

In a nutshell

This feature covers the key principles of checking learning and provides some strategies you can use in your practice. This resource can be photocopied and used as a revision tool or a prompt for discussion with your peers.

Using assessment to enhance learning

Black and Wiliam (1998b) suggest that formative assessment has more effect on learning than any other factor and that many teachers do not adopt good practice as they often mimic summative assessment strategies within formative assessment. The following suggestions outline ideas for effective formative assessment.

Avoid grading

Grades tend to demotivate low attainers and don't challenge high attainers. So avoid grading (unless this is a requirement).

Use self-assessment

Self-assessment encourages reflection, ensures students take responsibility for their learning and can focus attention on the criteria for success.

Give learning-centred feedback

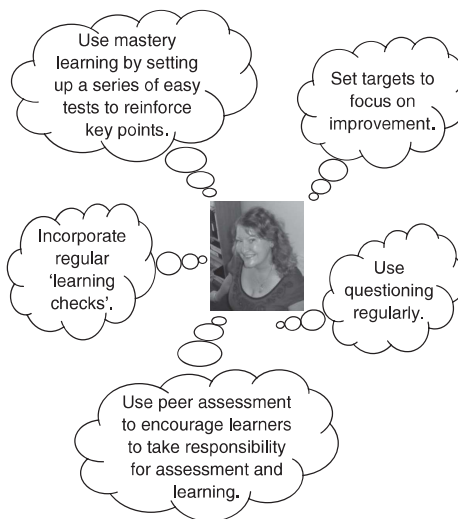
Use 'medals' and 'missions' to outline what has been done well and what needs to improve. This makes the focus on how to improve performance.

Use assessment to 'find faults and fix'

Use teaching methods which provide opportunities to check what students can and can't do, then plan strategies to address any difficulties.

Putting it into practice

Some ideas to try...



Source: Black and Wiliam (1998b).