

Removal of levels

An opportunity or a threat?

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CEM

- The largest educational research unit in a UK university
- Leaders in educational assessment
- 1.2 million assessments are taken each year
- More than 50% of UK secondary schools use one or more CEM system
- CEM systems used in over 70 countries
- Largest provider of computerised adaptive tests outside US

How levels began ...

“The scaling system should be directly related to the development of pupils' competences as described by the attainment targets of the national curriculum. ... We shall use the word **level** to define one of a sequence of points on a scale to be **used in describing the progress of attainment** in the profile component.”

*DES/WO (1988) National Curriculum Task
Group on Assessment and Testing—a report*



Levels

- Give comparisons against national averages rather than old style class rankings
- Description of what learning comes next and what has been achieved
- Shared framework
- Common language
 - For communicating with other teachers, parents
 - Linking to resources

“As part of our reforms to the national curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced.”

2013, Michael Gove,
NCTL Conference *Seizing Success*

www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014/a00225864/assessing-without-levels

Levels

- Focus is often on which level and how quickly pupils can progress through levels
- Labelling
- Not all level 4s are school ready
- Level 3 is a great achievement for some
- Fundamental issues with internal assessment that relies on unstandardised descriptors



Which level?

1. English - Pupils begin to show confidence in talking and listening, particularly where the topics interest them.
2. Maths - Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks.



Ramblings of a Teacher

With not even a hint of cohesion between posts

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About

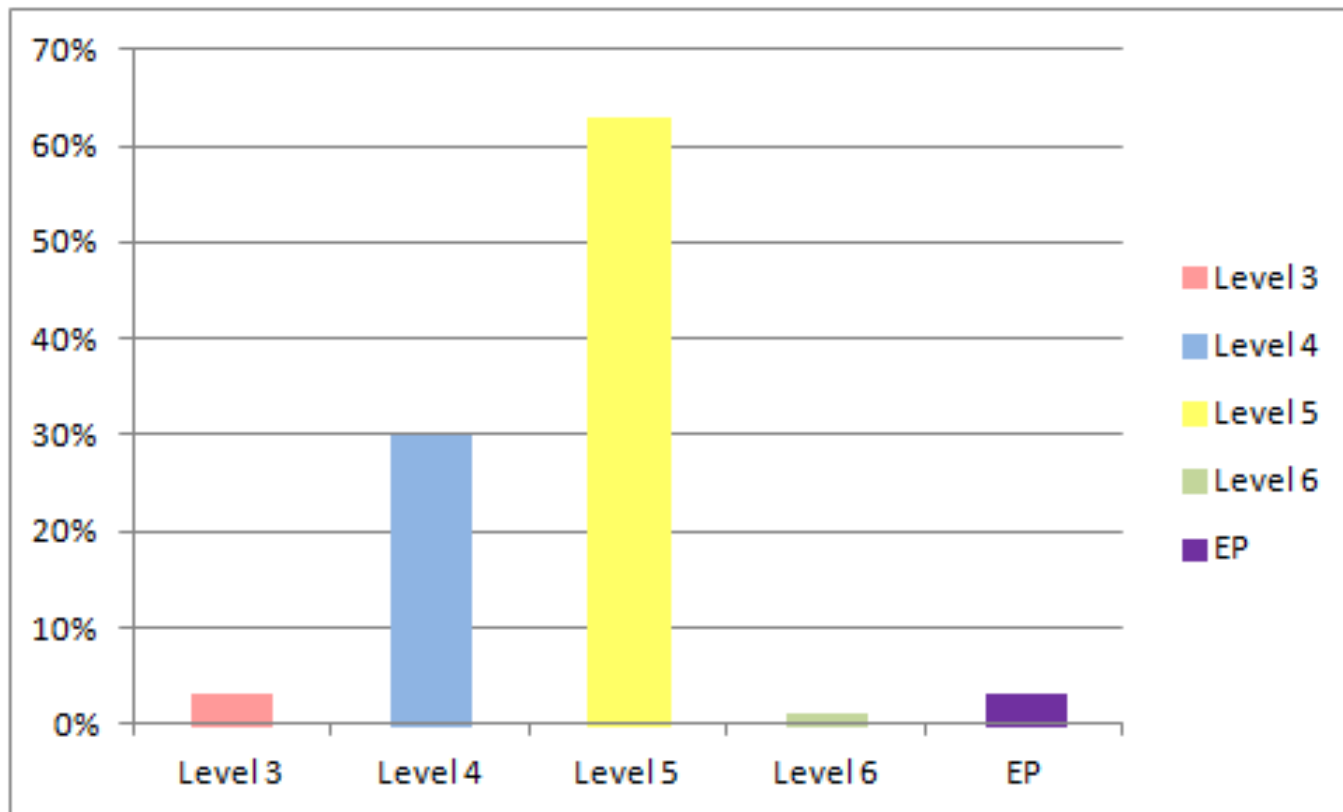
New NC Blogs

Links

Consultancy

<http://michaelt1979.wordpress.com/>

Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.



Levels – a policy concern

- In a healthy environment, a well thought out level-type system could work
- “The problem is about an accountability regime that encourages primary schools to ensure pupils score a level 4, however insecurely, ...” (*Chris Husbands, IoE*)
- Concern is with absolute attainment, not progress

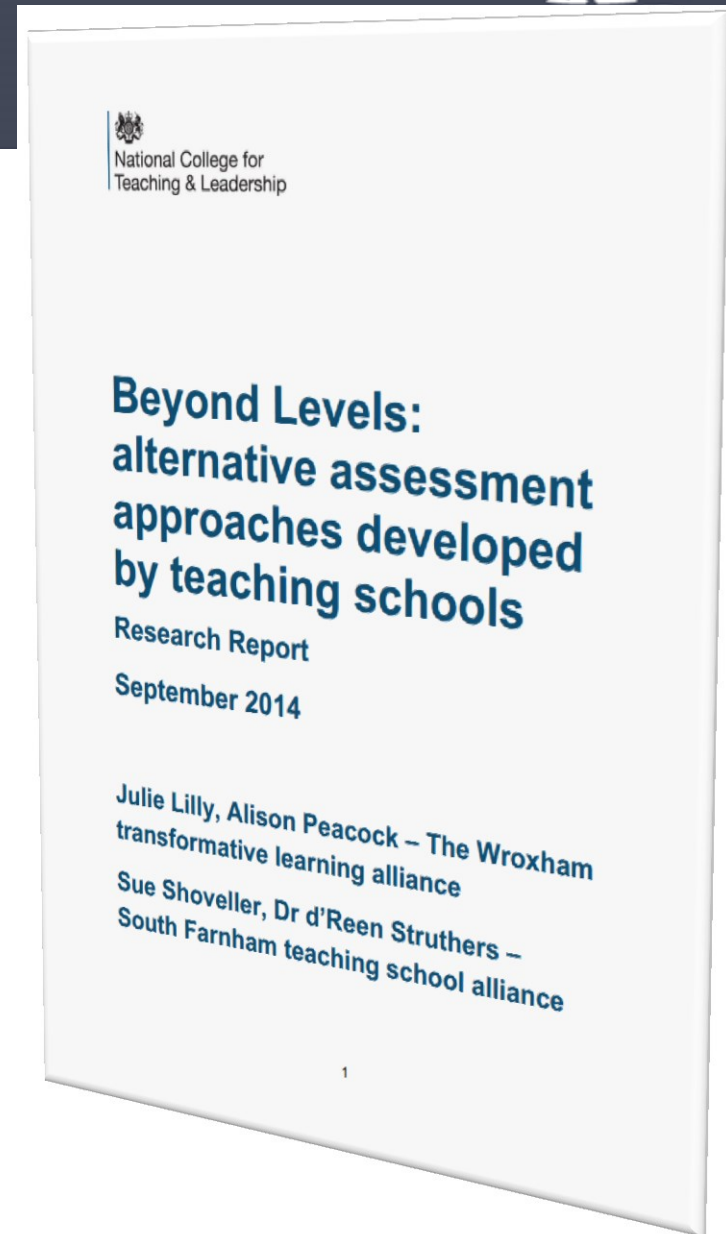
Identifying the issue

- We need assessment to support learning in central concepts that can be communicated effectively
- The rich and detailed questioning, probing and support that is needed to achieve quality assessment takes a lot of time and skill

How are people tackling this issue?

- Panicking
- Sticking with the old system
- Doing what they always did
- Trying something new
 - National College for Teaching and Leadership
 - Assessment Innovation Fund

National College



National College

- Small scale research project involving 34 primary, secondary and special schools
- Tasked with exploring alternative approaches to assessment beyond levels
- Useful examples
- Key finding is about need for educational professionals to have a good understanding of assessment

Recommendations

- A culture shift regarding the nature, range and purposes of assessment
- Conferences and seminars to develop assessment expertise
- Development of professional knowledge about emerging, effective assessment practices


Assessment Innovation Fund

tesconnect

Jobs Teaching Resources **Community** School News FE News

Career Location Outside School Role Subject Topical Whole School Workplace TES

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National Curriculum 2014 - Blog

This group is for those interested in finding out the latest on the National Curriculum 2014 and sharing resources and lesson plans to deliver the new curriculum.


Members **1718** Total Posts **21**

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Assessment without levels

List by: Latest ▼




Cannon Lane Primary School's Assessment Tool

We welcomed the changes in assessment and saw it as an exciting opportunity to review our assessment and reporting systems to create a more holistic...

25-9-2014 • 11:43

Created by: DfE

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Tim Sherriff talks about assessment

Tim Sherriff and Sarah Walton explain how Westfield Community School approaches the new curriculum. We joined them for an outdoor maths class...

0 ❤️
1 💬

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TEACHING AND LEARNING / DECEMBER 6, 2013

MOVING BEYOND NATIONAL CURRICULUM LEVELS



<http://www.huntingenglish.com/>

Huntington

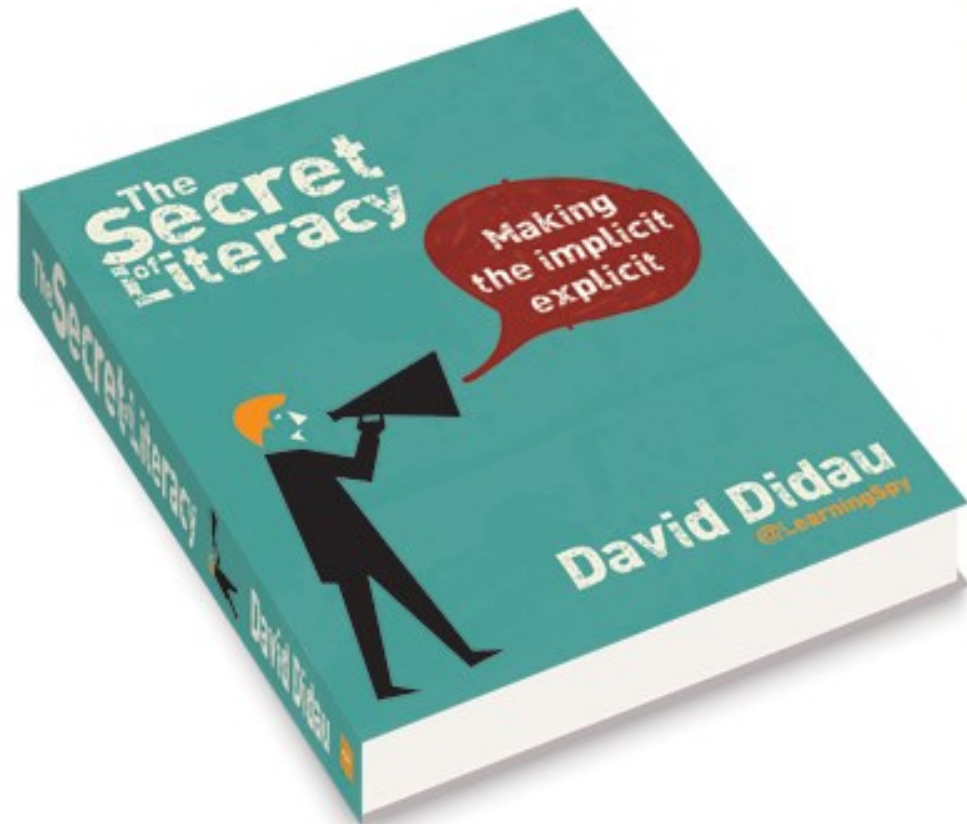
- “The national one-size-fits-all approach invariably doesn’t work.”
- Spreading assessment criteria thinly to cover every eventuality means assessment levels are generic and vague to the point of being ineffective

Huntington

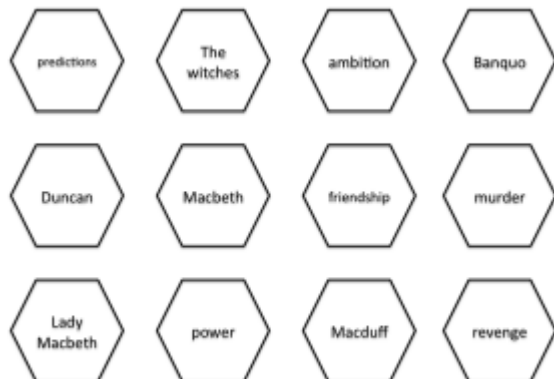
- Redefining the KS3 English curriculum
- Rooted in ‘big ideas’ of English literature
- Starting with identifying threshold concepts
(<http://blogs.lse.ac.uk/lseteachingblog/2012/10/11/threshold-concepts/>)
- “Don’t assess everything that moves, just the key concepts”
(Tim Oates)

Hexagons

“The Secret Literacy”
David Didau



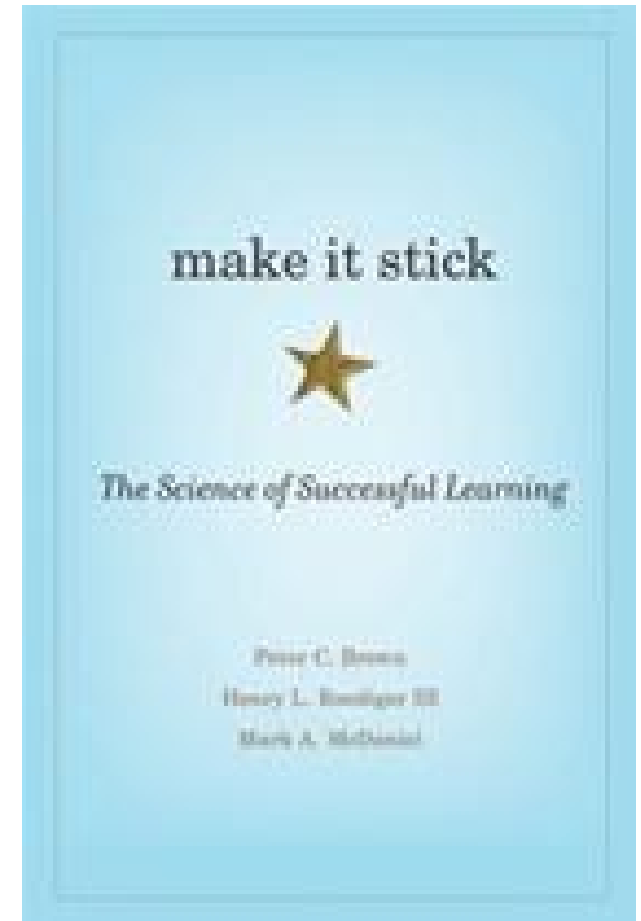
- Tessellate the hexagons
- Put them in order
- Move them around, what changes?
- What is happening at the edges and nodes?



Make it stick

“Make it stick. The Science of Successful Learning”

Peter Brown, Hendry Roediger,
Mark McDaniel



Changing your practice

- Massed practice - most people believe that learning is better when you practice-practice-practice
- Spaced practice - come back to the subject
- Interleaved practice – mix the concept up with other concepts

'QUESTION TIME' AND ASKING 'WHY'



- Pose-pause-pounce-bounce – the pause is crucial and backed by good research

<http://www.youtube.com/watch?v=029fSeOaGio>

Key elements

- Good understanding of what it is the pupils need to know
- Good techniques for checking that they know it
- A hypothesis as a starting point
- A sense check along the way (national comparisons)
- A recording system and communication structure
- Continuing engagement and discussion about assessment

Winding up

- Teachers are good at assessment
- More confidence is needed
- Life beyond levels won't be all that bad

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Stand 44

cem.org/levels

cem.org/blog

<http://teachmeet.pbworks.com/w/page/86863498/TMBelmont>

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