

Class Tests and Assessment for Learning

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Paul Black et al., ‘The formative use of summative tests’ in paper entitled *The Nature and Value of Formative Assessment for Learning*, 2004.

Tests: part of our system.

Emphasise formative aspect.

How?

**Tests: source of feedback
to teacher.**

**How can teacher make
use of feedback?**

**Feedback helps teacher
to identify strengths and
weaknesses.**

Feedback helps teacher to:

1. remediate weaknesses of students

2. improve teaching

3. answer question: What to teach next?

**Tests: feedback to
teacher.**

But also to students.

How?

**Students become more aware
of strengths / weaknesses and
do something about it.**

**Tests can help students in the
process of self-assessment.**

**How can tests help
students acquire skill of
peer-assessment and self-
assessment?**

**Involve students before
and after the test takes
place.**

Revision stage.

**Go through topics: students
traffic-light whether they have
good, partial or little
understanding of each topic.**

Green: good understanding,
can go on to next topic.

Orange: partial understanding,
have difficulties.

Red: little understanding,
serious difficulties.

**Traffic lights: help
student realise
where to
concentrate effort.**

**Student is acquiring skill
of self-assessment.**

What do I know?

What do I know less?

**Classmates can
help those having
difficulties?**

Peer: explains to classmate.

Beneficial to both.

**Peer reinforces own learning
while explaining to classmate.**

Peer-assessment: creates a learning environment.

**A learning community:
responsible for each other's
learning.**

Students identify aspects of syllabus they think are fundamental to learning.

Students learn what is most important / less important.

Students examine past examination papers, point out difficulties, try to help each other.

Ask:

How can you answer this question successfully?

**Students propose questions
themselves**

+

**propose how these questions
can be answered.**

**Students asked to
propose variations for
questions.**

**This helps them to think
and eliminate studying by
heart.**

Aftermath of test

**How to turn the test
into a formative
exercise.**

**Involve students in
formulation of marking
scheme.**

**Include acceptable and non-
acceptable answers.**

**Students play role of
teacher.**

**Helps them feel important
and active participants in
the teaching-learning
process.**

Peer marking of controlled exercises.

**Students should be given the
opportunity to examine their
own script.**

What do you think?

**Beneficial for students
to rework examination
answers in class.**

So tests can be used formatively
(6 ways)

(a) during revision

**(b) involve students in test
construction**

**(c) involve them in marking
schemes**

**(d) involve them during
marking process**

(e) give them feedback

**(f) give them time to rework
answers in view of teacher's
feedback.**

**This leads to further learning
and more progress.**

**Hence raising of
standards.**
