



Camau i'r Dyfodol

18 Mai 2023

18th May 2023

Ailfeddwl asesu: o fesur perfformiad i gefnogi dysgu

Rethinking assessment: from measuring performance to
supporting learning



Dull proses

- Mae dull proses o greu'r cwricwlwm yn awgrymu meddwl yn wahanol am ddysgu ac asesu
- Dylai dulliau asesu gyd-fynd â dulliau o addysgu a dysgu ond ni ddylai ysgogi dulliau o addysgu: 'y gynffon asesu diarhebol yn siglo'r ci cwricwlwm' (McCormick yn Daugherty et al. 2012)
- Awgrymu newid o feddwl am asesiad yn gydgyfeiriol i fod yn ddargyfeiriol

Process approach

- A process approach to curriculum creation suggests thinking differently about learning and assessment
- Assessment approaches should be aligned with approaches to teaching and learning but should not drive approaches to teaching: 'the proverbial assessment tail wagging the curriculum dog' (McCormick in Daugherty et al. 2012)
- Suggests a shift from a convergent to a divergent view of assessment



Golwg gydgyfeiriol ar asesu

- Golwg gul ar ddibenion asesu.
- Mae ffocws ar y cwestiwn: A yw'r dysgwr wedi cyrraedd amcan neu ddeiliant dysgu?
- Deilliannau sy'n cael eu hystyried yn rhagweladwy: dysgu fel proses linellol yn cydgyfeirio ar 'ddiwallu' amcanion dysgu.
- Rhoddir 'adborth' i wella perfformiad: mae'r 'ddolen adborth' yn 'cau' os gweithredir ar adborth (yn cael ei ddefnyddio) i wella perfformiad/cyrhaeddiad
- Yn ymwneud â damcaniaethau dysgu ymddygiadol

Convergent view of assessment

- Narrow view of assessment purposes.
- Focus is on the question: Has the learner attained a learning objective or outcome?
- Outcomes seen as predictable: learning as a linear process converging on 'meeting' learning objectives
- 'Feedback' given to improve performance: 'feedback loop' is 'closed' if feedback is acted upon ('used') to improve performance/attainment
- Relates to behaviourist theories of learning.



Golwg dargyfeiriol ar asesu

- Golwg eang ar asesu dibenion asesu
- Yn canolbwyntio ar y cwestiwn: Beth all pob dysgwr ei wneud a beth maen nhw'n ei wybod?
- 'Canlyniadau niwlog': gall dysgwyr ymateb yn wahanol i brofiadau dysgu trwy wneud synnwyr o rywbeth yn unigol ac ar y cyd
- Asesu yn rhoi cyfleoedd i athrawon werthuso dysgu i gefnogi dysgu pellach
- Yn ymwneud â damcaniaethau gwybyddol cymdeithasol ac adeiladol cymdeithasol o ddysgu

Divergent view of assessment

- Broad view of assessment of assessment purposes
- Focuses on the question: What can each learner do and what do they know?
- 'Fuzzy outcomes': learners may respond differently to learning experiences through individual and collective sense-making
- Assessment provides opportunities for teacher evaluation of learning to support further learning
- Relates to social cognitive and social constructivist theories of learning.



Aesu dargyfeiriol: proses werthusol

- Nid yw asesu'n wyddor fanwl gywir: mae'n broses sy'n seiliedig ar werthusiadau a chasgliadau (goddrychol) athrawon yn seiliedig ar eu gwybodaeth am yr hyn sy'n cael ei ddysgu a pham
- Mae'r mwyafrif o asesu yn cynnwys gwerthusiadau athrawon o ddysgu disgyblion yn seiliedig ar wahanol fathau o dystiolaeth (gwaith disgyblion, deialog, trafodaeth, arsylwadau anffurfiol yn ystod gwersi, gweithgareddau disgyblion, ac ati)
- Mae hefyd yn ymwneud â'r casgliadau a wnawn o'r gwerthusiadau yma am yr hyn y mae dysgwyr yn ei wybod, ei ddeall neu ei wneud

Divergent assessment: an evaluative process

- Assessment is not an exact science: it is a process based on teacher's (subjective) evaluations and inferences based on their knowledge of what is being taught and why
- Most assessment involves teacher *evaluations* of pupil learning based on various forms of evidence (pupil work, dialogue, discussion, informal observations during lessons, pupil activities, etc)
- It is also about the *inferences* we make from these evaluations about what learners know, understand or do



Asesu dargyfeiriol: proses werthusol

- Ysgrifenna Stenhouse fod ymatebion gwerthusol athrawon yn cael eu harwain gan eu dealltwriaeth o natur y pwnc er mwyn darparu 'gwerthusiad meddylgar a chynhyrchiol sy'n helpu'r myfyriwr i wella eu gwaith' (1975, t82-83).

Divergent assessment: an evaluative process

- Stenhouse writes that teachers' evaluative responses are guided by their understanding of the nature of the subject to provide a 'thoughtful and productive evaluation which helps the student to improve their work' (1975, p82-83).



Gweithgareddau asesu fel gweithgareddau dysgu

I gefnogi dysgu dylai gweithgareddau asesu:

- Fod yn addysgol ystyrlon/werth chweil o ran cefnogi dysgu: gweithgareddau yn hytrach na thasgau neu brofion
- Cynnwys lefel briodol o her i ddysgwyr: ennyn diddordeb dysgwyr i wneud synnwyr, ymholi, gwestiynu, archwilio
- Galluogi myfyrwyr i ddangos eu dysgu: gan gynnwys gwybodaeth, dealltwriaeth, syniadau, sgiliau ac ati
- Cynnwys gweithgareddau dilys sy'n cysylltu â rhoi gwybodaeth ar waith yn y 'byd go iawn', dealltwriaeth a sgiliau (yn hytrach na phrofi gwybodaeth wedi'i datgymalu)

Assessment activities as learning activities

To support learning assessment activities should:

- Be educationally meaningful/worthwhile in terms of supporting learning: activities rather than tasks or tests
- Involve an appropriate level of challenge for learners: engage learners in sensemaking, enquiry, questioning, exploration
- Enable students to demonstrate their learning: including knowledge, understanding, ideas, skills etc
- Include authentic activities that connect to 'real world' applications of knowledge, understanding and skills (rather than testing of decontextualized knowledge)



Pwyntiau trafod

- Beth allai newid o ddulliau cydgyfeiriol o asesu i ddulliau dargyfeiriol ei olygu o ran sut yr ydych yn mynd ati i weithio gyda dysgwyr?
- Sut gallai athrawon greu gweithgareddau asesu addysgol ystyrlon a gwerth chweil sy'n cefnogi dysgu disgyblion?

Discussion points

- What might a shift from convergent ways of assessing to divergent mean for how you approach your work with learners?
- How might teachers create educationally meaningful and worthwhile assessment activities that support pupil learning?



Llenyddiaeth a ddefnyddwyd fel sail i'r cyflwyniad

Literature used to inform the presentation

Dyfyniadau

- Richard Daugherty, Paul Black, Kathryn Ecclestone, Mary James, & Paul E. Newton (2012) Alternative Perspectives on Learning Outcomes: Challenges for Assessment. Chapter 5, in Gardner, J. (Ed) *Assessment and Learning*. Sage Publications Limited.
- Lawrence Stenhouse (1975) *An Introduction to Curriculum Research and Development*. London: Heinemann.

Dulliau cydgyfeiriol/dargyfeiriol o asesu

- John Pryor & Harry Torrance (1998) Formative Assessment in the Classroom: Where Psychological Theory Meets Social Practice. *Social Psychology of Education* **2**: 151–176.
- Sue Swaffield (2011) Getting to the heart of authentic Assessment for Learning. *Assessment in Education: Principles, Policy & Practice*, 18:4, 433-449.
- Harry Torrance (2012) Formative assessment at the crossroads: conformance, deformative and transformative assessment. *Oxford Review of Education*, 38:3, 323-342.