8
Average	7,25	7,42	7,37	7,52	7,73
Maximum	10	10	10	10	10

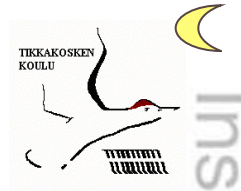




RANDOM CASE: National points to marks scale.

Because each student and each class is different, learning processes differ from each other as well. But what ever the teacher does with the students, nationally standardized points to marks scales can be used. This helps the teacher to evaluate, where his or her students and classes stand in comparison to the final summative assessment.

%	20	40	60	80	100	120	140	Mark
99	19,80	39,60	59,40	79,20	99,00	118,80	138,60	10
87	17,40	34,80	52,20	69,60	87,00	104,40	121,80	9-
80	16,00	32,00	48,00	64,00	80,00	96,00	112,00	8
69	13,80	27,60	41,40	55,20	69,00	82,80	96,60	7+
55	11,00	22,00	33,00	44,00	55,00	66,00	77,00	6½
20	4,00	8,00	12,00	16,00	20,00	24,00	28,00	5





A Random Case: Systematic Process Control



Each student assesses his/her working skills and learning results before getting the course report. A deviation of two points starts a process guiding discussion between the teacher (responsible for the initiative) and the student. (Method adopted from Kilpinen School in Jyväskylä City.)

Subject	Working skills	Learning Results	Students' s mark	Course mark
English	8	9	9	9
Physics	9	7	9	7
Arts	9	6	7	9
Home Economics	8	8	8	8

INTERPRETATION:

- ❖ According to comparison of the student's self-evaluation and course reports, process guiding discussions between the teacher and the student would be held in Physics and Arts.
- ❖ There are various personal reasons for the deviations. We are not looking for guilty people, we are just trying to get the process advancing well. The Physics case would be an exception and I can't simulate a reasonable explanation. As for the Arts case it can be noted that it is more common that the student (maybe due to parents' old school experiences) only appreciates the final product, not the learning process.





Pedagogical leadership in process organization

- Process organization, network and teams are not born by themselves but they must be constructed and one has to learn how to deal with them
 - It is not enough that one creates prerequisites, purpose, tasks and duties for teams and that one selects the people in them but teams and their members must also be guided.
 - When guiding all issues that the one being guided may meet must be dealt with in a comprehensive manner.
 - Guidance may be instructive or guiding reflection.
 - Guidance deals with cognitive, social and affective aspects.

(Taipale, 2004)



Pedagogical leadership in teams' various phases

- Teams differ from each other and also their phases require different kinds of guidance.
 - Constructing team
 - Leader is a visibly present support and guide ensuring that
 - team concentrates on its task
 - Team work is based on collaboration and supporting others
 - Starting team work
 - Leader follows from the side supporting and giving feedback guiding connecting information in the right frameworks
 - As team work becomes stable inside the team and in the team network
 - Leader is no longer visibly present but is familiar with the situation of the team and guides reflection.

(Taipale, 2004)