



*European Institute of Education and Social Policy*



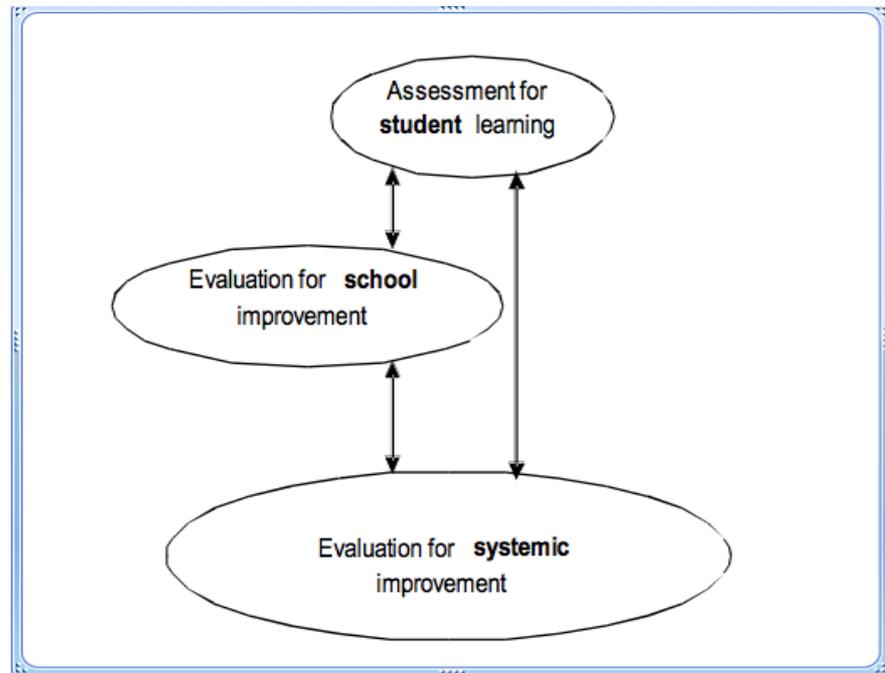
*Institut Européen d'Éducation et de Politique Sociale*

Changes in assessment triggered by  
the learning outcomes approach

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# Basic principles of effective assessment

- Data gathered in assessment need to be valid and reliable
- Different assessments are used to gather different information for different purposes and on a different timeline
- Multiple measures



# Different kinds of assessment/evaluation for different purposes

For learners:

- Summative - norm- and criterion-referenced
- Formative - always criterion-referenced
- Ipsative - referenced against the individual's prior performances

For learning organizations and teachers

- School/institution level inspections and self-evaluation
- Teacher/instructor & leader evaluation

Assessment and evaluation data are used for purposes of accountability and for improvement

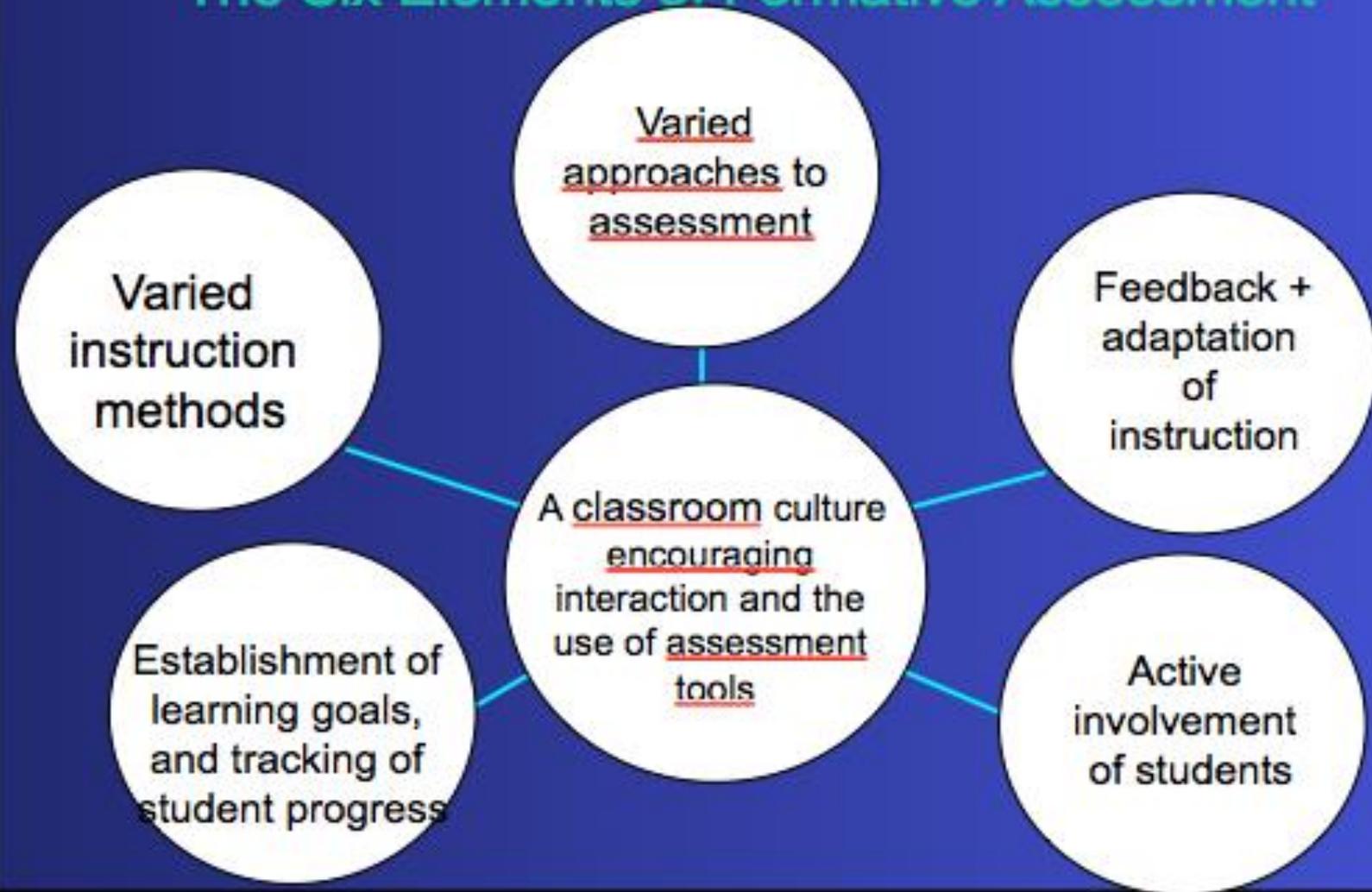
# Learning outcomes represent a sea-change in approaches to teaching, learning and assessment [?]

- LO's require criterion-referenced approaches to assessment – so the focus is on helping all learners to achieve high outcomes, rather than identifying “the best and the brightest”
- The focus on the learner and his/her progression is also more compatible with formative assessment – helping diverse learners to identify gaps between their performance and learning goals, and to adapt teaching and learning strategies to address those gaps
- Black and Wiliam's 1998 review of quantitative studies established that formative assessment methods and techniques produced significant learning gains –are among the largest ever identified for educational interventions
- A few studies on the impact of formative assessment have shown the largest gains for students who had previously been classified as low achievers

# Formative assessment is integrated with teaching and learning processes

- Assessment is not considered as formative until the learning gap has been closed
- There is an important emphasis on assessment to reveal possible misconceptions in order to better adjust teaching and learning (questioning, extended dialogue, other approaches to revealing learner understanding)
- Assessment needs to be timely ('on-the-fly' – two weeks), focused on the task at hand with appropriate suggestions for improvement (with as much or as little information as the learner may need)
- Instructors need a broad repertoire in order to address diverse learner needs, help learners to close gaps between current performances and goals defined in learning outcomes

# The Six Elements of Formative Assessment



From: *Formative Assessment: Improving Learning in Secondary Classrooms*, OECD, 2005.

# Ipsative assessment

- For several learning objectives, for example, those related to values and attitudes, an ipsative approach to assessment may be more appropriate
- Ex: LO's related to values, participation, awareness and attention
- For more open-ended learning (goals that are not pre-defined)

# Coherence of overall frameworks is vital

- Need coherence across defined outcomes, curriculum and assessment
- Teacher/educator training and professional development should cohere with learning outcomes approaches emphasised for learners
- Teacher/educator appraisal – should focus on clear goals, with emphasis on improvement (rather than high-stakes accountability)
- School/institution environments - focus on the extent to which the environment nurtures effective teaching, learning and assessment, promotes collaboration among instructors – within and across learning organisations

# Three key messages

- A focus on helping diverse learners achieve requires a change in instructor mindset as well as teaching and assessment practice
- Technical alignment/coherence across defined outcomes, curriculum and assessments is vital
- Social alignment- including appropriate support at the organisation/school and policy levels – allowing institutions and instructors to work together to adapt and improve, is also vital

Thank you

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