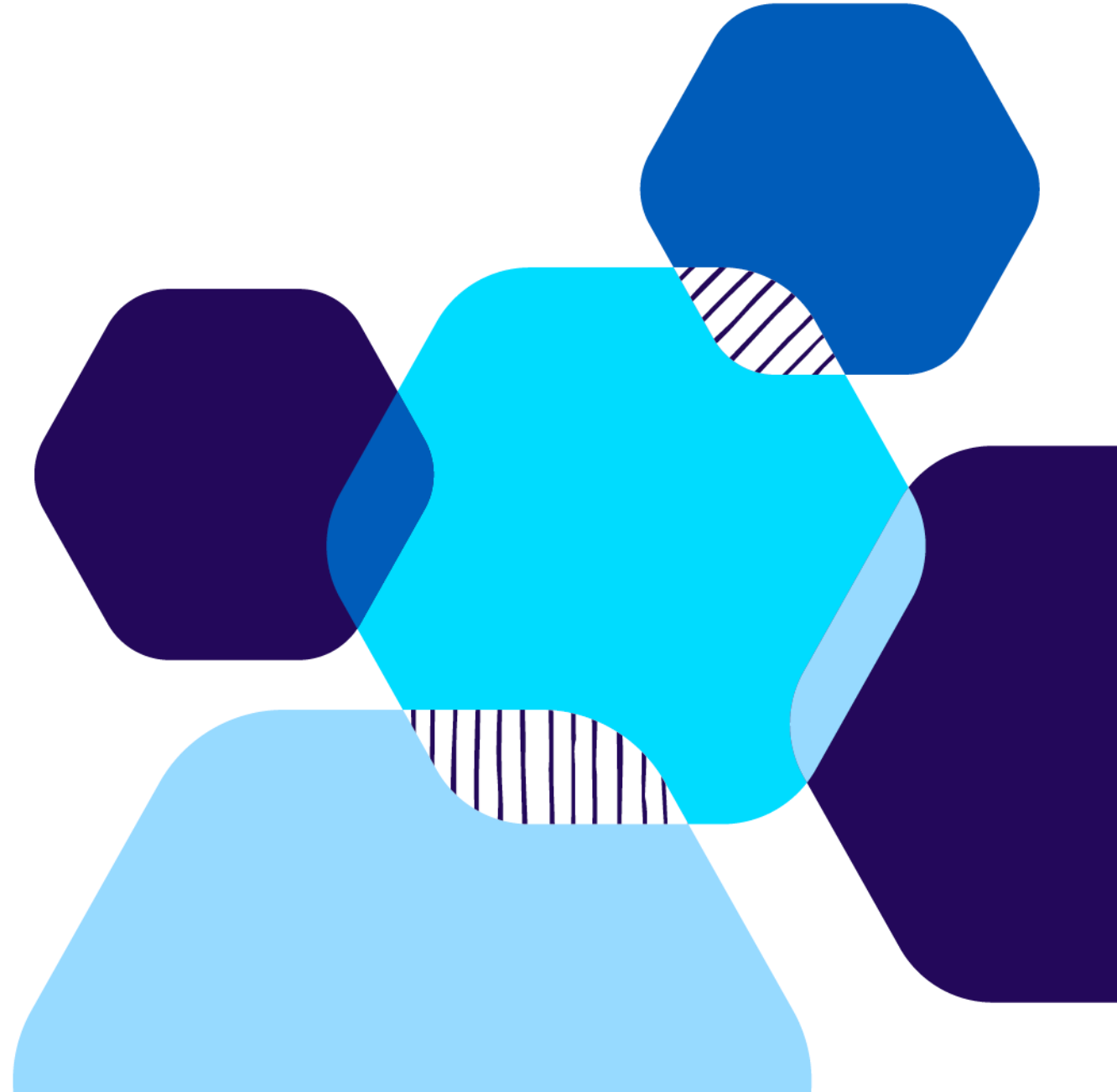


Teaching English Africa webinar

**Assessment for learning:  
how to make learning  
effective**

Massamba Seck

21 May 2023



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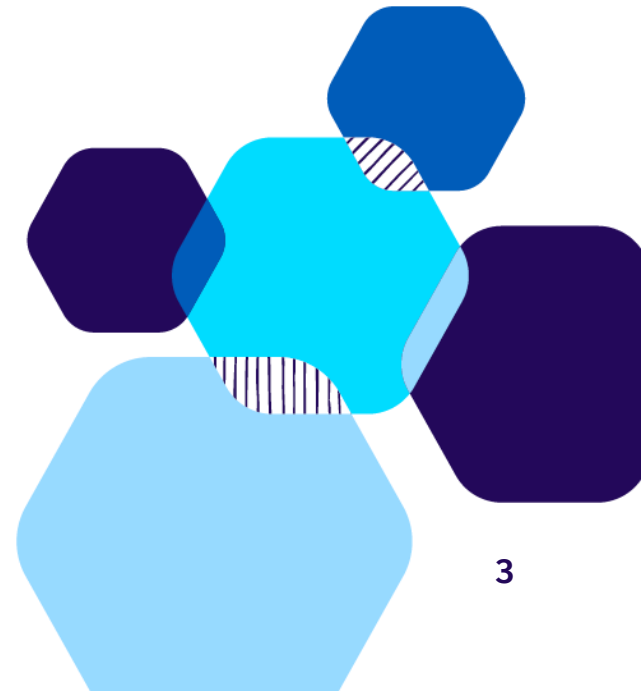
## About the speaker

Massamba Seck is a seasoned qualified high school teacher of English from Senegal with over twenty years of experience. Massamba earned an M.A in English Grammar and a Master's degree in Linguistics from Cheikh Anta Diop University, Dakar. Thanks to the English Connects Programme, he attended a special training for pedagogy, language and culture by well-regarded International House from the UK. He has recently been selected to pilot classroom resources in Senegal in collaboration with the British Council and the Ministry of National Education. He strongly believes in the benefits of Continuing Professional Development.

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# In this session, we will

- give a definition of assessment
- describe three assessment types and the purpose of each
- focus on assessment for learning
- explore AFL strategies
- expand on the benefits of AFL



# What is assessment?

Assessment is the process of collecting information about a learner according to procedures that are systematic and grounded in theory for the purpose of making informed decisions.(Grabowski, 2015)

Assessment “frames learning, creates learning activity and orients all aspects of learning behaviors” (Gibbs, 2006, p.23).

Assessment refers to the variety of strategies or tools that teachers use to gather accurate information about students’ performance for the sake of evaluating their learning progress, skill acquisition, or educational needs.



# When do you assess?



Traditionally, teachers assess students at the end of an instructional unit or sequence.

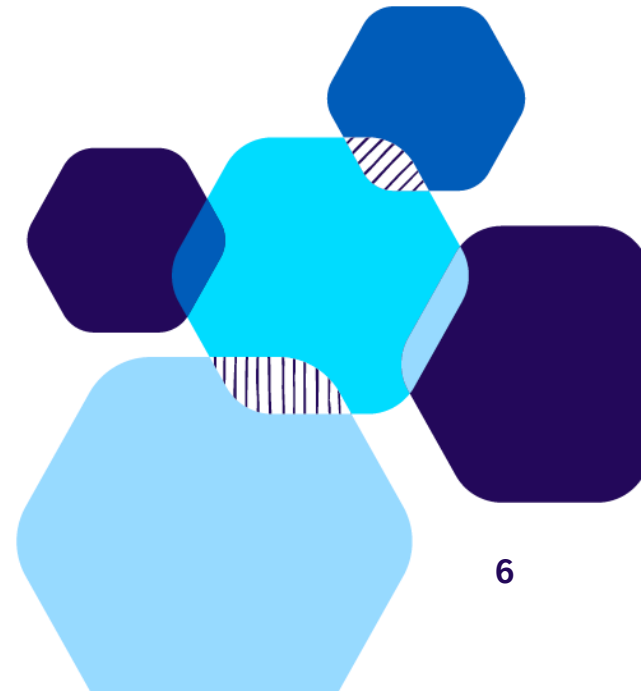


However, when assessment and instruction are interwoven, both the students and the teacher benefit.

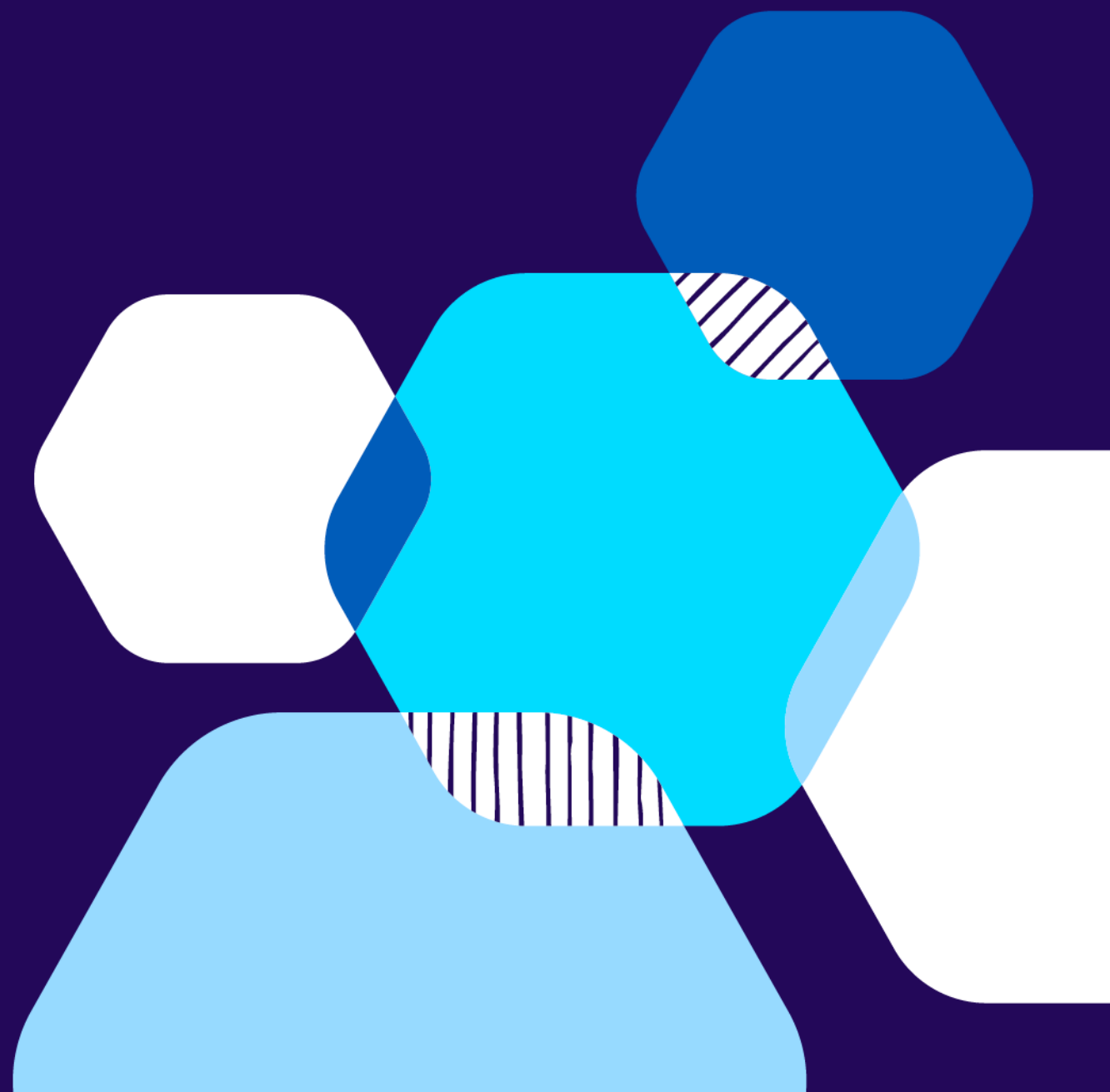
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# How do you assess?

List in the chat some assessment methods you typically apply in your classroom



**Assessment of, or  
for learning. What is  
the difference?**



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# Assessment of, or for learning. What is the difference?

## AOL

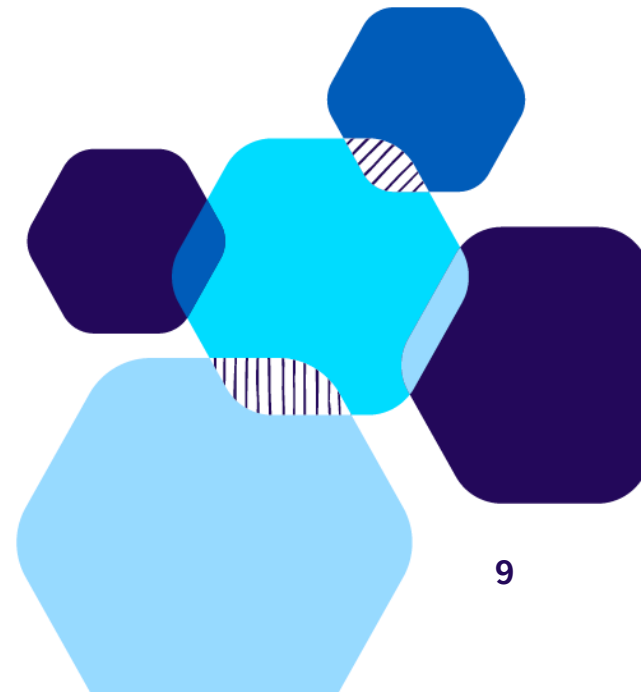
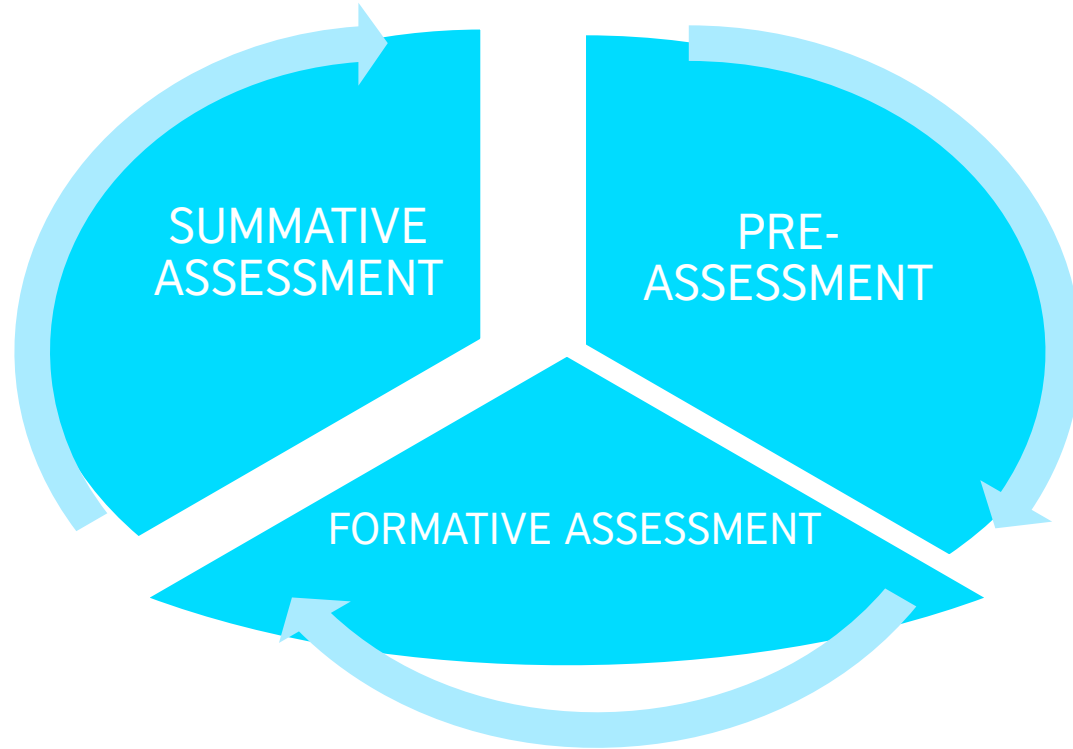
- ✓ Occurs at the end of a chapter or unit
- ✓ Evaluates what students learn
- ✓ Covers complete content areas
- ✓ Assigns a grade to students' understanding
- ✓ Emphasizes the product of student learning

## AFL

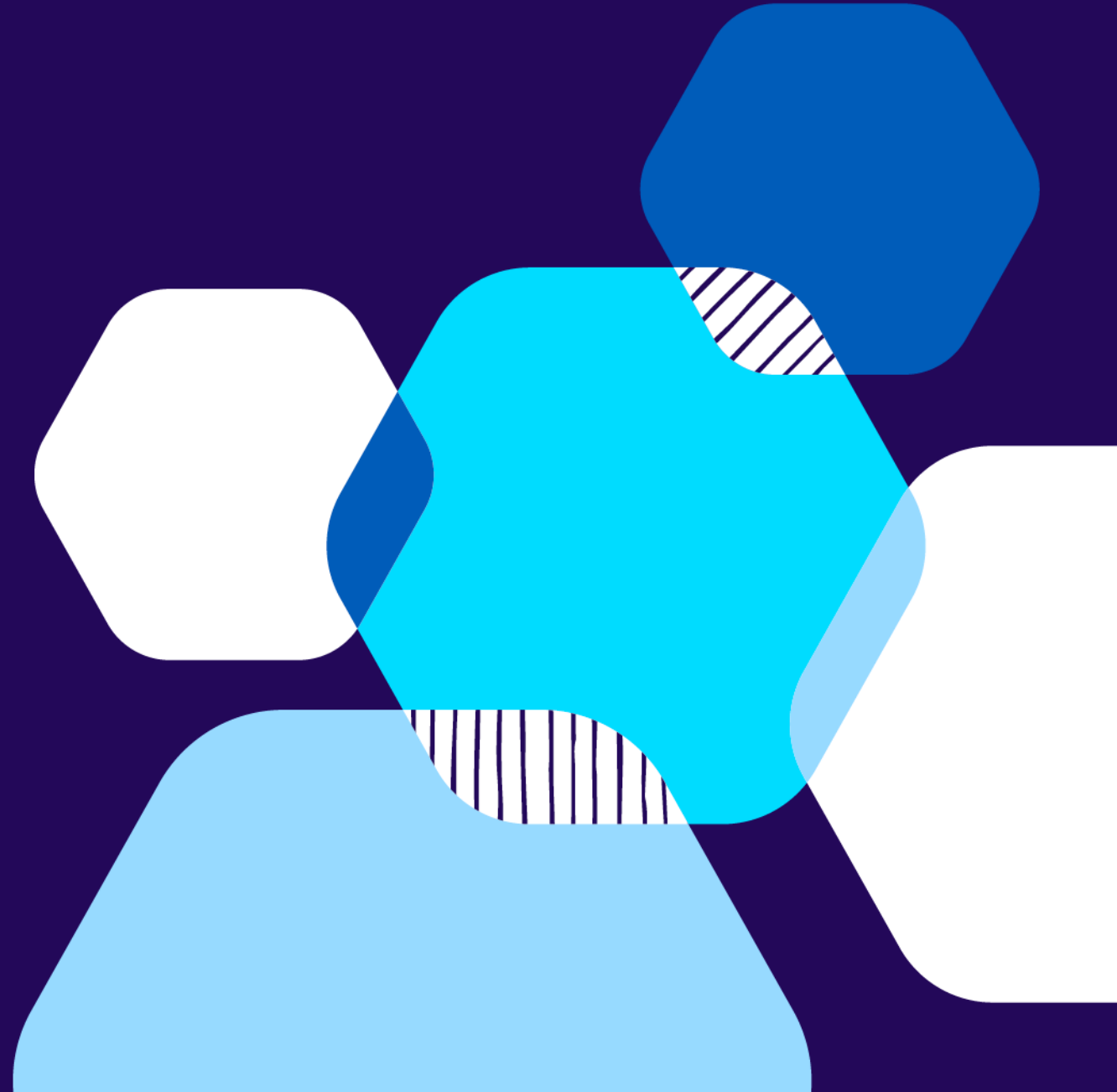
- ✓ Occurs throughout a chapter or unit
- ✓ Improves how students learn
- ✓ Covers small content areas
- ✓ Monitors how students are learning
- ✓ Focuses on the process of student learning



# Assessment process



**What is summative assessment ? What is its purpose?**



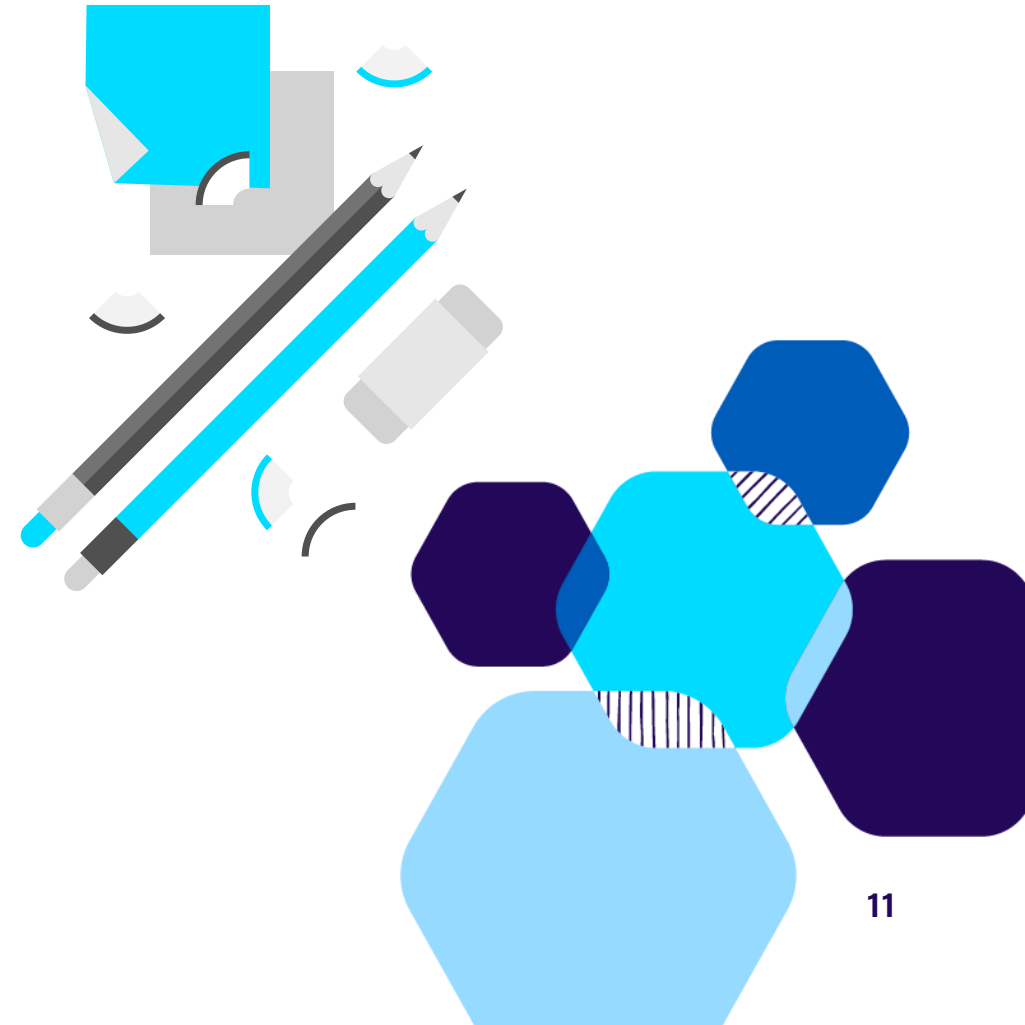
# Assessment of learning

## SUMMATIVE ASSESSMENT

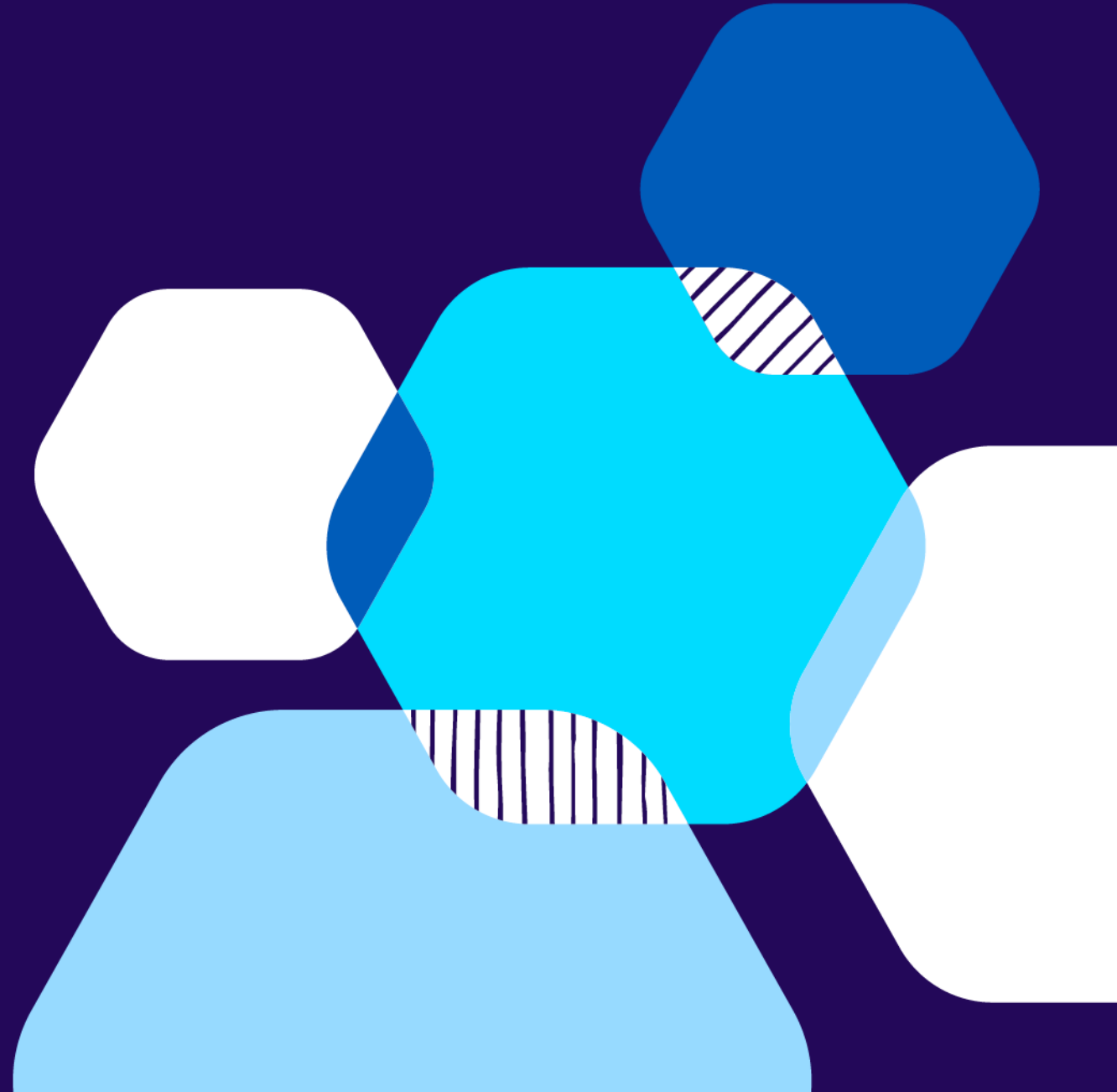
A summative assessment/evaluation is designed to:

provide information make judgments about student achievement at the end of a sequence of instruction. (e.g., final drafts/attempt, tests, exam, assignments, projects, performances)

It is usually grade-based and focuses on measuring learning achievement at the end of a unit or a study period of a particular course.



**What is  
pre-assessment?  
what is its purpose?**

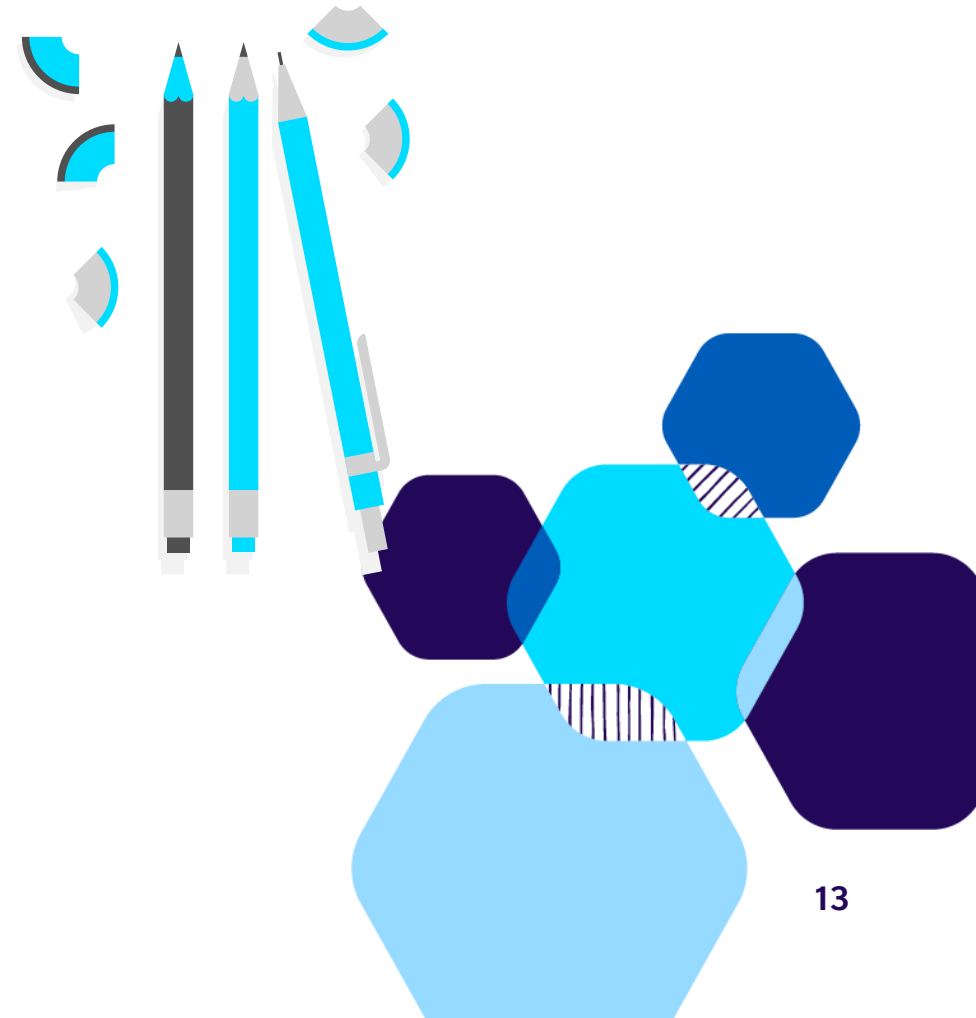


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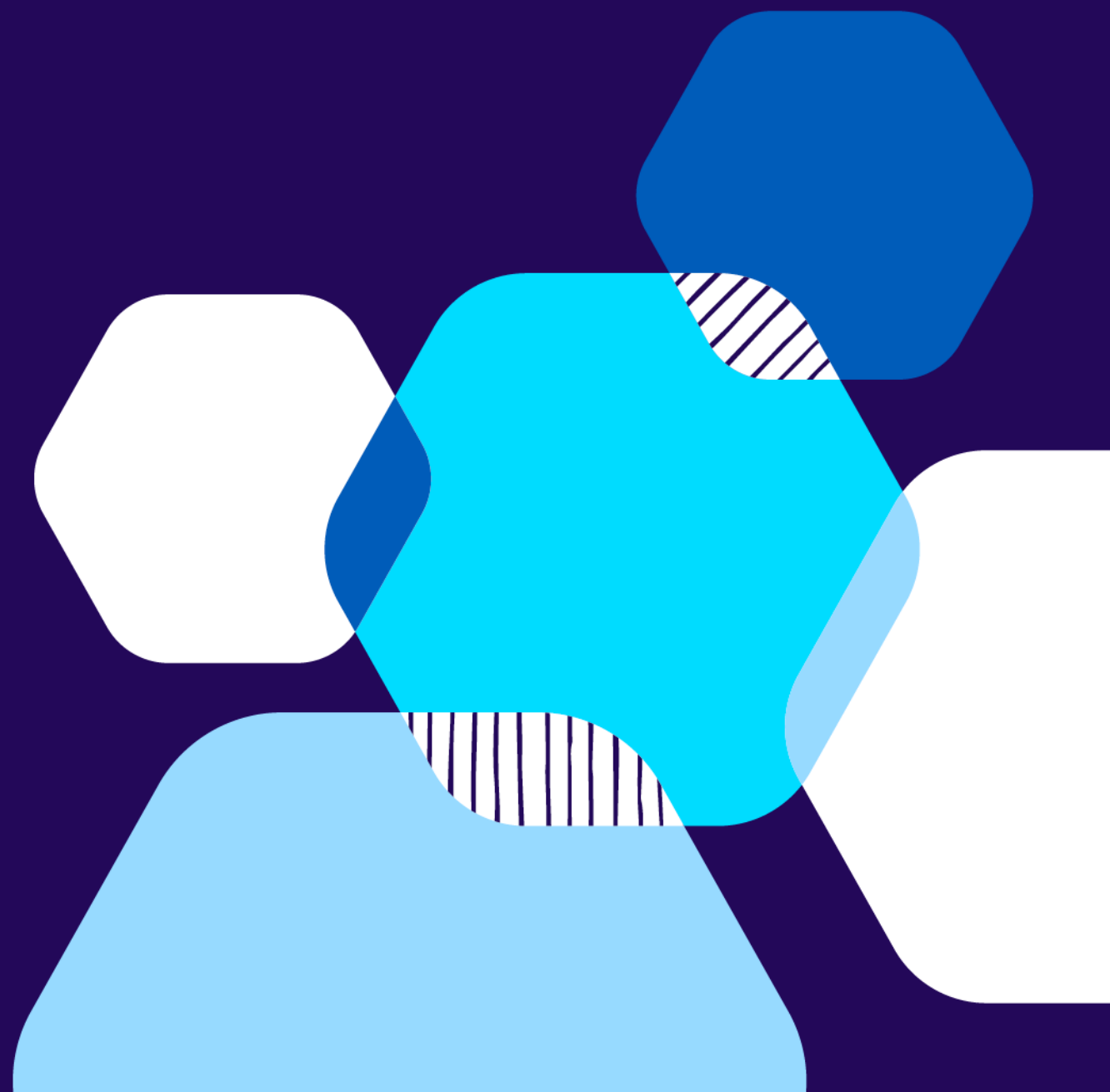
# Assessment of learning

## PRE-ASSESSMENT or DIAGNOSTIC ASSESSMENT

The purpose of **pre-assessment** is to determine learners' current knowledge and skills before teaching takes place. It is used to identify students' strengths and weaknesses and thereby plan future lessons. Therefore it is an **assessment for learning**.



# What is formative assessment? what is its purpose?

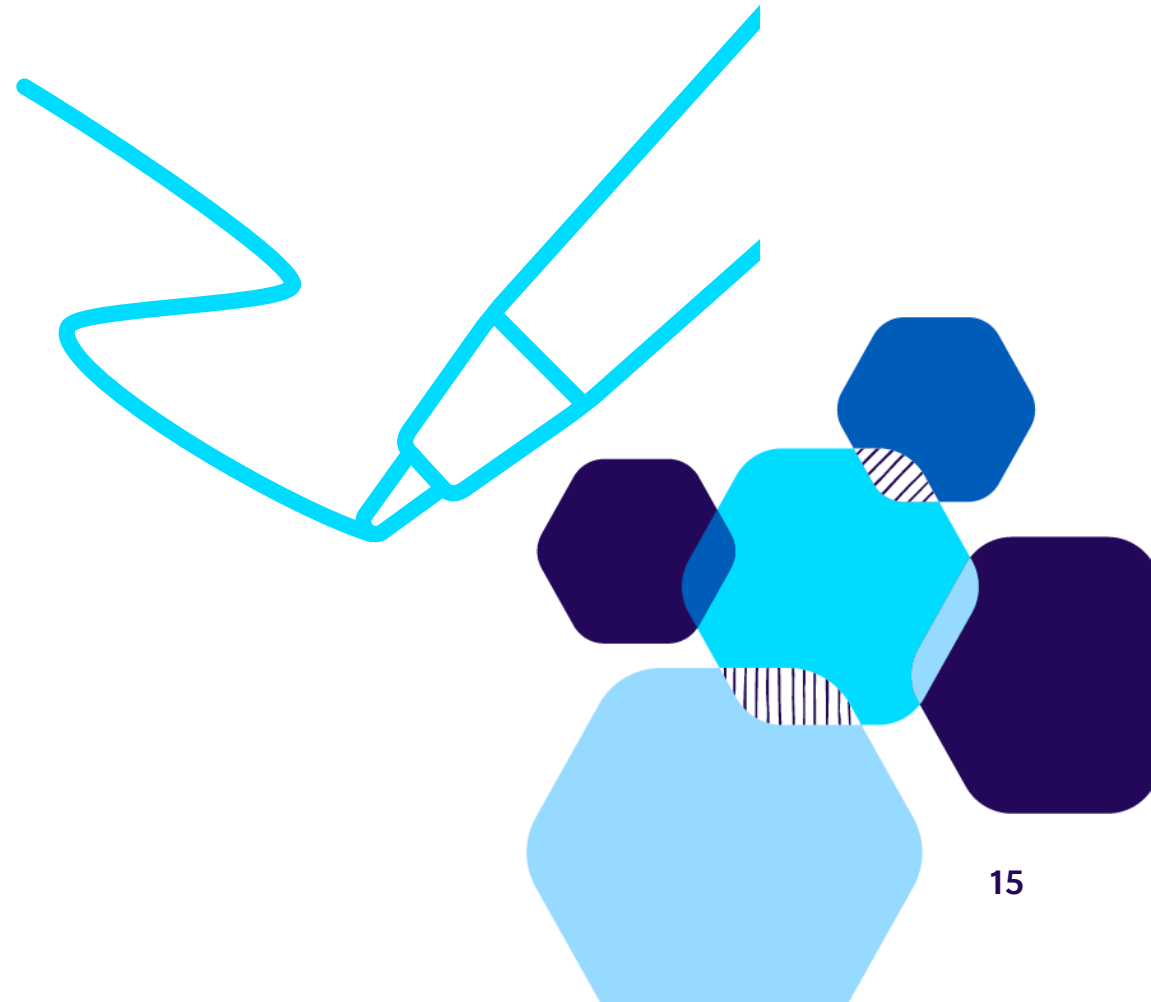


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# Formative assessment

**Formative assessment is a learner-oriented** teaching approach that focuses on continuous effective feedback to allow students to improve their performance. **It happens while learning is still underway.**

Unlike assessment of learning or summative, Assessment for learning, beyond the purpose of scoring and grading aims to gather insights about the learners' progress, and identify what their strengths and weaknesses are. This information is in turn used through constructive feedback to improve the overall **teaching and learning** process.



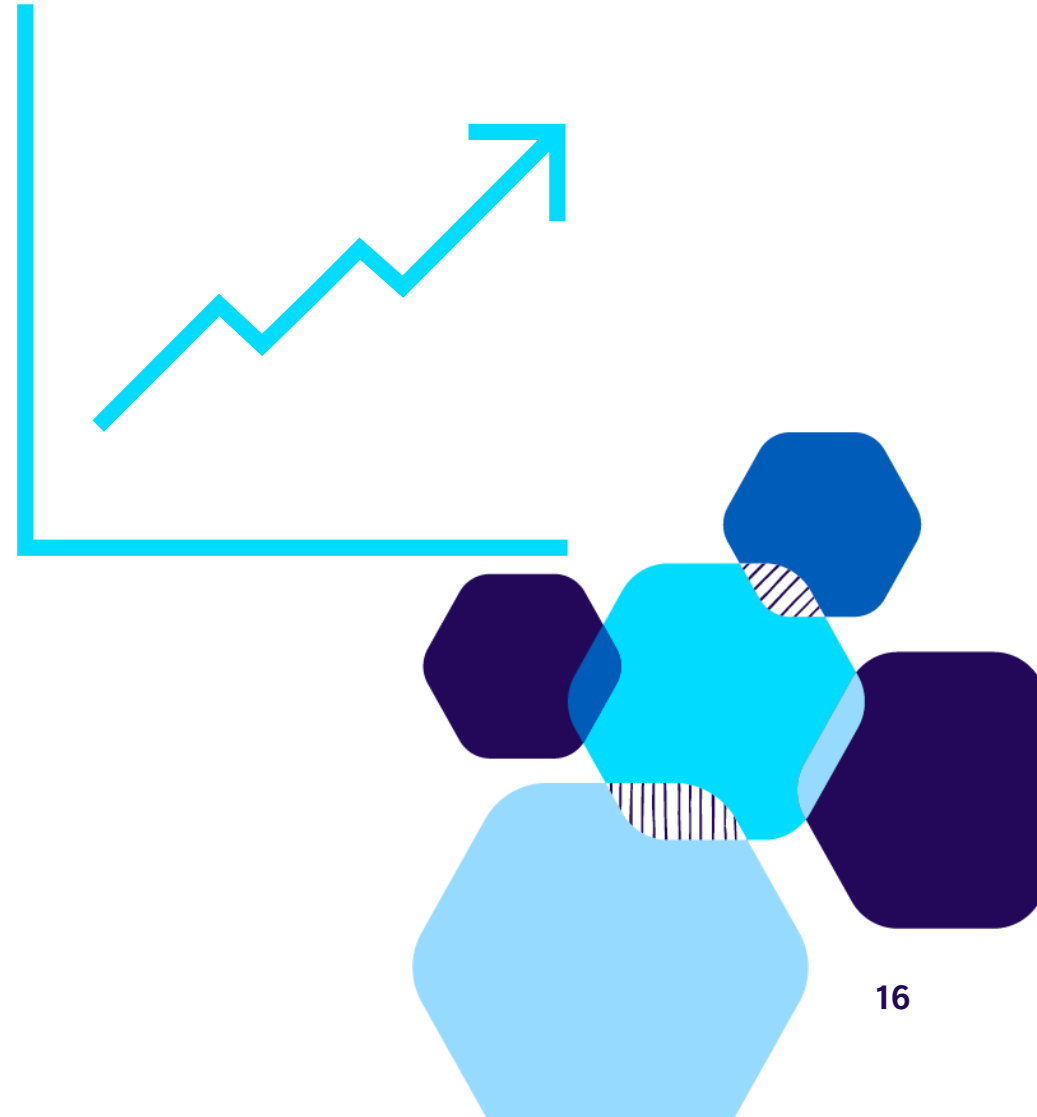
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# Formative assessment

This Type of Assessment is **NOT about ACCOUNTABILITY...**

and not just taking a measurement of where a student is, but making changes depending on where they need to be.

it is about **GETTING BETTER!!**





# Learning vs Grades

Some teachers talk about:

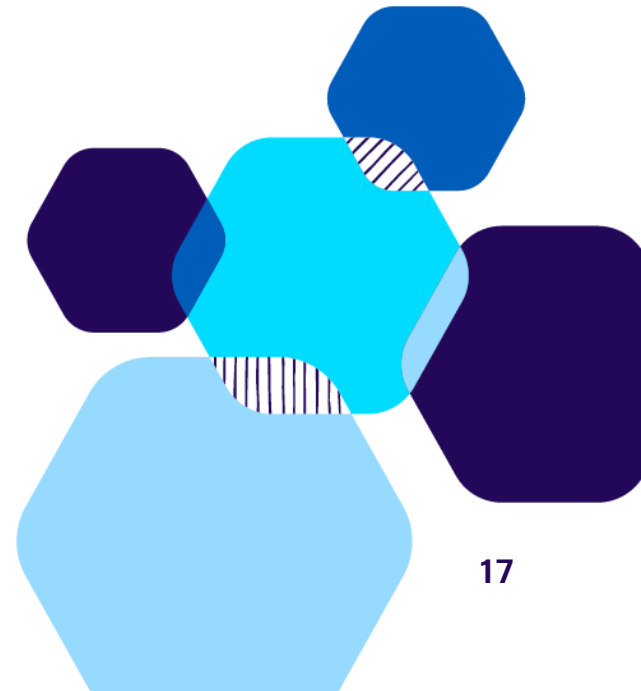
**LEARNING**

**VS**

Some teachers talk about

**GRADES**

**Can these co-exist peacefully? Should one take precedence over the other?**



# Main characteristics of AFL

These are assessments that:

are conducted throughout teaching and learning to diagnose students' needs

plan the next steps in instruction based on specific information

Refer to what happens on a daily basis in the classroom

Help Students know where they are at instructionally and where they need to go

provide continual feedback that helps students progress over time

are non-graded

# AFL Strategies: seven key steps

## Where am I going?

1. Provide a clear and understandable vision of the learning target. (Intentions) Clearly define learning objectives and outcomes. The learning intention helps students stay focused and involved.

2. Use examples and models of good performance (success criteria) Success criteria describe what the students need to focus on, how they will know they have been successful in achieving the learning goal.

In sum students are guided on what they are expected to learn and what quality work looks like.



# AFL Strategies: seven key steps

## Where am I now?

3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals



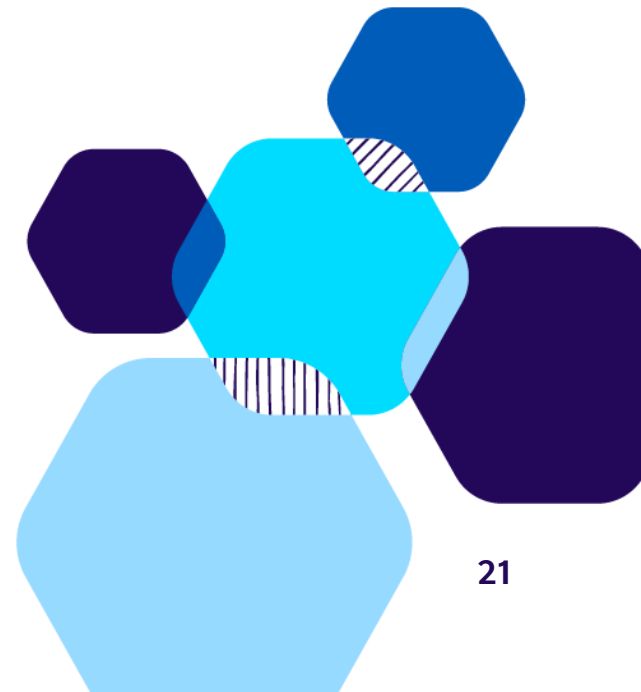
# AFL Strategies: seven key steps

## How can I close the gap?

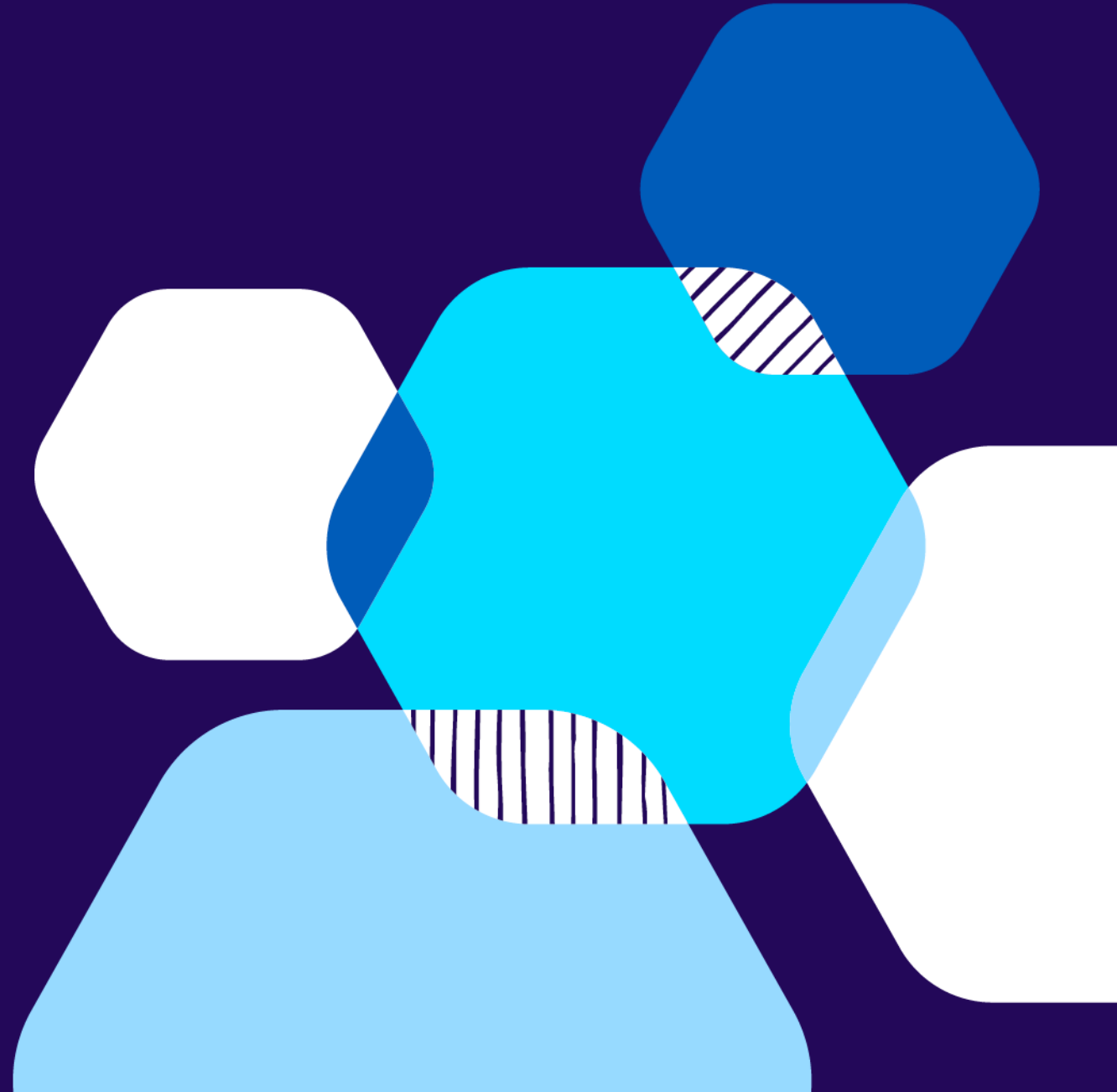
5. Design lessons to focus on one aspect of quality at a time.

6. Teach students focused revision.

7. Engage students in self-reflection and let them keep track of and share their learning.



**What AFL strategies  
do you apply in your  
classrooms?**



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# What AFL strategies do you apply in your classrooms?

Cooperative  
Learning  
Activities

Demonstrations

Exit/Admit  
tickets

Graphic  
Organizers

'I Learned'  
Statements

Interviews

KWLs

# What AFL strategies do you apply in your classrooms?

Informal  
Questioning

Learning  
logs

Oral  
Presentations

Peer  
Assessment

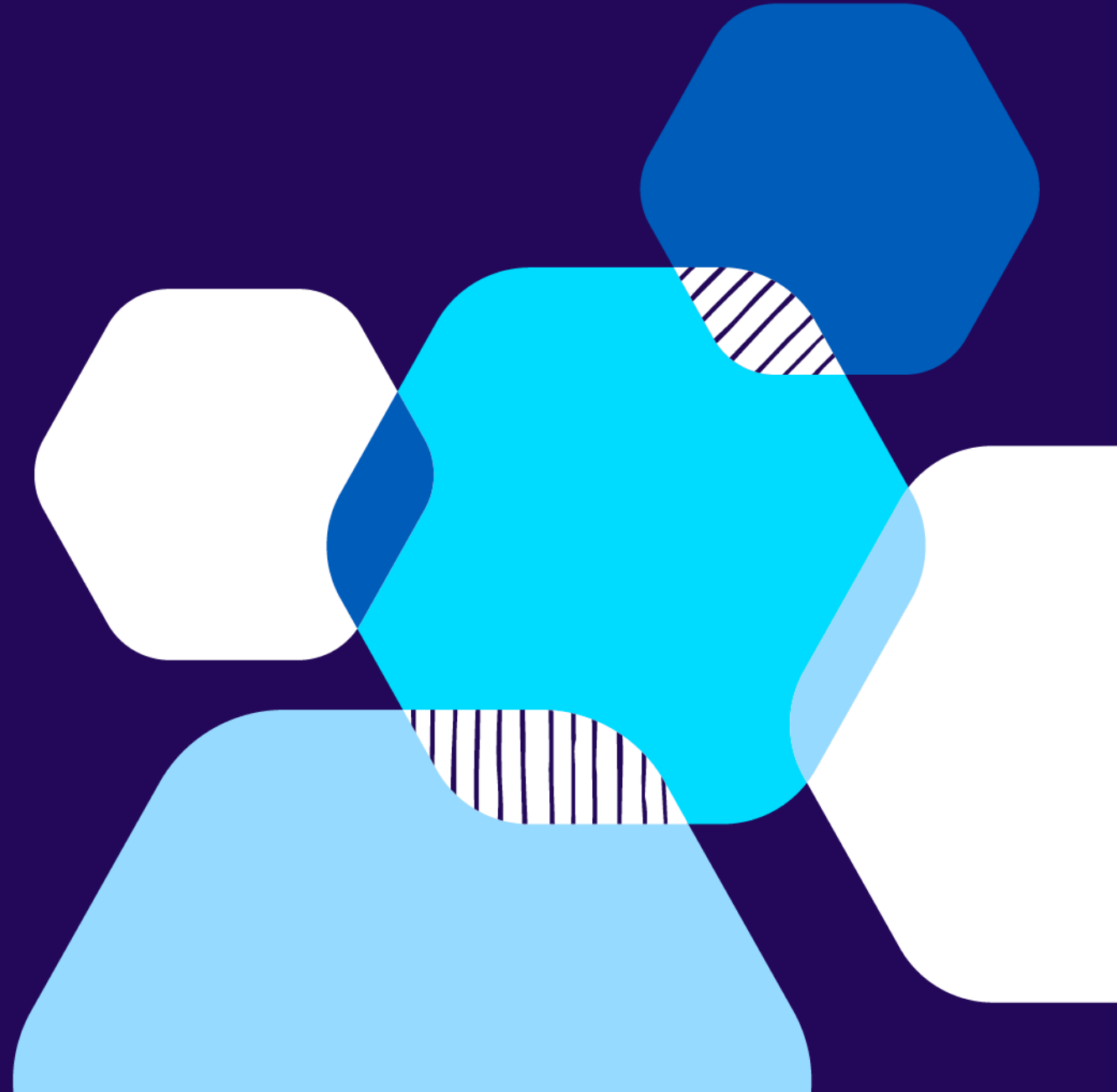
Questioning

Quiz

Self-  
Assessment



# What are the benefits of assessment for learning?



# Benefits of AFL

AFL provides teachers with information about specific next instructional steps for students

AFL provides timely and constructive feedback that will help pupils identify improvement

Guide learners to reflect on their learning, take action, and move forward on their learning journey

# Benefits of AFL

Students are motivated and become more independent learners

AFL can build learners confidence in their ability to reach targets through hard work and determination

AFL helps to create a supportive and cooperative classroom

# Benefits of AFL

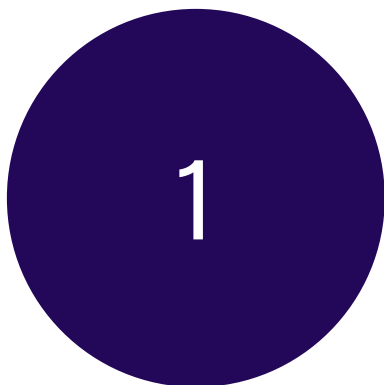
AFL supports  
differentiated  
instruction\*

AFL helps improve  
teaching practices

\*it contributes to promoting more equitable outcomes for lower-achieving students (Black & Wiliam, 2009).

# Exit card

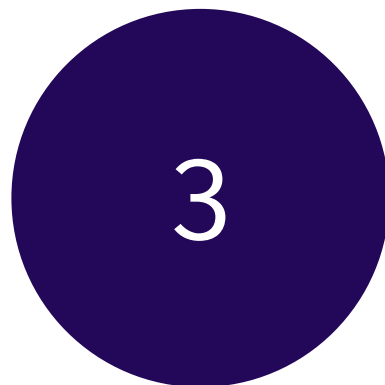
Write three things you have learnt from this presentation in the chat



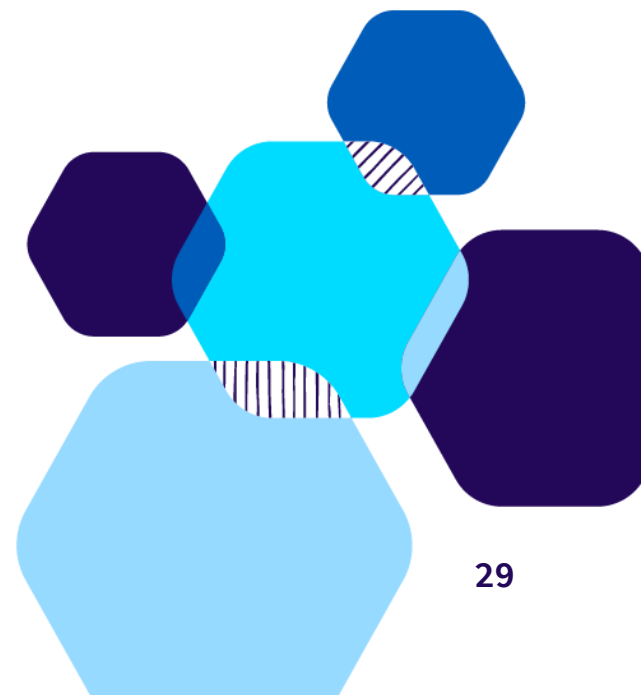
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**Thank you**

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